

## LIFELONG LEARNING OF SENIORS AND THE IMPORTANCE OF THE UNIVERSITY OF THE THIRD AGE IN TNUAD AS A TOOL OF EDUCATION

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### Abstract

*Every modern society is aware of the importance of knowledge and education that can be used not only for their own benefit. Due to the growing number of seniors and the phenomenon of population aging, this issue is more relevant than ever before. However, there is a stereotypical view of the senior as an individual who is passive and dependent on society. What seniors really are and what influence and importance does the University of the Third Age have on the lives of seniors, what it offers them as a tool to support their education is the main goal of the following article.*

### Key words

*lifelong learning, education of seniors, University of the third age*

**JEL Classification:** : I2, I24, O1.

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### Introduction

Education and the need for education is a traditional value, the importance and essence of which plays an irreplaceable role today. Every modern society is aware of the importance of knowledge and education that can be used not only for their own benefit. Due to the growing number of seniors and the phenomenon of population aging, this issue is more relevant than ever before. The author of the article wants to change the stereotypical view of the senior as an individual who is passive and dependent on society. He also wants to point out the lack of information of seniors. At the same time, the need to learn, socialize, work and participate in social events is increasingly becoming known to seniors. The role of the company is to create these opportunities for them, but also to provide new opportunities for various target groups of seniors. These should be as accessible as possible, clear and easy to use for every age group. Education is one of the ways to make it easier for seniors to see life in other dimensions than they have perceived it so far. It is obvious that seniors have their specific needs, which is very important for us to know and respect. And it is seniors who are the bearers of values and traditions, they have a lot of individual experience and knowledge. These need to be preserved and properly appreciated when working with them.

### Literature overview

In general, education is given great importance. It is an important and necessary part of our lives, even if we do not realize it, we are educating our whole lives. From birth, when a child learns the first steps and life lessons and experiences, to the very end of our existence. VanGerpen (2016) understands education as the process of passing on or acquiring general knowledge. It also develops the power of reasoning, judgment, and in general, education prepares us for an intellectually mature life. Sagberg (2015) adds that education is interconnected with the development of a modern state and liberal democracy. His idea is based on the fact that the educated population is not so easily influenced. He has his own opinion, the attitudes behind which he stands. According to Littke and Grabelle (2012), the main essence of education is to learn:

- be a lifelong student,
- be inflamed,
- be prepared to take risks,
- be able to solve problems and think critically,
- be able to look at things differently,
- be able to work independently and with others,
- be creative,

- be careful and leave something behind for others,
- be persistent,
- be moral and have self-esteem,
- be able to see the world around you,
- be able to communicate, write, read and work with numbers,
- really love your life and your work.

Education could be characterized by a short but concise idea according to Samuel (2011), who argues that education is not a preparation for life, but life itself. There are a large number of definitions of the meaning of lifelong learning, and at the same time each of us can imagine something different under this term. For some people it is the mission and meaning of life, for others it is an educational character or personal growth. According to Keith (2014), each individual has educational potential, but has several obstacles. However, most of these barriers are not based on biology or physical incapacity. The biggest limitation is man himself and his lack of confidence in himself. It is important to take a general optimistic view of your abilities, of yourself in order to achieve effective lifelong learning. In contrast, Zhang (2013) sees the importance of lifelong learning in social and organizational improvement, social change and transformation with the main emphasis on economic efficiency. Dave (2014) has a general view of the issue. It is expressed that lifelong learning includes formal, non-formal and informal learning patterns, throughout the life cycle of an individual. And for the conscious and continuous improvement of the quality of life of his own, but also of society, such education has a much deeper meaning in the society and life of the individual. Marsh (2011) complements this statement with the life experiences that the individual absorbs throughout life. However, the amount of experience depends on the potential itself, but above all on the determination to learn (develop).

Likewise, aging is a lifelong and natural process. According to Lambert (2010), we all have certain genetically predetermined changes that affect all our cells, organs, system in the body, regardless of gender, race, religion

or place of origin. Although these changes occur in our lives, there is great individual variability in how quickly they occur. Klentze et al. (2011) complement these claims by the fact that the aging process slows down and changes due to evolution. People are living to an older age, healthcare and technology are more advanced. The relationship to work, position in the work process and work relationships change in individual life stages and thus reflect on the course of life. Sak and Kolesárová (2012) claim that after the culmination in the work process, however, there will be a situation where a person leaves the work process and everything connected with it, ie socio-economic changes. This means a change in the relationships that saturated him socially and emotionally, a change in the rhythm of life, a change in identity. There is a situation where the job role and position become a thing of the past. The transition from full workload to quiet retirement takes place in various ways, from the complete abandonment of all work activity on the day of reaching retirement age through partial employment, or long-term or short-term jobs even in retirement age. According to Dvořáčková (2012), active aging is a concept based on the principles of the United Nations for the Elderly. It can be summarized by the following names: independence, participation in the life of society, dignity, care and self-realization. The concept of active aging also includes respect for the right of older people to equal opportunities, their responsibility, participation in public decision-making and other aspects of community life. At the same time, this concept respects that older people are not a homogeneous group and that this diversity increases with age. Therefore, it is very important to create an environment that will allow them to live as independently as possible with the growing age of the population. Šerák, Tomczyk and Krystoň (2014) add that active aging is currently perceived as a long-term process based primarily on changing people's thinking. However, it is not possible to change aging to active aging without the willingness of people to accept such a lifestyle, the natural part of which will be purposeful preparation for life in old age.

One of the possibilities of education in the transition period at retirement, but also in old age is the University of the Third Age (UTV). It

provides various educational as well as creative activities for its students in universities. According to the Electronic Platform for Adult Education in Europe (2017), this type of education helps seniors to seek new certainties and meaning in life, to prevent premature aging of soul and body. The first such university was founded in 1972 in Toulouse, France at the University of the Social Sciences. Pierre Vellas was behind the birth of the University of the Third Age, as the founder and creator of new educational methods. At the same time, he saw the roles of universities of the third age, especially in solving problems related to health, economic status, law, psychology and social care for the elderly. Subsequently, this type of program for seniors has spread around the world. The European Union itself and UNESCO have also become involved in this concept of lifelong learning. At Slovak universities, the establishment is associated with the activities of the Slovak Red Cross in 1986. According to Hrabková, the realization of such interests and activities for older people is beneficial for seniors, but also for society itself. He sees a positive effect in that:

- universities of the third age slow down aging,
- thanks to the broadening of horizons, they create the possibility of equal intergenerational communication,
- suppress conservatism and dogmatism,
- strengthen and create new interpersonal relationships,
- also maintain physical health,
- raise awareness of the value of education,
- a source of life force for the elderly.

Assessment at such a university does not take place in the form of marks, only after the end of the teaching part of the semester is the control and assessment. Students will write a semester work, make a presentation, paper, project, or write a written exam or didactic test. The evaluation itself is consequently passed or failed. A new trend is the so-called virtual

university of the third age. According to Janiš and Skopalová (2016), it enables the involvement of a much wider circle of people interested in education, including people with certain limitations (disability, health status, distance). At the same time, there is no age restriction, so lower age groups can be involved in this form of education. All you need to have is a device connected to the internet and a base of skills in operating this technique. We will take a closer look at the possibilities and advantages of this form of education on specific examples in the results of the article.

### Goal and Methodology

We consider education and the need for education to be a traditional value, the importance and essence of which has an irreplaceable role today. Every modern society is therefore aware of the importance of knowledge and education, at the same time these skills can be used not only for their own benefit. Due to the growing number of seniors and the phenomenon of population aging, this issue is more relevant than ever before. The author's goal is to find out and justify the influence and significance of the university of the third age on the life of seniors on the basis of available information and a structured interview. The object of the research and the research sample is the University of the Third Age (UTV) at the Alexander Dubček University of Trenčín in Trenčín. It is an institution of hobby education for senior citizens of the Slovak Republic, which is carried out in accordance with the concept of lifelong learning and follows up on the UNESCO gerontological program. The basic mission of this institution is to make available to its interested parties new knowledge, knowledge but also skills aimed at developing their personality and for the benefit of society itself. For the first time, seniors settled in school desks in it in the academic year 2002/2003, and subsequently provides these opportunities for hobby studies on a continuous basis. The questions asked on a sample of 7 students of the university of the third age were as follows:

- How do you perceive the present and the past from your point of view? What was your childhood like and what do you see as the pros and cons of today?

- How do you spend your free time?
- Since your life is very active, what is your recipe for vitality?
- How do you perceive institutionalized education through the University of the Third Age at TnUAD? What changed your life?

At the same time, the author wants to answer 12 questions concerning research and practice of 21st century lifelong learning asked by Talmage, Hansen, Knopf and Thaxton (2018) and then apply them to the institutionalized learning environment through the University of the Third Age at TnUAD. The findings of the research then make it possible to formulate the direction of the paper and its problems.

### Findings

In general, education is an important part of human life, this also applies to the nature and importance of lifelong learning for seniors. Based on the materials obtained from a structured interview from students of the University of the Third Age at the Alexander Dubček University in Trenčín, it was possible to observe what this institution means to them and what it gave them in life. But also at the same time an evaluation of the view of the present and the past from their personal point of view, how they spend their free time and what is their recipe for a vital and full life. The evaluation of individual questions of the respondents is as follows.

#### How do seniors perceive institutionalized education through the University of the Third Age at TnUAD? What changed their lives?

Table 1 Respondents' answers to question 1

Student	Answer to question 1
1	Was looking for a change in her life and she had just found it thanks to this place, it was in the form of new experiences, expanded education and finding new friendships. It speaks of this institution as a place that helps people with different life stories, whether they want a challenge or find the meaning of life.
2	Uses this form of education in her recipe for vitality and active lifestyle. She could develop and load her brain cells to the fullest, in her eyes it is a place that covers the needs of all students
3	Studying at UTV motivated many people to further study the activities that interested them (eg they started painting, creating ceramics, learning foreign languages, traveling, working on a PC ...).
4	He sees the biggest positive as returning to school grounds and participating in the teaching process, ie in systematic education. As people become interested in what is happening around them, their positive aspects become more apparent and they cease to be negative.
5	Perceives the positive precisely in the active use of free time and the expansion of his horizons with new knowledge. He recommends current and future seniors to sign up and try something new that might interest them.
6	This institution covers all the important elements necessary for a person to live a full life and not become isolated
7	If we use our memory on a daily basis, we don't have to wonder how to improve it.

Source: own research

**How do seniors perceive the present and the past from their point of view? What was their childhood like and what do they see as the pros and cons of today?**

Table 2 Respondents' answers to question 2

Student	Answer to question 2
1	Compared to today, they lived freer and happier. They spent most of their free time outdoors, playing various games and so they also played sports. He claims that it was this healthy lifestyle that prepared them for the period when they would be seniors.
2	Her beautiful memories are also from the high school period. They often went to joint brigades, which greatly united the team and at the same time traveled a lot in the Czechoslovak Republic.
3	Says that the holidays were more experienced in families and that families were more cohesive. It is therefore possible to claim that in the past, intergenerational education was naturally used, which played a significant role in education. At the same time, this student adds that the whole family took care of the old and the sick, the abandoned people wore even the few they had.
4	The past is calmer than today. Well, he thinks everything depends only on us. From how we can protect ourselves from the pressure of public opinion on social networks, how not to succumb to the panic of various alarms, how to balance each activity.
5	People communicate very little with each other. This causes various problems that we can see in children as well as in intergenerational relationships in general. In her eyes, happy children are the ones who have grandparents who care for them, because parents try to provide for the family, so they don't have much time.
6	Man becomes a part of society not only by his birth, but above all by integration into it.
7	The most valuable thing a family can give children today is no longer property, but upbringing and education.

Source: own research

**How do seniors spend their free time?**

Table 3 Respondents' answers to question 3

Student	Answer to question 3
1	Her family perceives her as a vital "grandmother" who masters and enjoys modern technology, which she studies and regularly travels for tourism several times a year.
2	Despite a small pension, she can save for a holiday in exotic Asia, which is her heart.
3	She devotes her free time to studying and started attending not only UTV but also Bc. and later also Mgr. studied political science at the Alexander Dubček University of Trenčín in Trenčín.
4	She devotes several years to space (exterior, interior). It tries to simplify everything, to make it clear so that each space serves what it is intended for.
5	She sees her idea of free time mainly in nature, she likes to collect herbs and visit various historical places in our country, but also in the world. Her hobbies are also lectures from various areas of social life, but also creative creation and painting.
6	Thinks that people grow old only when the joy of life leaves them.
7	Tries to carry out every activity with joy and vigor. At the same time, however, he realizes that even today we can meet forty-year-old "old men" who are not interested in anything, criticize everything around them and have no respect for themselves.

Source: own research

**Since the life of seniors is very active, we wanted to know what their recipe for vitality is.**

Table 4 Respondents' answers to question 4

Student	Answer to question 4
1	Vitality in a person develops from an early age, ie if a person was active in his youth, then he will be in retirement age.
2	It is important to engage in activities that do not let brain cells sleep, to exercise, to be socialized, and to eat healthily.
3	It is necessary to prepare intensively and with sufficient reserve for the period of senior age. It presents its concept for vital aging in 3 phases - the 1st departure of children, the 2nd phase of preparation for retirement and the 3rd phase of retirement. At each of these stages, it is important to overcome certain situations and therefore it is necessary to prepare for them with reservations.
4	The most valuable is our own time and what we do in it as we spend it. He says there are so many options, just start at least start in small pieces. Suddenly we find that we are tempted to add to the demands and we are happy about it.
5	It is important for vital life to live fully within its means.
6	Only a prepared senior, who deals with news, pays attention to the surroundings, joins the team, is pleasant, wanted and continues to live his life intensively.
7	It also attaches great value to health as a factor that affects our entire lives.

Source: own research

Based on the following answers to a structured interview with students of the University of the Third Age at the University of Trenčín Alexander Dubček in Trenčín, it is also possible to answer 12 questions concerning research and practice of 21st century lifelong learning asked by Talmage, Hansen, Knopf and Thaxton (2018) and subsequently apply them to the environment of institutionalized education through the University of the Third Age at TnUAD.

**1. What are effective lifelong learning strategies to help older people achieve the highest potential for physical and cognitive health?** The biggest problem in general is human individuality and uniqueness. A strategy that applies to one population group may not appeal to another. At the same time, perhaps the most important factor is our own conviction, it serves as a driving force for the performance of any activities and thanks to it we are able to achieve the just mentioned "highest potential". The older we are, the more our personality traits manifest and the generally older people are less trusting. It is important to arouse interest in them, we can also see it in the case of UTV students, who are united by a desire to change lives and expand their knowledge horizons. However, such institutions do not only serve educational purposes, their significance is much deeper. For someone who has lost a very close person or feels lonely, this place can restore the meaning of life. Cognitive health greatly affects physical health as well. In general, therefore, the basic strategy is to provide older people with a wide range of programs in which to find themselves, but their very availability is also a decisive factor. There are a large number of people who depend on the help of others, or their health condition does not allow them to travel and visit these institutions. A possible solution lies in the achievements of new technologies in the form of a virtual university of the third age, as well as other virtual educational programs. Virtual reality can also be an interesting element of education and conversation for older people. In it, they could meet, converse, visit favorite places, play games, regardless of their health status.

**2. How does lifelong learning change the lives of older people?** In general, every

education changes a person. If we dedicate our time and effort to something meaningful, our lives get meaningful and gain in value. Thanks to the lifelong learning of older people, it is possible for such people to be able to work again or to be involved at least in part in the work process. Where appropriate, they have learned new skills and knowledge in areas that will help them keep or get a job. At the same time, we can also talk about education, which is primarily aimed at people who are about to retire or are already retired. Here, lifelong learning plays an important role in preparing for this condition, but at the same time it seeks to keep such people physically and cognitively healthy. Time is constantly advancing and often even ordinary tasks in offices can complicate a senior's life. Education teaches him to use new technologies at least for basic tasks that are important for his life and make it easier for him. At the same time, thanks to education, we train our brains and slow down the aging process, find new friendships and devote ourselves to things that entertain and fill us with happiness.

**3. How can lifelong learning institutions make effective use of current and emerging technologies in their programs?** Training can take various forms, including interactive devices. In the age of the Internet, access to information is, so to speak, at your fingertips, and it is also possible to use the achievements of modern technology. For example, virtual reality is not just for entertainment for the younger generations, but is commonly used in medicine for complicated surgeries. It is also an important means of educating students and provides completely new forms of experiences for seniors. Thanks to these means, there are no boundaries and barriers, even if the student is fully dependent on the bed or wheelchair. He can dive in the deepest sea, walk through the forest, explore the universe, return to history. At the same time, these technologies are available and their price is the same as e.g. mobile phone price. In the case of UTV, students learn to use modern technologies and work with them, they want to show them that these technologies do not only hide the negative aspects, but they can use them in their interests and everyday needs. Thanks to this, they can keep up with the times and understand, but also use intergenerational

education (their children, grandchildren, but also the environment). To be a closer part of the world of young people and to make life easier (travel, administrative work, communication, ...).

**4. How can lifelong learning institutions effectively promote creative thinking?**

Creative thinking can be supported through the various activities and activities that are carried out in these institutions. For example, UTV students choose subjects (areas of interest), which they then attend and complete. These are subjects that focus on their motor skills, creative thinking but also language skills. The whole course of teaching is conducted as fun, relaxation and making new friendships. The great advantage of these institutions is that they can bring together people with common interests, which they can then develop outside the facility. As a result, creative thinking is encouraged and acquired skills are developed, or hidden talents and talents are discovered.

**5. How do lifelong learning institutions have to adapt so that older people, but also the part of the population that is not currently involved in lifelong learning, have access to them?**

In general, it is very difficult to persuade anyone, not just an elderly person, to engage in activities of which he is not intrinsically convinced. The greatest advertising is made by the participants in lifelong learning (UTV students), who then disseminate information about such opportunities. Of course, it is necessary to make a certain enlightenment, to create interesting programs that will address an indecisive part of the population. As older people travel worse and for some the movement itself is a complication, accessibility is paramount for them. Lifelong learning institutions tend to be concentrated in larger cities to fill their capacities. But what about people who live in remote villages and towns, or those who live somewhere alone? This includes the possibilities of certain educational and sightseeing camps, where older people would spend more time and have food, accommodation and an all-day program. Thanks to this, it would be possible to pick up students by bus and then take them home. The second option is provided by modern technologies themselves, ie education via the Internet. The study itself will take place online and older people can watch lectures and participate from the comfort of home. The

disadvantage is the loss of personal contact and interaction that is gained through personal contact.

**6. What is the place and benefits of intergenerational learning in lifelong learning programs?**

Although intergenerational relations are and should be natural, we are still witnessing an increase in distance and certain barriers between generations. The society thus becomes more incomplete with regard to age categories. This is a reality today, despite the fact that there should be greater solidarity and cooperation between the generations. Intergenerational programs are implemented to improve relations between children and grandparents, to enrich the lives of retired people and to strengthen the educational system. Elements of intergenerational education can also be observed in teaching at UTV. The teachers themselves in this institutionalized education represent different age groups of the population. In this way, seniors are introduced to new technologies, worldviews and various issues. At the same time, this form of education supports the persistence of valuable cultural traditions and awakens the responsibility and care for the environment for children as well as the elderly. They create a space for people of different generations to meet.

**7. What role does community creation play in lifelong learning?**

"Man is a social creature", Aristotle. This idea probably best describes the essence and importance of community building in lifelong learning. Often people who attend lifelong learning institutions are lonely, have lost a loved one, or are looking for the meaning of life. Thanks to the community, new friendships are formed, life experiences and advice are exchanged. People with similar interests, life stories and values meet here. Therefore, it can be stated that the role of community building in lifelong learning is essential and important.

**8. What role do community relations play in lifelong learning?**

Good relationships generally create an environment for easier collaboration and communication. If the atmosphere is relaxed, people help each other, there are no tense situations and the overall result is effective. As mentioned in the role played by community building, lifelong learning



often changes people's lives in a positive way. No one should be left out of the community and alone, this is the worst situation that can happen. Lifelong learning tries to avoid this situation, but ultimately only she decides whether a person wants to attend such an institution, to devote herself to lifelong learning. If he is not interested, even the best advertising and motivation will not change.

**9. How can lifelong learning institutions continue to serve their current population while being prepared and diverse for the needs of future generations?** It is necessary to constantly advance and monitor the needs of society, but also the market itself. Based on the issue of prolonging retirement, it will be necessary for residents to have the opportunity to be educated and thus ensure the maintenance of their job position, or they could grow their careers or find a new job. At the same time, these institutions must follow current trends in education, use modern technologies to reach as many applicants as possible. This can be achieved thanks to a comprehensive program and availability. Availability can be achieved through online programs and social networks. In the case of UTV, it is possible to see constant adaptation to the current needs of the current population, but also preparation for future generations. For example, subjects such as the Internet in human life, the use of computers, communication and presentation skills, or communication in foreign languages are a clear example of the diversity and relevance of the needs of the population.

**10. How will the programs of lifelong learning institutions that have a long-term impact on lifelong learners be created and structured?** The design and breakdown of the programs themselves should be based on the expected goal. They could be broken down as follows:

- programs aimed at retraining and integrating the population into the work process,
- programs focused on the physical and cognitive health of the population,
- educational programs,

- combined programs (here we can also advise, for example, the University of the Third Age).

Thanks to these programs, it will be possible to provide a workforce, a vital person both physically and mentally, to educate him and, last but not least, to keep him independent and active. It is therefore important that they are created but also that they are meaningful and attractive to the population.

**11. What are the effective methods of evaluating lifelong learning institutions?** It is very difficult to talk about what are the effective methods of evaluating such institutions. In general, graduates and students should speak for the institution. In the case of UTV, it is the spread of a good name, both by the students themselves and by the teachers. This creates advertising and the good name of the institution. A good example is the unstructured interviews with UTV students in Trenčín, who evaluate this institution very positively in their opinions. It is much more important to them than just education, but in general they form a strong community that will be cohesive and leave them with a long-term impact after graduation.

**12. What are the effective education strategies for older people?**

The basis of an effective strategy for educating older people is to understand them, because they have their individual needs, which are common to us and can cause them complications. Patience, kindness and determination are needed. The educational strategy at UTV is also focused on fun and learning through play. Although students attend and complete individual subjects, as we assume in the interviews, we have noticed that this teaching is very effective, because students do what they enjoy. They are equal and help each other, cohesion and community are created. We find that the most effective strategy is to listen to older people, their opinions often point to shortcomings and possible improvements. At the same time, there is a great need for the younger generations to present to older people the positive aspects of new technologies and things they have feared or avoided in the past. Conversely, older people have passed on their wisdom and knowledge,

which they have enough of. Thanks to this, it is possible for individual generations to operate in society as one harmonious and strong whole.

## Conclusion

It is clear that education and the need for education is a traditional value, the importance and essence of which plays an irreplaceable role today. However, the stereotypical view of the senior as an individual who is passive and dependent on society persists to a large extent. The author of the article tried to refute this statement thanks to the cooperation with the students of the University of the Third Age at the Alexander Dubček University of Trenčín in Trenčín. Students are surrounded by a number of stimuli, they learn to master new technologies and playfully manage the work with them. Energy and zeal could often be an example to younger generations. The author encountered a problem in the form of differences between the past and the present from the perspective of seniors. Relationships between people but also within families themselves were more integrated in the past, but nowadays people communicate little with each other and isolation often occurs. The result is a decline in respect and esteem not only for the elderly but also for society as a whole. Based on the following statements, it can be stated that the biggest problem in the future in the lifelong education of seniors will be the great isolation of the population. Therefore, the question arises as to how lifelong learning institutions will be formed. As a certain solution, there are modern and innovative forms of intergenerational education, with which the author identifies. Lifelong

learning changes the lives of seniors to a great extent, slows down the aging process, socializes, finds new friendships and loves, and is generally active. However, it is also necessary to focus on seniors whose state of health, remote residence or other reasons do not allow them to take an active part in education. The solution lies in the use of modern technologies, we are talking about education through the Internet, the so-called online University of the Third Age. A new and interesting experience is the use of virtual reality and game consoles. Thus, seniors can actively play sports even in bad weather (tennis, golf, fishing, ...) or, thanks to virtual reality, dive in the sea, discover the secrets of the forest and travel around the world. The basic knowledge for the practice lies in the opinions of seniors, because they know best what can help them in life and what is important to focus on. You need to listen to them. The author also perceives as positively the positive and touching evaluation of the University of the Third Age at the Alexander Dubček University of Trenčín in Trenčín. He chooses the following statement from his opinions: "I was looking for a change in life and had just found it thanks to this place, it was in the form of new experiences, expanded education and finding new friendships. It speaks of this institution as a place that helps people with different life stories, whether they want a challenge or find the meaning of life." Which captures the whole essence and meaning of such an institution. The contribution of the paper is to evaluate and inform about the connections between the lifelong education of seniors and the University of the Third Age.

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