



AIUTA - IAUTA

ASSOCIATION INTERNATIONALE DES UNIVERSITES DU TROISIEME AGE
INTERNATIONAL ASSOCIATION OF UNIVERSITIES OF THE THIRD AGE
ASOCIACION INTERNACIONAL DE LAS UNIVERSIDADES DE LA TERCERA EDAD
INTERNATIONALE VEREINIGUNG DER SENIOREN UNIVERSITÄTEN
ASSOCIAZIONE INTERNAZIONALE DELLE UNIVERSITA 'DELLA TERZA ETA'
老年大学国际协会

U3A's Citizenship and Social Cohesion

International Conference

University of Alicante (Spain)

11 – 12 June 2015

Speakers

#alicanteaiuta



Universitat d'Alacant
Universidad de Alicante

Vicerectorat d'Estudis, Formació i Qualitat
Vicerrectorado de Estudios, Formación y Calidad





SPEAKERS

(in order of intervention)

Pr. François VELLAS	2
Pr. Concepción BRU RONDA	3
Pr. Irene RAMOS SOLER	6
Pr. Marian ALESON-CARBONELL	7
Armoogum PARSURAMEN	8
Xianzhe CHEN	10
Carlos SANTOS	11
Maria CHESTER.....	12
Carmen STADELHOFER.....	13
Hans Kristjan GUDMUNDSSON	15
Gustavo Adolfo RODRIGUEZ CHACON	16
Tom HOLLOWAY	18
Pr. Olga RIVERA HERNÁNDEZ.....	19
Pr. Dr. Yours Roland SCHÖNE.....	20
Ian FUNNELL.....	21
Adriano da Silva ROZENDO	22
Giulia GROSSO.....	23
Dr. Federico MAYOR ZARAGOZA	25



Pr. François VELLAS

François VELLAS is a Professor of International Economy at the Toulouse I Capitole University. He has a PhD and is a Senior Lecturer in Economic Science, and runs the Master's Degree 2 «Management, Economy and Politics of International Tourism» as well as the research work of PhD students in the field of gerontology and development of international tourism amongst seniors.

François Vellas is the Director of the Toulouse Third Age University and the President of the International Association of Universities of the Third Age.

He is also the director of the TED «Ethical Tourism and Development» Programme of the Acting for Life foundation, which organises programmes about sustainable tourism development, technology transfers and poverty reduction in Africa and in the Indian Ocean, in Madagascar, in Mozambique, in Djibouti and in Mauritius, in Asia, in Cambodia, in China, in Sri Lanka and in Bangladesh, as well as in Latin America, in Colombia, in Brazil and in Peru.

He participates in Geneva in the High-Level Group of Experts of the WTO and of the UNCTAD about the planning of sustainable tourism in developing countries and in the LDCs (Least Developed Countries). François Vellas is also a member of the Steering Committee of the UNESCO Chair «Tourism, Culture and Sustainable Tourism Development» (UNITWIN) and has carried out numerous international missions for the World Bank, the International Trade Centre, the World Trade Organization, the World Tourism Organization and UNCTAD, especially in Africa, in Djibouti, in the Democratic Republic of Congo and the Comoros.

François Vellas has additionally worked in Geneva in the United Nations during a sabbatical period to prepare international commercial negotiations in the field of services (GATS) and was appointed in 2011 as the writer of an introductory report of the meeting of the G20 Tourism Ministers in Paris about «The indirect economic impacts of international tourism».

He has authored numerous reference works about economy of tourism and tourism marketing as well as on international exchanges, amongst which stand out: «Economie et Politique du Tourisme International» Economica - Paris» translated into Spanish and into some other languages, «Le commerce sud-sud», «Échange international et qualification du travail» Economica - Paris), «International tourism: an economic perspective» and «The international marketing of travel and tourism» MacMillan – London with L. Becherel). The World Tourism Organization has also published several studies and reports by François Vellas, a special mention being deserved by “Tourism, micro finance and poverty reduction” and “The impact of rising oil prices on international tourism” (also available in French). François Vellas has become involved and has carried out numerous missions within the framework of European Union Programmes focused on the support to countries in transition, particularly with Romania, Bulgaria and Serbia.

He has published the manual «Grille de Lecture des Projets Touristiques à partir des Indicateurs de Tourisme Durable» mainly dedicated to stressing the importance of the environment in tourism development; to this publication are added a number of specific brochures on the topic “Sensibilisation à l'Environnement pour le Tourisme” translated into ten languages.



Pr. Concepción BRU RONDA

Concepción Bru Ronda, who received her PhD in Geography from the University of Alicante in 1986, has been a Senior Lecturer at the Regional Geographical Analysis Department since 1987. She has taught at degrees, post-graduate programmes and master's degrees ever since.

Since 1994, she has held various academic positions after the corresponding appointments, including those of Director of the Official Tourism School of the *Generalitat Valenciana* [Valencian Regional Government], Vice-Dean of the Humanities Faculty, Director of the International Maritime Institute, Director of the Official Tourism School of the University of Alicante, Director of the Alicante Town University Venue with the rank of Deputy Vice-Chancellor, and Director of the Permanent University of the University of Alicante, her current position, which she has held since 2002. She forms part of the (Spanish) State Association of University Programmes for Older Adults since this organisation was created in 2004, and on behalf of the UA –being its president since 2010.

One of her main lines of research focuses on University Education for Older Adults and Lifelong Learning, a field within which she has published numerous papers, organised Encounters and Conferences and participated in research teams both nationally (5 projects) and internationally (13 projects) as the University of Alicante coordinator. She additionally collaborates as an expert and advisor of the Spanish Ministry of Education and the IMSERSO [abbreviation for Institute of Seniors and Social Services], as well as of the European Union's Directorate General for Education and Culture in a variety of initiatives (*European Year of Active Ageing and Intergenerational Solidarity - AEEA*), *EPALE platform of the EU*, and sectorial conferences, as well as in actions associated with *Cooperation to Development and Educational Management* with Latin American universities.

For further information, you can visit her personal web page: <http://personal.ua.es/es/concha-bru/pagina-personal-de-concepcion-bru-ronda.html>

University programmes for seniors, key elements in the promotion of social cohesion and citizens' involvement. University of Alicante, SPAIN

Concepción BRU RONDA

PhD in Geography at the University of Alicante

Director of the Permanent University of the University of Alicante

President of the Spanish National Association of University Programmes for Older Adults (AEPUM)

ABSTRACT

Training for seniors in Spain was born in the mid-1980s as a result of the social achievements and the democratisation of knowledge, thus giving a response to some specific sociocultural demands, in which context are placed Older Adult University Programmes (OAUPs) which initially played an essential role in the educational incorporation to university levels of many citizens (above all, women) who had not been able to go to University. The ongoing training which characterises Older Adult University Programmes (OAUPs)¹ in Spain is a type of 'non-formal' teaching, although they are placed within an academic context, that of university, defined by official teaching programmes. OAUPs represent an open, flexible type of training adapted to the environment of the

¹ BRU RONDA, C (2007): *Older Adult University Programmes in Spain: A Socio-educational and Political Challenge in the Context of Lifelong Learning A Legacy of Learning Sharing Global Experiences of Learning in Later Life*; Proceedings of The International Conference on Learning in Later Life; University of Strathclyde, Senior Studies Institute, Glasgow, Scotland 9-11 May 2007; Editors: Val Bissland and Brian Mckechnie. Pg-28-39.

citizens who receive it. In general, no previous requirements are demanded to access these teaching programmes and courses, and the people who take them do not usually do so with the aim of gaining access to official degrees or even for credit recognition and accreditation purposes.

The average age of Spanish population has kept increasing during the last few decades, and it will tend to do so even more strongly in the coming years. Throughout the 20th century there was a continued increase in percentage terms of the aged population in Spain, and more precisely, over-85s, who were almost exceptional only a few decades ago, and are expected to represent 8.9% of the population by 2051. However, the greatest weight in this increased ageing corresponds to the population comprised between the ages of 55 and 74. These are generations linked to the last years of working activity and the first years subsequent to the legal retirement age that will exceed 29% of the population around 2041.²

This ageing process in Spain derived from social and healthcare-related factors, added to early retirement processes and labour force adjustment plans, has resulted in the existence of a large number of senior citizens in society, who find themselves in risk of social exclusion and want to remain useful for others. Society is different and poses different challenges at present. In this sense, there is currently a high percentage of over-50s, including active workers, pre-retired people (many of them forced to leave the labour market when they had just reached the age of 50 due to the present-day economic crisis), and unemployed people who attend these courses as a way to complete their knowledge, to improve their qualification, to acquire competences, to adapt to the new work-related demands as well as to the socio-cultural and socio-economic realities, and thus to develop skills who can prove useful for their re-insertion into the labour market, or to make an altruistic contribution in the social context through volunteer service actions and collaborative projects.

Unlike what happened elsewhere in Europe with Universities of the Third Age –a phenomenon which occurred much earlier there than in Spain– Spanish OAUPs were promoted by the actual university centres between 1985 and 1990 in response to a social necessity. At present, more than 54 universities all over Spain impart these programmes, 43 of which are integrated into the Spanish National Association of University Programmes for Older Adults (AEPUM), which also represents over 43,000 students above 50 years of age³.

When we talk about Older Adult University Programmes (OAUPs), it becomes essential to identify the characteristics which highlight their specificity (not their 'exclusivity') in the context of senior citizens' training. The current situation of Spanish OAUPs has nothing to do with 'first-generation' programmes (understood in the early 1980s as free-time cultural programmes which had as their aim to entertain and favour socialisation among senior citizens), 'second-generation' ones (developed in the period comprised between 1990 and 1999 and characterised by educational activities oriented to participation and to a knowledge level improvement among older adults without university studies), or 'third-generation' ones (imparted from 2000 to 2006, where seniors were trained seeking to allow them to take part in the resolution of the existing social problems). Those developed at the moment are 'fourth generation' programmes, since they have gone up a level at some universities which already have official educational programmes proposed from the various university knowledge areas and, especially from Education Sciences, which own all the formal characteristics of higher education, even reaching levels that allow students to join research teams and international networks linked to educational innovation projects and in cooperation with other European countries. These aspects would not have been possible in these

² The Mapping Project. Looking forward to a dynamic Third Age. NATIONAL REPORT – SPAIN. Be Active through Lifelong Learning (2014-2016). Erasmus+ 2014-1-IS01-KA2014-000173.

³ AEPUM website: Statistics by Academic Year <http://www.aepumayores.org/en/contenido/statistics-academic-year>

University Programmes for Older Adults without the existence of links with knowledge areas and university research and teaching departments belonging to those centres.

The aim pursued with these programmes is an overall consolidation of the human being where personal and social development takes place through lifelong learning. And encouragement is given to a proactive citizenship which allows individuals to be responsible for their ageing process and their autonomy for a long time, with acceptable quality of life levels. Among the objectives sought stand out: a) the social and cultural integration of seniors by means of training in the European context; b) learning through research; c) the adaptation of seniors to ICTs within the knowledge society; d) the development of methodologies, best practices, tools and materials for older adult university training; and e) collaborative learning and the creation of autonomous seniors who can continue with non-formal learning initiatives and be able to revitalise their environment by means of volunteering actions and other types of initiatives.

In short, this is high-quality training which has gone through a strong evolution since its inception in the early 1980s in Spain, and which incorporates an ever-growing number of active, increasingly better qualified and expert adults who provide feedback to the educational system and to research with their contributions, knowledge, investigations and experiences in the context of intergenerational, multidisciplinary and international working teams.

The observatory is a permanent seminary of research that works with the objective to promote, define and promulgate an image of elderly people nowadays, real and none stereotyped. The group that works in the observatory is integrated by students of the Permanent University and by researches and experts in the field of communication.

Research made by Observatory in the last ten years has focused basically on advertising and TV series. The results shows the underrepresentation of elderly people and one image that is manipulated, where male and female characters are presented with characteristics associated with gender stereotypes. Studies show that the median and advertising industry should be aware of showing and valuing a social image of elderly today and consistent with the magnitude of this demographic group which will grow exponentially in the coming years.



Pr. Irene RAMOS SOLER

Irene Ramos-Soler has a PhD in Sociology from the University of Alicante, where she has been teaching and doing research in the area of Audiovisual Communication and Advertising since 2000. Her work as a researcher focuses on the study of the relationships of communication with different target audiences, participating in various competitive research projects (I + D + i) European, national and regional. Teacher in permanent research seminar "Observatory Elderly and Media" of the Permanent University in the UA since 2007, won the National Award for Research in Social Sciences "Dr. Rogeli Duocastella" by her research The lifestyle of the elderly and advertising. Director of the Research Group "Communication and Targets". Her contributions have been published in various books and journals, as well as in national and international conferences.

The image of seniors in the 21st century society. Stereotypes and realities

Irene RAMOS SOLER

Seniors and Mass Media

ABSTRACT

The demographic phenomenon of the ageing population has generated a set of socioeconomics and cultural changes transform the role and public image of elderly people in our society. With the objective of know how this image is communicate through mass media, in 2005 the Permanent University of the University of Alicante created the Observatory Elderly and Media.

The observatory is a permanent seminary of research that works with the objective to promote, define and promulgate an image of elderly people nowadays, real and none stereotyped. The group that works in the observatory is integrated by students of the Permanent University and by researches and experts in the field of communication.

Research made by Observatory in the last ten years has focused basically on advertising and TV series. The results shows the underrepresentation of elderly people and one image that is manipulated, where male and female characters are presented with characteristics associated with gender stereotypes. Studies show that the median and advertising industry should be aware of showing and valuing a social image of elderly today and consistent with the magnitude of this demographic group which will grow exponentially in the coming years.



Pr. Marian ALESÓN-CARBONELL

Marian Aleson Carbonell is currently a tenured lecturer at the Departament of *Filología Inglesa* (English Studies) at the University of Alicante, a position she holds from the year 2003. Her research focuses both on ESL/EFL (English as a Second or Foreign Language) and on Specialized Languages, in particular on written genres, the use of corpora, and specialized terminology. She has participated in various national and international conferences, where she has presented different papers on those topics. Her work on the application of ICT to learning and her research on the teaching of English to adult learners are especially relevant for the aims of this conference. Moreover, she collaborates in some European Research Projects on innovative education, and elderly people's training & preparation for active life; namely the BALL Project (*Be Active Through Lifelong Learning*) and the PPS Project (*Peer To Peer-Support Fostering Active Ageing*). She has also been teaching courses on the language, culture, literature and civilization of English-speaking countries at the UPUA (the Permanent University at the University of Alicante) since 1999 and coordinates the courses on Elementary English.

The University of Third Age and its role in the preparation for retirement and old age Marian ALESÓN-CARBONELL

ABSTRACT

The ageing process of the European population is nowadays a social and a personal challenge for a great percentage of citizens who are getting or have already reached the age of retirement. Notwithstanding its inevitability, few people have been prepared for this dramatic change in life. Typically, former workers face an uncertain future once they decide to retire, as there is little or practically no information about the different choices available. The most common choice is between full employment and full retirement, which obviously does not imply a smooth and gradual adaptation to the new social and personal reality of the new retiree. Otherwise, it may stimulate anxiety, alienation, and even social exclusion. Nevertheless, retirement and third age are also offering a new land of opportunities from which a person can even enjoy a better life. The Universities of the third age (U3A), together with employers and administrations, can become the social agents through which the ageing population can learn how to be prepared for retirement and how to take advantage of the new context presented. This paper explores the role that U3As can take in the ageing process, especially when facing retirement, and summarizes the typical necessities, problems, and concerns of the current elderly population in Europe. Previous research conducted in several European projects –namely the project BALL, the project PPS, and the project Edu-Sen-Net– concludes that U3As may be pivotal in easing the transition to third age and in promoting that life after retirement is not just the stop of the life productive phase, albeit the beginning of a more fulfilling life. Findings show that remaining active, both physically and socially, is a key objective in order to attain not only the well being of elderly people, but also social cohesion. As this paper proposes, U3As can give support to the ageing process with three main lines of action: education, information, and social involvement. The combination of these three axes provides a comprehensive framework where U3As become the social actors through which elderly-age challenges are met and better social cohesion can be achieved.



Armoogum PARSURAMEN, G.O.S.K.

Grand Officer of the Order of the Star and Key of the Indian Ocean (G.O.S.K)

Minister of Education, Arts, and Culture and Minister of Education and Science of Mauritius both between 1983 and 1995; and Director and Representative of UNESCO between 1998 and 2011; Mr. Armoogum Parsuramen, G.O.S.K., is currently the Founder President of the Global Rainbow Foundation (GRF), a Charitable Trust dedicated to the relief of poverty, the advancement of education, assistance to children and adults suffering from physical and mental handicaps and any other purpose beneficial to the public in general, and the poor and most disadvantaged. Since 2013 Mr Parsuramen is also the Founder-President of the University of Third Age (Trust) Mauritius (U3AM).

Born in 1951 in Mauritius, Mr. Parsuramen holds a B.A. Honours degree in Administration from the University of Mauritius and started his career in the field of education as a secondary-school teacher in 1978. He was elected as a Village Councillor in 1978 and became Chairman of the District Council North in 1979. He was elected as Member of the Mauritius Parliament from 1982 to 1995 and served for four consecutive terms, during which he honourably provided excellent leadership as Minister of Education, Arts and Culture and Minister of Education and Science; and has been credited with being the architect of the Mauritian 10-Year Education Master Plan, which spearheaded the development of Mauritius Education system.

After highly appreciated services in Mauritius, Mr. Parsuramen became a dedicated and renowned International Civil Servant. He joined the World Bank in 1997, as Education Policy Adviser and Coordinator of the education component of the United Nations Special Initiative for Africa (UNSA) administered by the World Bank. In 1998, he was appointed Director of UNESCO's Division for the Renovation of Secondary and Vocational Education; and in 2000 he became Director of the same organization's Regional Bureau for Education in Africa before returning to UNESCO Headquarters in Paris in 2004 to lead both the Secretariat of UNESCO Executive Board and that of its Governing Bodies; serving therefore as Secretary of both the Executive Board and the General Conference. In 2009, Mr. Parsuramen was appointed Director of UNESCO, New Delhi Office and Representative to Bhutan, India, Maldives, and Sri Lanka, where he served tirelessly until June of 2011 when he retired and returned home to Mauritius.

Current Assignments:

1. Founder-President, Global Rainbow Foundation (a charitable trust)
2. Chairman Amity Advisory Board, Amity Institute of Higher Education (Mauritius)
3. Honorary Chairman, Gandhi Breed Ashram, Petit Raffray, Mauritius
4. Chairman, International Committee of We Care Film Festival on disability issues
5. Member of Governing Board, Institute of Asian Studies, Tamil Nadu, India
6. Member of the Executive Council, Council of Religions, Mauritius
7. Member of the Governing Board, Study International School, Pondicherry, India
8. Chairman Special Committee 10 Year Development Plan Bhujoharry College, Mauritius
9. Trustee Srinivasa Ramanujan Trust (Mauritius)

Mr Armoogum Parsuramen is the recipient of the following National and International Awards:

- 1984: Honorary Freedom of the Pamplemousses-Rivière du Rempart District Council Republic of Mauritius
- 1986: Honorary Freedom of the Moka Flacq District Council
- 2002: Silvius-Wolansky Award for service as an Outstanding International Leader in Technical Vocational Education and Training awarded by the International Vocational Education and Training Association



- 2004: Distinction Pèlerin de Gorée by the Mayor of Ile de Gorée, Senegal
- 2009: UNESCO Executive Board Decision 182 EX/PLEN/DR.3 to pay Tribute to Mr Armoogum Parsuramen, Secretary of Executive Board and General Conference
- 2010: National Award, Grand Officer of the Order of the Star and Key of the Indian Ocean (G.O.S.K.), Republic of Mauritius
- 2011: Officier de l'Ordre des Arts et des Lettres, République Française
- 2011: ULAGA THAMIZHAR MAAMANI "The Crown Jewel of World Tamils" awarded by The Madras Development Society on the Occasion of the 2nd World Tamil Economic Conference 2011.

U3A, a platform facilitating the contribution of senior citizens to social cohesion in Mauritius Armoogum PARSURAMEN

ABSTRACT

Mauritius is an upper middle income country of approximately 6679.21 US dollars. The population of senior citizens, which is defined as someone who has retired from the workplace, is of 178,810 retired citizens and includes 119 centenarians. Mauritius is witnessing a gradual increase in the percentage of its senior citizens, with 13% of the Mauritian population is over sixty years. This figure is expected to continue to be on the rise with the major socio-economic changes operating and its impact on the demographic composition on the island.

The U3a was launched in November 2013. We welcome students from the age of 55 and above. Our main aim is to promote the re integration of senior citizens as active agents in the Mauritian society. We have focused our activities on:

- a) the U3A is the answer to the transition from employment to retirement, all the while enabling one to nurture his/her knowledge.
- b) the U3A brings an answer to the issue of lifelong learning by providing a quality of education.
- c) the U3A allows the younger generation to interact with elders within a same venue and offers opportunities for mutual help.

Through these activities we are favouring the integration of senior citizens by promoting their contribution to the strengthening of the social cohesion of the Mauritian society. Their experience as professionals is highly valued in this context.



Xianzhe CHEN

*President of Chaozhou Elderly University
Guangdong Province, China*

He is an English lecturer. He has some papers and books published on how to study English. His thesis *on Educational Scientific Research of University for the Aged* has got the first prize in the theses appraisal of Chinese education for the aged. As the head of the elderly educational research team, he leads the members to do the research on **elderly learning capacity**. The team has spent 11 years in five periods of research on this project.

They have published the research achievements in five books in which there are about 1.35 million words. Their achievements have pushed forward the education for the aged in their city and have gained praise in this field in China. Because of their great achievements of educational scientific research, his university for the aged has been appointed to be the leader of the Academic Committee of the Guangdong Association of Elderly Universities.

Social Cohesion: The Value of the University of the Aged in China

Xianzhe CHEN

President of Chaozhou Elderly University, Guangdong Province, China

ABSTRACT

In May 2014, with the theme of "30 Years of Education for the Aged: Practice, Innovation and Sustainable Development", the Summit Forum of Chinese Education for the Aged was held in Wuzhen, Zhejiang Province. In November of the same year, the 11th National Theory Seminar of Chinese Education for the Aged was held in Wuhan, Hubei Province. In these two important conferences, 1,110 papers were selected and the consensus was reached as follows: The education for the aged is an important part of the life-long education system, an important segment of building a learning society, an important factor of establishing a harmonious society, an important measure of realizing active aging, an important content of the social construction, an important connotation of building a powerful country in culture, and one of the basic public services provided by the government.



Carlos SANTOS

IAUTA Deputy General Secretary, Professor of the University of the Third Age of the Azores,
Director of the Observatory of Sustainable Tourism of the Azores.



Maria CHESTER

Maria Chester was a Senior Lecturer in Ancient American Civilisations at private and public universities in South America. She also developed an interest in archaeology, which gave her a framework for her continuing research. Since 2003 she has lived in Scotland where she joined her local East Berwickshire U3A and became a Group Leader of several groups. She was elected as EB-U3A Chairperson in 2010. By then she was already involved as a co-opted member with U3A in Scotland and as a Regional Volunteer. In 2011 she became the National Subject Adviser of American Archaeology and in February 2015 she was appointed a member of the International Committee, both for the Third Age Trust. She has run Study Days in Edinburgh (Art of the Maya and Art of the Inca) and she also tutored U3A Summer Schools at Harper Adams University (2013: Art of the 20th.century; 2014: Ancient Civilisations of the Americas and 2015, La Belle Époque). Since 2010 she has been the Chairperson of the Border Archaeological Society. She is multilingual and enjoys travelling, cooking, painting, digging and sailing. She was born in Buenos Aires, Argentina and lives with her husband and beloved dog in the Scottish Borders. Alicante is her first U3A international conference.

U3As, Citizenship & Social Cohesion – The UK Experience

Maria CHESTER

ABSTRACT

The talk will be divided in two parts: the first will be about U3A movement in the UK set up by our founders in the early 1980s focusing on Third Agers. She will also speak about the role of the Third Age Trust in supporting the individual U3As by keeping them focussed on our shared objectives. Individual U3As are charities with common objectives but they all stand on their own feet and rely on the energy of their committees/group leaders/members for their success. The second part will be about her own experience as a foreigner, about the importance of East Berwickshire U3A to the local community, and how her U3A adventures started from a casual meeting with her local "cultural heroes" Tom and Jan Conway. She will talk about her experience of social cohesion and citizenship in action.



Carmen STADELHOFER

Carmen Stadelhofer, Academic Director (ret), President of the International Association "Danube-Networkers for Europe (DANET) e.V."

Carmen Stadelhofer is a Pedagogist, Romanist and Germanist. She worked from 1984 until her pension in the end of 2012 at Ulm University, since 1994 as Director of Zentrum für Allgemeine Wissenschaftliche Weiterbildung der Universität Ulm (ZAWiW, Centre for General Scientific Continuing Education at Ulm University). Her main task was being responsible for the coordination of research projects (action research) on regional, national and international level. Research focus: Life Long Learning for Older Adults, intergenerational learning, and new media in general adult education. In her work time at ZAWiW, she had been a member of the AIUTA board, for many years as the Vice-President for Europe (www.aiu3a.com/)

She initiated in 1995 the International Network "Learning in Later Life (LiLL)" (www.lill-online.net), and in 2008 the Educational Network "Danube-Networkers"; in this frame she was responsible for different educational projects along the Danube. In March 2014 she founded with colleagues from different Danube countries the International Association "Danube-Networkers for Europe (DANET). Network for Learning in Later Life, Social Participation and Intergenerational Dialogue (DANET). (www.danube-netorkers.eu).

Nowadays she chairs the "Institut for virtual and face-to-face learning in adult education at Ulm University (ILEU) e.V.", founded in 2002 (www.ileu.net), she is the President of DANET e.V. and a member of the board of the Danube Civil Society Forum (DSCF) in the frame of the Danube-Strategy of the European Commission for the Danube Region (EUSDR) (www.danube-region.eu)

In November 2013, she initiated and since then has coordinated the very successful Danube project "Die gewollte Donau/The wanted Danube" (www.thewanteddanube.eu) where until July 2014 more than six thousand individuals of all ages and ethnical and social backgrounds together with a lot of organisations participated in eight Danube countries. The project is going on under the Title "The Danube moves us"

For her professional achievements, she received the "Order of Merit of the Federal Republic of Germany" and she is "Honorary Citizen of the City of Ulm"

Social Cohesion: The Role of the Educational International Network in the Danube Region Carmen STADELHOFER *President of DANET e.V, Ulm, Germany*

ABSTRACT

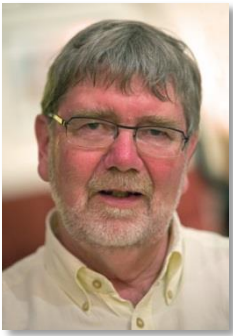
The mission of the international Association "Danube-Networker for Europe (DANET) e.V." is to foster and provide grounds for highly professional national and transnational structures and cooperation in the field of learning and education in later life, social participation of elderly and intergenerational dialogue. As an umbrella organization DANET was founded in March 2014, but the idea of the "Danube-Networkers" based on different European activities and projects since 2008 with many outstanding results achieved. More about: www.danube-networkers.eu

DANET recognizes capacity building as an effective instrument to enhance the capabilities and effectiveness of civil society organizations and institutions specially in the field of education. The project "Qualification Training" in December 2014 demonstrates very clearly how this works. With fundings from the Baden-Württemberg Stiftung DANET invited almost representatives from European organizations, specially the Danube region, to a qualification training to learn more about European programs and to start concrete project ideas. In this frame several project ideas had been developed in subgroups, 6 of them have already been submitted for a European grant in March 2015. More about the workshop: <http://danet.gemeinsamlernen.de/>.

DANET's fundamental goal is related to the work with older citizens – how to bring the people together, to provide the possibilities for learning and cooperation and to foster intergenerational dialogue on national and international level. A way how to achieve it shows the Learning partnership "Personal TownTours" where organizations from Bulgaria, Romania and Slovenia had been involved as well as IAUTA members: ZAWiW, Germany (coordinator); UTA Vannes, France; Vicenza and Mestre, Italy (www.danube-networkers.eu/project-overview.html). In the international project "The Wanted Danube" more than 6.000 individuals from eight Danube countries had been active. This very successful project demonstrates how informal learning can involve people of all ages, ethnics and social backgrounds in theme based learning settings. More about the project: <http://www.thewanteddanube.eu>

DANET takes part on the Danube strategy of the European Commission on different conferences and with corresponding statements. It was agreed by all partners that learning in later life in the Danube Region and Europe has a critical role to play in the achievement of a wide range of social objectives. These can be reached by community education ("Universities for all Ages") for fostering participation in society, and by cooperation of various potential EU partner organizations, specially existing UTA.

DANET succeeded to step up in some partner organisations in the Danube Region structures and educational activities for the Third Age mainly missing in the Danube countries until now. We would like to invite UTA in the West European countries which can provide large experiences in this field to support the creation and development of UTA in the Danube Region, and to get by discovering tourism and common projects more awareness about the "new and ongoing neighbors" in the European Union. Cooperation can be supported by different European programs like Erasmus+, Europe for Citizens etc and national foundations.



Hans Kristjan GUDMUNDSSON

Is a physicist and engineer with a doctoral degree in Solid State Physics (TechnD) from KTH, Stockholm, 1982. After research, teaching and administrative careers at KTH, the University of Iceland and the Iceland Technology Institute, IceTec, Hans Kristjan Gudmundsson served as a scientific counselor with EFTA, the European Free Trade Organisation, from 1992 to 1994 and at the Icelandic Mission to the EU in Brussels from 1995-1999. He was member of the Nordic Science Policy Council 1996-1999, served as Rector of NorFA, the Nordic Academy for Advanced Study, in Oslo, Norway, from 1999-2003 and in 2004 as chairman of the NorFA Governing Board. The years 2004-2006 Gudmundsson held the vice chair of IGFA, the International Group of Funding Agencies for Global Change Research. In 2003-2008 he was General Director of RANNIS, The Icelandic Centre for Research. He then served as Dean of the Faculty of Business and Science at the University of Akureyri, He has an extensive experience of international cooperation on the Nordic and European Arena on research, research training, science policy and administration. After retiring in 2012 he has been working on different projects cultivating his interests.

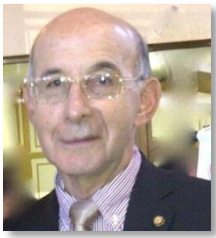
The present and future role of U3A in promoting social cohesion in Iceland

Dr. Hans Kristjan Gudmundsson

Chairman, U3A Reykjavik

ABSTRACT

The activities of the young association U3A Reykjavik will be shortly described, emphasizing its present and future role in Icelandic society. The programs presently running and those on the design board will be discussed. In particular, the European project BALL, *Be Active through Lifelong Learning*, will be discussed. The project, initiated by U3A Reykjavik and carried out in successful cooperation with our U3A colleagues in Alicante, Spain; Lublin, Poland; managed by Evris ses, Reykjavik, aims at promoting early preparation for the third age and for retirement. The main results of the recently concluded mapping of such preparations in the partner countries will be reported, the concept of "third age" and the accompanying inevitable changes in life discussed.



Gustavo Adolfo RODRIGUEZ CHACON

GARCH has been Deputy Vice-Chancellor of the UNILATINA University in Colombia for 13 years. He studied economics at the University of America in Bogota and obtained his PhD in Economic Sciences by the University of Social Sciences Toulouse I. Furthermore, he took speciality studies at the Bordeaux International School and the School of Agro-Food Economics of Saragossa in Spain.

He has been in charge of the research works carried out by the IEIPVD of Toulouse. He has also taught at several universities in Colombia, being a course manager at the University of Bordeaux III. He has been particularly interested in agro-food economics, a topic about which he has written a considerable number of papers and developed research initiatives. A cuisine lover, he was awarded with the prize "Best potato recipe in the world" in 2008 and was recognised as an inventor by the Colombian industrial property organisation.

He was a co-creator of the Colombia International Corporation, Assistant Director at the Colombian office of the Inter-American Institute of Cooperation for Agriculture, Technical Advisor of the V Commission of the Colombian Senate. GARCH belongs to the international network SIAL (Localised Agro-Food Systems)

The International Framework of Social Cohesion Policies for Third Age.

Gustavo Adolfo RODRIGUEZ CHACON

Vice President Unilatina, COLOMBIA

ABSTRACT

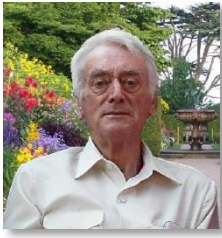
The humanity has always been looking for the origin of eternal youth. Not only to extend life but also to maintain vitality. Maybe we should wonder what the point of doing so is. However, the answer is not significant for the time being. The important thing is to see that nowadays the humanity has almost progressively managed it. Therefore it is possible to find part of the answer in analyzing what is currently done within the framework of the worldwide movement of IAUTA. We are impressed by China who has around 60,000 U3A's and 7 million students or even the hundreds of university centres for elderly adults around the world.

In 1940 there were around 10 million people over 80 years old in the world. Nowadays, there are around 700 million and in 2050 there would be more than 2 billion, and this would represent one fifth of the world population. The exponential growth of the world population is even higher than the proportion of people older than 60 years old who, in 2050, would be higher than the one of youths. This growth underlines the new challenges which would be faced by those responsible of public policies to insure the well-being of this part of the society. In 1991, the UN has adopted a declaration about elderly adults in which one governments are invited in adopting specific policies for this group of citizens. This statement recommends an action about what elderly people should have, what their benefits should be or even how much they should receive, etc. However it does not mention rights they should have. Ten years later ECLAC introduced a document stating that "the ageing process underlines the need of establishing public policies for adults over 60 years old on the economic, social, political and cultural background in order to promote a favourable environment for the integration of elderly adults in the development of countries of the surrounding areas." (Envejecimiento Y Vejez En América Latina Y El Caribe: Políticas Públicas Y Las Acciones De La Sociedad", Alberto Viveros Madariaga, CEPAL, 2001). More recently, in 2012, the French Prime Ministre made MP Martine Pinville responsible for carrying an international study on



developed policies in some European countries, Japan and the United States in terms of age in order to update the French legislation.

In this context, it has to be observed that in almost every country of the world, there is a considerable delay regarding the adoption of policies about protection, development, well-being, education, formation, employment and health of elderly adults. Therefore it is necessary to consider this topic within IAUTA.



Tom HOLLOWAY

World U3A, India

Tom joined IBM as an Engineer in 1965. After some years based in Banking and Insurance industries, he spent four years on assignment to IBM Ethiopia, Kenya and Uganda. On return in 1972 he became one of the UK's first Word Processing Analysts, specialising in Office Systems Networks, a job that eventually metamorphosed into what is now known as The Internet. He retired in 1990 and since then has devoted his retirement to charity work, setting up websites for small charities in many countries. Since 2003 he has lived in Hyderabad, India where he supports several schools for dispossessed and low-caste communities.

Social Cohesion and U3A; the vision from India

Tom HOLLOWAY

World U3A India

ABSTRACT

It has now become clear that the twenty-first century worldwide revolution in communications is in full swing. This is not just about the ease with which we can research online, learn online, bank online and even conduct our day-to-day friendships online. We have reached a point where new challenges and new opportunities are suddenly available. Within ten years we will see the developing world joining the internet in their millions; and for U3A, the additional challenge is that we will need to adapt to the adoption of the internet by all the new non-English speaking emerging nations.

Different cultures bring different styles of 'Lifelong Learning' with them. Can we cope with these new challenges? One answer will be to communicate regularly and to join together in projects designed to enhance our understanding of each other's perspective.

The Asia Pacific Alliance of U3As, by means of the hundreds of its regular teleconferences over the last four years and its online project - MY U3A, has shown how use of a simple technology can bring us together at virtually no cost.

The purpose of WorldU3A is to encourage international understanding and contacts for all active retired people everywhere. It does this through its Internet activity rather than through a traditional organisation structure. It has no membership and is a totally free service.



Pr. Olga RIVERA HERNÁEZ

She is Professor of Strategy and Innovation and Director of MUCI, the Master's Degree in Competitiveness and Innovation at Deusto Business School. Her recent activity is focused on the analysis and promotion of innovation processes and organizational and social learning, without geographical or industry limitations, and with a particular interest in the socio- health arena and the opportunities of active and healthy aging. She is also Member of the Unit Deusto Business School Health and part of the Scientific Committee of MI Health Health at Fira Barcelona.

She has been Vice-Minister for Quality, Research and Innovation Health of the Basque Government and President of research centers such as CNIE, KronikGune, CIC- Biomagune and council member at Tecnalia, Innobasque, Osakidetza, CIC and Innobasque Biogune between otros. She co-chaired the AAL Forum held in Bilbao in 2012 promoting new bridges between Health and Industry. She was part of Orkestra, and the MOC of Harvard University, and has taught the MOC organized by Orkestra for several editions. She co-chaired the 2012 AAL Forum at Bilbao with a special interest in the public private cooperation strategies.

She has led for years the line and the research team in Innovation, Knowledge Management and Organizational Learning, from which he has made dozens of research projects and blog numerous books and articles.

The Universities of the Third Age as main partners for an Active and Healthy Ageing Olga RIVERA HERNAEZ

Prof. of Strategy and Innovation, Deusto Business School - SPAIN

Active and Healthy Ageing is already a measurable process that is included in the political agenda of most European countries. The Active Ageing Index Analytical Report, a joint management project by the United Nations Economic Commission for Europe (UNECE) and the European Commission's Directorate General for Employment, Social Affairs and Inclusion (DG EMPL) is consolidating the state of the art about what does it mean to age in Europe and its different countries. The silver tsunami is getting closer, and many actions should be launched. Third Age Universities are going to play a key role for canalizing this tsunami into an energetic and fertile river. We will notice that 3AU work specifically in the area that has a broader possibility for improvement. In fact, the longlife learning indicator, with just 4,5% of the people aged 55-74 receiving education or training (EULFS) in EU-28 countries, is the lowest of those that conform the index, even if it has growth 27% in the last four years measured. In the presentation we will analyze the situation of different countries, and also, the leverage effect that an improvement of 3AU activities and scope can have in many other others indicators of the Active Ageing Index. Finally, we would reflect about the possibility of evaluating how 3AU programs are improving the life - health, wellness and activity- of the persons attending and the amazing impact that those evidences could have in Third Age Universities future financing and progression. Would not you prefer to have doctors prescribing 3AU courses than pills? Let's do it possible!



Pr. Dr. Yours Roland SCHÖNE

University of Technology Chemnitz (Germany)

Prof. Dr. Roland Schöne studied engineering and pedagogics at Leipzig University.

He received his PhD in 1970 in the field of civil engineering Dr.-Ing. in Leipzig and in 1980 qualified as a professor in the field of higher education pedagogy at the Technical University of Dresden.

From 1970 to 1993, he managed international interdisciplinary research projects at the University of Leipzig in the fields Programmed teaching and learning, simulation games, media and university education.

In 1993 he accepted an appointment as "Professor of adult education and corporate training" at the Technical University of Chemnitz and founded the "Seniors College" at the TU Chemnitz. The Seniors College cooperates with many university partners in Germany, Europe USA, China and Japan.

He advises domestic and foreign doctoral student Master's and research, held a large number of presentations at conferences at home and abroad, and has published numerous publications and media.

From 2008 to 2010 he was head of the newly formed Advanced Study and Research of the TU Bergakademie Freiberg for over 500 students from Germany and abroad. The TU Bergakademie Freiberg was awarded the "Innovation Award Training 2010" the Saxon State Ministry of Education.

Since 1993 he has been the director of the private sector "Institute for Education, Culture and Organizational Development Association" in Chemnitz and Magdeburg.

Professor Roland Schöne worked as an expert for the European Commission, the German Bundestag, the German Federal Ministry for Education and Research, the Standing Conference, the Saxon parliament and Saxon State Ministries "Demographic change expert commission" and other state governments.

U3A's – Citizenship – Social Cohesion: Experience and Recommendations from Germany Yours Roland SCHÖNE *University of Technology Chemnitz (Germany)*

ABSTRACT

The presentation give a survey about the contribution of University of 3rd Age (U3A) for the empowerment and citizenship elderly people in an older society in Germany.

With examples of good practice in the intergenerational education of elderly peoples with children, pupils and international students we show the contribution for the social cohesion. Also we report about our activities in the inclusion of people with special needs, e.g. hearing aids, sign language interpreters and other.

Finally we give some recommendation for the international cooperation in this fields.



Ian FUNNELL

Was an engineer in the electricity supply industry and an Associate Lecturer with the Open University. After retiring he was on the founding committee of Fetcham U3A and its chairman for three years. He runs an Industrial Heritage Group and has been involved in organising U3A events across the South East of England since 2004. He served a three-year term as a trustee for the South East Area on the National Executive Committee of the Third Age Trust and has been a representative of the Third Age Trust on the Governing Board of AIUTA/IAUTA since 2010. He has been AIUTA/IAUTA Treasurer since 2011. He has a long-term interest in sailing and has shared ownership of a boat in Turkey for the last ten years.

Presentation – Ian has attended U3A conferences in Chitrakoot, India, San Jose, Costa Rica, Singapore, Lignano Sabbiadoro, Italy, Lisbon, Guangzhou, China, Uppsala, Sweden, Melbourne, Australia, Toulouse and Iguacu, Brazil and has made numerous presentations. In Alicante he will only be presenting the accounts of AIUTA/IAUTA.



Adriano da Silva ROZENDO

Adriano da Silva Rozendo holds a bachelor's degree, master's and PhD in Psychology from Universidade Estadual Paulista Julio de Mesquita Filho (2007, 2010, 2013). Currently, he is professor at the Federal University of Mato Grosso, Rondonópolis Campus (UFMT/CUR). He has been the coordinator of University of the Third Age, of UFMT/CUR since 2011.

He was president of the Senior Council of Assis/São Paulo (2008 - 2011) and member the Senior Council of São Paulo State (2010-2012). He has experience in the field of Psychology, with emphasis on Social Psychology, working mainly with old age, human rights and social control.

Social Cohesion and U3A in Brazil

Adriano da Silva ROZENDO

Universidade Federal de Mato Grosso - Brazil

ABSTRACT

The elderly population in Brazil has grown in the last few decades. The present life expectancy in Brazil, for both men and women has increased to 75 years. This represents an improvement in income, as well as health and social policies that confers Brazil the status of a country in development. Nowadays, life expectancy in Brazil revolves around policies, laws and services created specifically for seniors. With the aid of Geriatrics and Gerontology of the state of the market, aging in Brazil has adjusted to the model of successful aging propagated internationally, known as 'Third Age'. The Third Age has brought many benefits to those who are aging, such as better quality of life and better health standards. On the other hand, this model of aging has taken followers from some important spheres of life, such as social spaces and policies. The University of The Third Age (U3A) follows the same logic of other policies that gear attention toward the aging and has been very effective in the reproduction of the model of the third age. However, Brazil has arrived at a certain stage of public policies and services aimed at senior citizens that require an urgent review. This discussion aims to promote reform in old-age care models and, also, in policies implemented for the third age, which comprise the most diverse specialized public policies, from nursing homes to U3A programs.

Keywords: Third Age, U3A, Public Policies, Reform.



Giulia GROSSO

Giulia Grosso is the co-founder and Director of Sardinia Italian Studies, located in Cagliari, Sardinia. She holds a PhD in Linguistics and Didactics of Italian as a second language from the University for Foreigners of Siena with a thesis on the use of Italian as Lingua Franca in the spontaneous interactions of native and non-native migrant workers.

She is also currently involved at the University for Foreigners of Siena as a researcher and collaborator for the DEPORT, a project about intercultural communication in the prison context. Since 2004, she teaches Italian as L2 to speakers of other languages from 9 to 92 years. She has worked as well as member of the Coordinamento of the Italian teachers at the Scuola di Lingua e Cultura Italiana per Cittadini Immigrati (School of Italian as a Second Language for Immigrant Citizens) located at the Corte dei Miracoli Association, where she has also authored and run several projects, among them "Lingua e cittadinanza per donne immigrate" a project devoted to immigrant women.

She has a long-standing interest in language and identity in migration, and a more recent interest in intercultural pragmatics, applying Conversation Analysis to the study of spontaneous interaction in Italian as a Lingua franca in superdiverse contexts. She is a member of the SLI (Italian Society of Linguistics) and DILLE (Società italiana di Didattica delle Lingue e Linguistica educativa).

Third Age language teaching and Social Cohesion

Giulia GROSSO

Sardinia Italian Studies, Cagliari, Italy

ABSTRACT

The widening demographic change throughout Europe highlights the importance to include seniors in lifelong learning processes. At EU level, seniors are one of the main target of the groups for the European Commission as reflected in the 2006 communication "*It is never late to learn*" and the 2007 Action Plan on adult learning "*It is always a good time to learn*".

Psychological and neurobiological medical research have proved that changes occurring in the minds and brains of older adults imply modifications that allow self-adaptation to physical aging; at the same time, geragogy has emphasized the potentialities in terms of growth and educability.

Language and culture learning in third age is a challenge that is worth to be explored.

The knowledge of at least two languages represents a general cognitive benefit (Bialystok et alii 2004): according to the theory of the Third Age (Laslett, 1996), learning is identified as an important factor for "successful ageing" in later life, stressing the importance of individual factors.

The aim of my contribution is giving an answer to the following questions: has this audience an interest in attending a language course abroad? Which are their expectations and their needs? Is there a special methodology and didactics for this audience?

According to La Grassa & Villarini (2008), a strong intervening factor in language learning is represented by motivation, as also stated in the Common European Framework of Reference of languages (2002). In his survey,

La Grassa aimed at identifying the nature and the relevance of the motivational aspects of seniors' language learning, "traveling" resulting the first chosen option among the motivations to learn a new language (followed by "love for learning a language", "cultural interest for the country where the language is spoken", "listen and reading operas in original language"). The recent "Report on Senior Tourists needs and demands" (31 January 2015) aimed at gathering some basic needs and expectations of tourists aged +55 highlights that the first theme when choosing the holiday destination is represented by "nature and culture"; also the "local culture" is the most preferred option among the issues "general factors and tourism infrastructure".

Indeed, learning a new language on location in immersion programs can be a strongly motivating experience for seniors in terms of cultural enrichment, socialization with people coming from all over the world, according to La Grassa & Villarini (2008). Activities such as cooking, wine tasting and hiking in the countryside encourage the participation of senior learners in this kind of programs. Also, living with a local family, sharing the meals with them, is an option that can open a new world in terms of learning about a culture and gain an instant connection to the community, apart from enhancing language acquisition.

REFERENCES

- AGE Platform Europe, (2015). *Report on Senior Tourists needs and demands*. ESCAPE. European Senior Citizens' Actions to Promote Exchange in tourism.
- Bialystok, E., Craik, F. I., & Freedman, M. (2007). *Bilingualism as a protection against the onset of symptoms of dementia*. *Neuropsychologia*, 45(2), 459-464.
- Communication of 23 October 2006 from the Commission to the Council - "Adult learning: it is never too late to learn".
- Communication from the Commission of 27 September 2007 presenting the Action Plan on Adult learning - "It is always a good time to learn".
- Dornyei Z., (2001). *Motivational Strategies in the Language Classroom*, Cambridge, Cambridge University Press.
- La Grassa, M., Villarini, A. (2008). *Gli apprendenti over 55 e le lingue straniere*. In "Studi di Glottodidattica", 2008, 3, 135 - 167.
- Laslett, S. P. (1996). *Old Age. Preparation for Aging*, 9.
- Luise, M.C. (2014). *Terza età e educazione linguistica. Narrazione e letterature come spazio per la memoria, la saggezza e la creatività*. In *LEA - Lingue e letterature d'Oriente e d'Occidente*, vol.3, 443 - 457.
- Moyer, A. (2004). *Age, Accent and Experience in Second Language Acquisition*. Clevedon: Multilingual Matters.
- Verhelst, N., Van Avermaet, P., Takala, S., Figueras, N., & North, B. (2009). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.



Dr. Federico MAYOR ZARAGOZA

Federico Mayor Zaragoza was born in Barcelona in 1934. With a PhD in Pharmacy by the Complutense University of Madrid (1958), he was made Professor of Biochemistry at the Faculty of Pharmacy of the University of Granada in 1963 and became the Vice-Chancellor of this institution in 1968, a position that he held until 1972. The following year, he was designated as Professor of his specialty at the Autonomous University of Madrid. In those years, he set in motion the National Plan for the Prevention of Mental Handicap, with the aim of using early diagnosis to avoid diseases that can evolve with serious mental deterioration.

Co-founder in 1974 of the 'Severo Ochoa' Molecular Biology Centre, which resulted from the association of the respective institutes of the Autonomous University of Madrid and of the Spanish Higher Council for Scientific Research. Amongst other political responsibilities, Professor Mayor has held the following positions: Vice-Secretary of Education and Science of the Spanish Government (1974-75); Member of the Spanish Parliament (1977-78); Spanish Prime Minister's Advisor (1977-278); Minister of Education and Science (1981-82) –during which period universities were created and a boost was given to scientific and technical cooperation with Latin America–; Director of the Institute of Human Sciences (1983-1987); Scientific President of the 'Severo Ochoa' Molecular Biology Centre (1983-1987); and President of the Issy-Kul Forum, International Advisory Group of the USSR President Mikhail S. Gorbachev (1986-1991). He was elected Member of the European Parliament in Strasbourg in 1987. In 1978, he came to hold the position of Assistant Director-General of UNESCO, and its 24th General Conference elected him as UNESCO's Director General in 1987, being re-elected for a second term of office in 1993. During the twelve years that he spent at the head of UNESCO (1987-1999), Professor Mayor Zaragoza gave a new impetus to this organization's mission –"constructing the defences of peace in the mind of men," turning it into an institution at the service of peace, tolerance, human rights and peaceful coexistence through intense work in its fields of competence and remaining always faithful to its original goal. Following Professor Mayor's advice, UNESCO created the Culture of Peace Programme, the task of which was organized around four main areas: education for peace; human rights and democracy; fight against exclusion and poverty; defence of cultural pluralism and intercultural dialogue; and conflict prevention and peace consolidation.

With the Foundation for a Culture of Peace, which he has presided since its constitution (2000), Professor Mayor continues the task undertaken at UNESCO to favour the transition from a culture of violence and imposition to a culture of peace and tolerance in every context of human activity. It mainly deals with informative and educational contents, origins of conflicts, democracy and human rights. In December 2000, it organised an International Meeting which was attended by great figures who had stood out in the fight for justice, freedom and peace. The Madrid Declaration was approved by unanimity at the end of that meeting.

In December 2002, the Danish Presidency of the European Union entrusted him with the Presidency of ERCEG (European Research Council Expert Group) for "knowledge-based economy," the leadership of which should be reached by Europe in 2010.

He was designated as Co-President of the High-Level Group for the Alliance of Civilizations by the United Nations Secretary-General in 2005. The High-Level Group's Report was presented in Istanbul in November 2006.

Professor Mayor was appointed President of "Initiative for Science in Europe" (ISE) with the aim of achieving infrastructures for R&D&I on behalf of the European scientific community.

Following a proposal of the Spanish Government, the International Committee against the Death Penalty was created in 2010 which has been presided by Professor Mayor Zaragoza since its constitution. The Committee, which counts on the support and advice of several countries such as Algeria, Argentina, the Philippines, France,

Italy, Kazakhstan, Mexico, Mongolia, Portugal, the Dominican Republic, South Africa, Switzerland and Turkey, has as its aim to promote and support actions oriented towards the total abolition of death penalty in the legislation of duly considered countries, and particularly in the legislation of countries which are already applying a *de facto* moratorium on the utilisation of death penalty.

He is a member of multiple national and international organizations, academies and associations, amongst others: Spanish Biochemistry Society of which he was the President (1970-1974); American Association for the Promotion of Science; Biochemistry Society of the United Kingdom; (Spanish) Royal National Academy of Pharmacy; Club of Rome; San Fernando (Spanish) Royal Academy of Fine Arts, Chinese Academy of Sciences; Russian Academy of Sciences; and (Spanish) Royal National Academy of Medicine.

He has received decorations and distinctions of different countries and has been appointed *Doctor Honoris Causa* by numerous Spanish and foreign universities, amongst others: University of Buenos Aires (Argentina); Polytechnic University of Nicaragua, University of California (USA), University of Québec (Canada), Visva-Bharati University (India), Quaid-i-Azam University (Pakistan), National University of Equatorial Guinea, University of Namibia, City University of London (United Kingdom); Paris-La Sorbonne University (France), Polytechnic University of Catalonia, University of Salamanca, Polytechnic University of Madrid, University of Granada, etc.

In addition to his numerous scientific works, Professor Federico Mayor has published four anthologies of poems – *A contraviento* (1985); *Aguafuertes* (1991); *El fuego y la esperanza* (1996); and *Terral* (1997)– *Alzaré mi voz* (2007); *En pie de paz* (2008); *Donde no habite el miedo* (2011), and several collections of essays: *Un mundo nuevo* (in English *The World Ahead: Our Future in the Making*) (1999); *Los nudos gordianos* (1999); *Mañana siempre es tarde* (1987); *La nueva página* (1994); *Memoria del futuro* (1994); *La paix demain?* (1995); *Science and Power* (1995); *UNESCO: un idéal en action* (1996); *La palabra y la espada* (2002); *La fuerza de la palabra* (2005); *Un diálogo ibérico: en el marco europeo y mundial*, co-authored with Mario Soares (2006); *Voz de vida, voz debida* (2007); *Tiempo de acción* (2008); *Delito de silencio* (2011); and *iBasta! Una democracia diferente, un orden mundial distinto* (2012).