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# Educational Senior Network

## Best practices in Slovakia

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# Mission 1

- The project brought a large scale of information about educational programs for people over 50 in chosen European countries and some possibilities for formal learning of the elderly besides the non-formal educational programmes.
- Contacts and research between the groups of the elderly as well as with young students can support healthy environment at the universities, better understanding and acceptance of all ages at the university background.
- Each of included institutions tried to improve the weak position of the elderly education by learning from best practices in other countries and promote learning partnerships on an European level.

## Mission 2

- Project extended awareness of information about the own UTA's non-formal and informal learning activities for the elderly to the city communities, residential homes or in rural areas. Extension of the information encouraged elderly with low skills and not involved in the education to register for new study possibilities.
- Institutions found out and opened the ways how -
  - to innovate and design study programs for people over 50 in new subjects and new environment;
  - how to design better programs of higher quality.
- New learning methods described in the project have started to be used for new groups of elderly students in some rural areas and city communities.

# Results from Slovakia

- The aim of the EduSenNet project is to formulate recommendations for the stimulation of the people over 50 to keep up learning and to take part in educational activities. The presented report is used as a basis for the innovation of the learning programmes for older persons who are not included in the learning process.
- The group of the respondents consisted of one third of the inhabitants from the residential home and half of them were from a small town and village. Therefore the educational level of the respondents was not very high and the survey shows 7.34% of the respondents with primary education and only 39.45% who graduated from the university.
- The respondents from other partners' survey have a higher educational level. It appears from this, that positive opinions on and interest in learning in later life are expressed only in 73.4% and 26.6% of the respondents think that learning in later life is not important.

# Results from Slovakia

- Therefore we appreciate it very much that one request for opening a study and forming the UTA group came from a group of seniors in the North of Slovakia in the town of Námestovo, where we carried out a research. Immediately we made a new educational offer to this pilot group of 104 older people.
- The 'Human and Health' study program was opened for this group in September 2015. We detected another interest in the residential home in Lamač (suburb of Bratislava) where we started learning activities for the residents on the premises of the home in February 2016.
- This experience shows us that the research in the groups of seniors has an immediate impact on the older persons who have been interviewed. The outcomes of the project are directly visible and practically implemented into the life of the persons and put into practice. Since February 2017 we have offered new possibilities in residential home Lamač focusing on historical themes.

# Survey among non students including all partner's institutions in 2015 - 2016

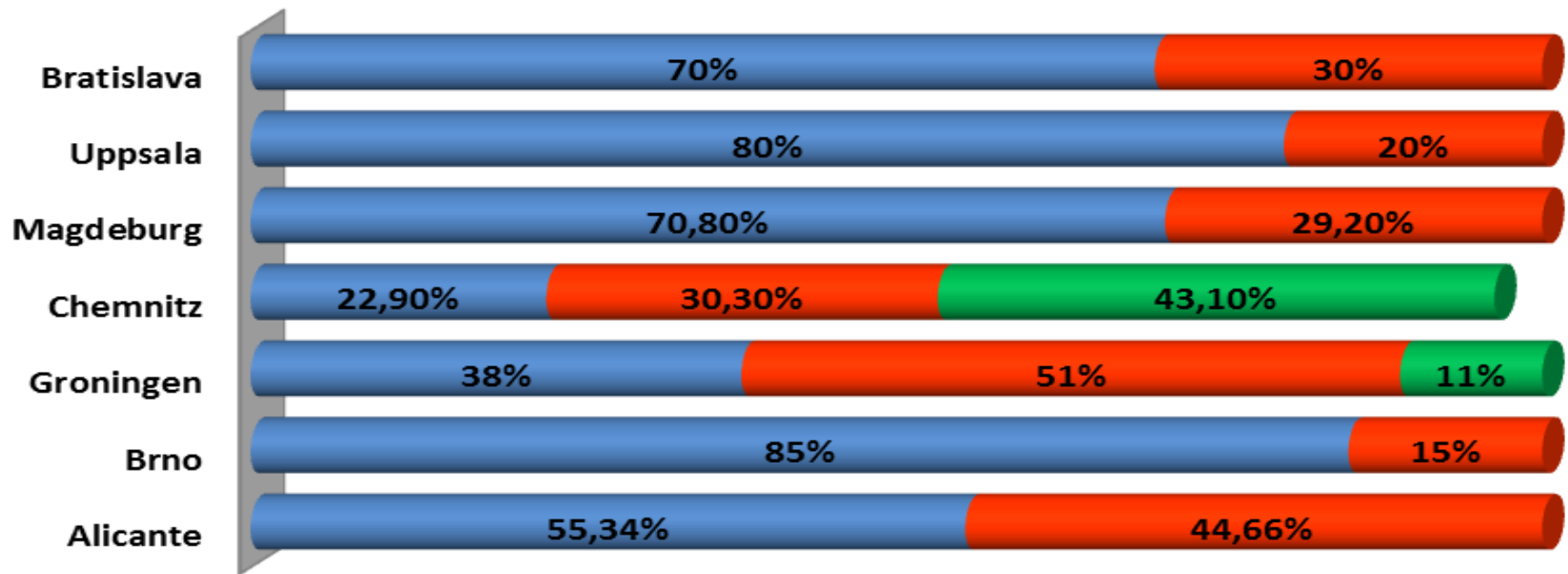
- **Total: 878** (project partners) **52** (other institutions) = **930**
- Gender: Approximately 2/3 of the respondents are female. Only in Brno and Groningen the number is slightly smaller
- For most partners the biggest group of the respondents is between 61 and 70 years.
- In Uppsala the biggest group of the respondents is between 71 and 80 years. Two respondents were more than 90 years old.
- **The group of elderly students** whom we interviewed at universities and senior academies consisted of **3,151 persons**. This means that **in our project EduSenNet we questioned 4,081 elderly persons from 7 countries**

# Survey among non students including all partner's institutions in 2015 - 2016

- Total: **878** (project partners) **52** (other institutions) = **930**

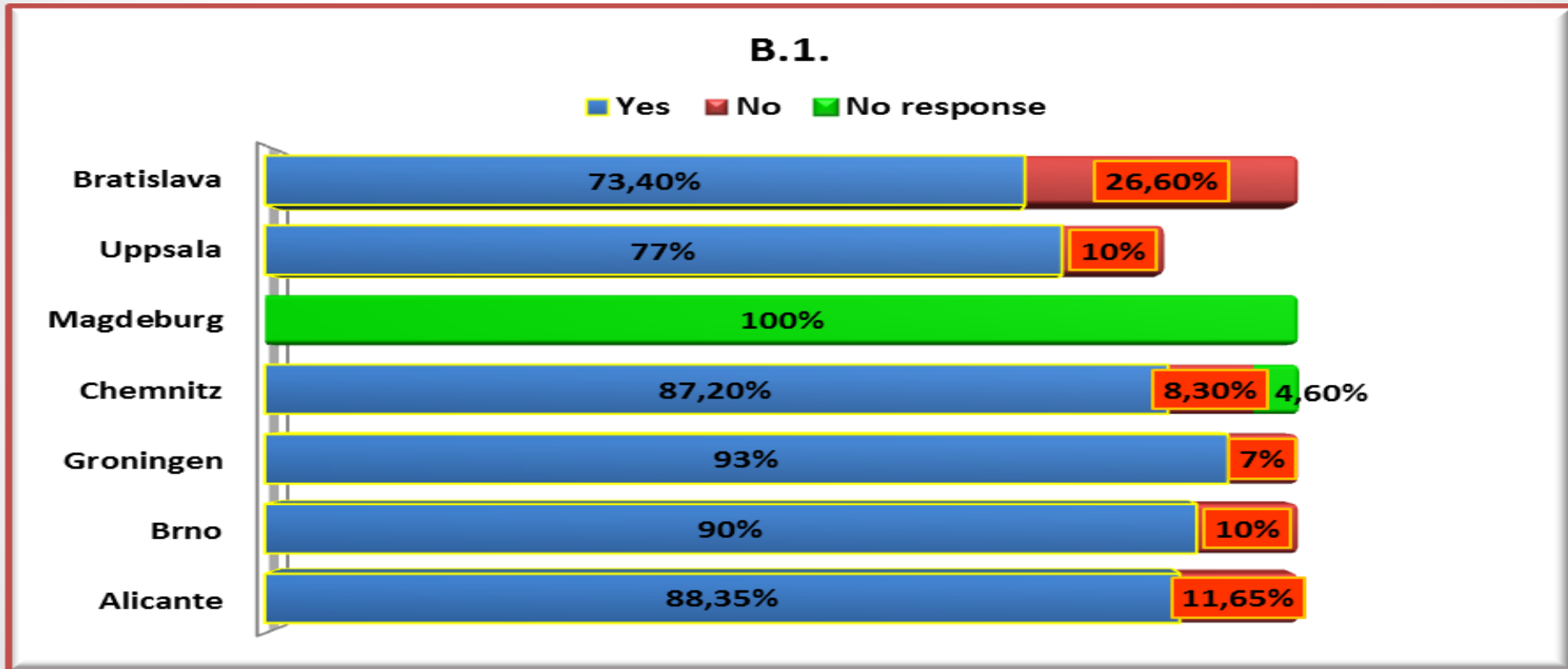
## Percentage living place

■ In a town/city ■ In a village/country ■ In another town



# Learning in later life is important and are you interested in taking part ?

- **Total: 878** (project partners) **52** (other institutions) = **930**



- In Slovakia 26,6% do not have interest in learning. Most of the respondents are from the residential care homes, others from the village Častá and from Námestovo.



# Reasons to take part in learning activities

- **Total: 878** (project partners) **52** (other institutions) = **930**

	Slovakia	Sweden	Germany		Netherlands	Czech Republic	Spain
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
Getting new information	60.6%	35%	97.5%	41.73%	47%	74%	66.02%
Meeting people, new social contacts	48.6%	24%	65.0%	23.55%	10%	41%	58.25%
Overcoming isolation	18.3%	3%	0%	0%	0%	14%	19.42%
Being more active	45.9%	13%	35.0%	0%	17%	36.6%	48.54%
Improving the quality of life	48.6%	24%	17.5%	30.58%	21%	52%	33.01%
Other	3.67%	1%	12.5%	1.24%	5%	1.8%	5.83%

# How do you look for learning possibilities?

- **Total: 878** (project partners) **52** (other institutions) = **930**

	Slovakia	Sweden	Germany		Netherlands	Czech Republic	Spain
	Bratislava 109	Uppsala 146	Magdeburg 49	Chemnitz 109	Groningen 135	Brno 227	Alicante 103
Friends, family colleagues	<b>60%</b>	21%	<b>86.7%</b>	<b>25.26%</b>	<b>61%</b>	<b>65%</b>	<b>73.79%</b>
Advertising	8.5%	<b>25%</b>	6.7%	13.68%	47%	5.8%	9.71%
Internet	30.3%	16%	<b>20%</b>	10.53%	<b>69%</b>	<b>34%</b>	<b>26.21%</b>
Newspaper	27.5%	<b>25%</b>	15.6%	<b>16.84%</b>	42%	12.8%	25.24%
TV / Radio	<b>32.1%</b>	6%	2.2%	<b>16.84%</b>	0%	11.5%	18.45%
Other	2.6%	5%	0%	3.68%	0%	3%	12.62%
I do not know	3.67%	2%	0%	13.16%	0%	1.8%	14.56%

# Is the social aspect of learning important for you?

- **Total: 878 (project partners) 52 (other institutions) = 930**

	Slovakia	Sweden	Germany		Netherlands	Czech Republic	Spain
	Bratislava 109	Uppsala 146	Magdeburg 49	Chemnitz 109	Groningen 135	Brno 227	Alicante 103
Yes	73.4%	58%	59.2%	41.26%	71%	86%	96.12%
No	26.6%	42%	16.3%	49.65%	29%	14%	3.88%
I do not know	0%	0%	24.5%	0%	0%	0%	0%

## Would you like to use new media for learning?

Yes	28.4%	47%	36.7%	13.99%	60%	25%	45.63%
No	55%	53%	40.8%	86.01%	40%	48%	54.37%



# Reasons for Learning in later life

**Total: 878 (project partners) 52 (other institutions) = 930**

LLL slows the aging process, stimulates brain activity;

LLL helps:

- to be able to cope better with everyday life; to be able to maintain previous life independently as long as possible;
- to understand technical progress (dealing with new appliances and new media, computer, mobile phone);
- to develop oneself, to have joy and fun with new things and topics;
- to continue to be actively involved in social life;
- to have a say, especially with young generation (children, grandchildren);
- to understand globalization, to gain information (especially about politics and society);
- to maintain one's mental health and curiosity;
- to maintain exchanges with others, meet interesting people.

# Barriers

## What do you consider possible obstacles to Lifelong learning?

### Outside elements

- not enough UTAs
- limit of places at UTA
- lack of information about the possibilities - not enough advertising
- lack of public transport to get to UTA
- no one prepares us for retirement and to take advantage of free time
- low pensions / income
- they are busy with housework or family (taking care of grandchildren, husband)
- non acceptance by the family

# Barriers

## Opinion on why people do not participate in adult learning

### Inside elements

- Advanced age and health problems
- Duties, lack of time
- Lack of basic skills
- Lack of interest and motivation
- They don't know the value which lifelong learning gives
- They think that learning belongs to the younger people and adults shouldn't learn



# New innovative curricula Good practices in Slovakia

**Scale of the study is each study year innovated**

**New study subjects in 2015/16:** Musical jewellery of the history, Seven times seven miracles of Slovakia, Man and health, Creative writing, Digital literacy, Social networks, Healthcare;

**New study subjects in 2016/17:** Miracles of the world, European Union, Religions in a world, Financial literacy

**New themes in the traditional study subjects**

# New innovative curricula

## Good practices in Slovakia

New study groups of the elderly have been established in other parts of the city communities, rural areas

**New places with the study offer for seniors:**

Námestovo (north of Slovakia)

Residential home in Lamač, Bratislava

- Project institution (Comenius University) supported these areas by spreading information about learning possibilities as well as by manager skills for opening new study opportunities.



# New innovative curricula Good practices in Slovakia

## RURAL AREAS – Town NÁMESTOVO

### New educational methods:

Classical methods are complemented / renewed / refreshed by new methods:

- Round tables, panel discussions, memory training, excursions, summer courses;



# New innovative curricula

## Good practices in Slovakia

### **RESIDENTIAL CARE HOME Lamač in 2016:**

- Lectures given by the U3A students
- Themes: what do I have in my purse?

history of the firemen in Bratislava, history and variety of the proverbs, problems of the spine and osteoporosis, information technologies;



# New innovative curricula

## Good practices in Slovakia

**Inhabitants are motivated and encouraged to continue in 2017 – Residential care home Lamač**

- Lectures given by the U3A lecturers
- Subjects from the Slovak history
- Everything documented in the chronicle
- There is interest to continue in September 2017



# New innovative curricula

## Good practices in Slovakia

### FINANCIAL LEARNING

#### Objectives

- To offer knowledge in subject of economy and finance;
- To overcome barriers and obtain confidence in the banks and their employees; how to communicate with a bank;
- To encourage elderly in using the Internet banking;
- To show the elderly how to prepare budget; how to plan costs and incomes;
- To be careful in usage of credit/debit cards;
- To ensure good orientation in banks' products and practices;
- Objectives of saving money and having insurance.



# New innovative curricula Good practices in Slovakia

## FINANCIAL LEARNING

## ENTREPRENEURSHIP IN HIGHER AGE

- Development of the business skills in the intergenerational teams



# Thank you for your attention

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