

ed. Nadežda Leonyuk, Piotr Mazur, Maciej Kułak



# **Education seniors in selected European countries**



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## Piotr Mazur (Poland)

### *Roles of the Universities of the Third Age in the Contemporary Polish Ageing Society*

In 2012 upon the request of Council of Europe the member countries celebrated the European Year for Active Ageing and Solidarity between Generations. In Poland this idea was expanded by commemoration of the Year of the Universities of the Third Age. It was because the offer of the UTAs, addressed to older people 55+, over the last few years became really popular in Poland.

The Universities of the Third Age are institutions where people aged 55+ not only gain knowledge and expand their interests, but are also significant links of the local social life. According to the „ZOOM on the UTAs” report (prepared in 2012 by the Association of Creative Initiatives „ę” and the Institute of Applied Social Sciences of the University of Warsaw), UTAs became the permanent social phenomenon in Poland.

The offer of the UTAs for the ever-increasing number of seniors in Poland is very wide. They organised the intellectual potential of the biggest academic cities, as well as the smaller towns that have the didactic units on the college level. According to the Report, despite the universities are units of the lifelong learning, their spectrum is much broader than the typical college. Not only do they offer the broadening of knowledge and personal development, but simultaneously the UTA propose different activities that popularise the healthy lifestyle and allow to socialise with other people. They activate the seniors’ social activity for their community and the overall goodness.

The consecutive paragraphs of this chapter will present the genesis and development of the UTA in Poland, the methods and forms of activity, the students’ characteristic, the cooperation with other institutions and perspectives of development.

### *Genesis and development of the UTA in Poland*

According to Wincenty Okoń „the university of the third age is the educational unit for the people in post-working age, which conducts the systematic classes from chosen educational disciplines, foreign language courses, recreational activities and artistic interest groups”<sup>179</sup>.

The *Zdrowie a edukacja (Health and Education)* report shows the wide range of advantages of such units: personal development; creating and strengthening the social ties; development of interests and knowledge; passing the personal experiences to the society; and further active participation in the social life<sup>180</sup>.

Between 18-19 October 2004 in Kraków during the conference *Universities of the Third Age in Poland – state and needs*, that was organised by Polish UTA, Jagiellonian University and the Polish-American Freedom Foundation, the minimal requirements that have to be fulfilled

<sup>179</sup> W. Okoń, *Nowy słownik pedagogiczny*, Warszawa 2001, p. 423-424.

<sup>180</sup> H. Demel, H. Szwarz, *Zdrowie a edukacja (raport)*; P. Ziółkowski, *Student 50+. Poradnik dla organizatorów uniwersytetów trzeciego wieku*, Bydgoszcz 2013, p. 79.

to have a right to use the name of University of the Third Age were determined. They are: localisation by the college; only the research fellows should be the lecturers; the localisation should be convenient for the research fellows who commute to the lectures. It is the French model of the UTA, that should endure the academic level of teaching, laying stress on the classes<sup>181</sup>.

The second model of the UTA in Poland assume that all non-government units that conduct activity connected with broadly defined older people activation, could be called as UTAs. The only important argument is to preserve the appropriate high level of classes while realising the unit's aims<sup>182</sup>.

The main features that characterise Polish UTAs, enumerated by Beata Ziębińska:

- a) their main aim is to stimulate the intellectual activity of older students,
- b) the activity depends on the organisation structure, its status, the way of functioning and localisation,
- c) the programme takes the local specificity and students' interests into consideration,
- d) the students' activity has an impact on the other potential candidates,
- e) they propagate the model of activity for the seniors,
- f) they are contributing to regional awareness<sup>183</sup>.

The idea of creating the Universities of the Third Age in Poland arose during the meeting of professor Halina Szwarz with professor Pierre Vellas on 2<sup>nd</sup> April 1975 r. in Milan, during the conference of gerontology experts<sup>184</sup>.

The first University of the Third Age (at the very beginning called as the College of the III Age) was established by professor H. Szwarz's initiative by the Centre of Postgraduate Medical Education in Warsaw. The solemn inauguration of the first academic year took place on 12<sup>th</sup> November 1975<sup>185</sup>. The main aims, defined by H. Szwarz were: dragging older people to the lifelong learning system; intellectual, psychological and physical activation of students; conducting observation and research; developing methods of further education of older people and implementation of gerontological prevention<sup>186</sup>.

In 1980 the UTA representatives applied for foundation of the Universities of the Third Age Section by the Polish Society of Gerontology (PSG). In September 1981 during the general congress of PSG in Białystok the foundation of this section was ratified. Professor H. Szwarz became the president and fulfilled this role until the first half of 2000.

<sup>181</sup> B. Ziębińska, *Uniwersytety Trzeciego Wieku jako instytucje przeciwdziałające marginalizacji osób starszych*, Katowice 2010, p. 182.

<sup>182</sup> Ibidem, p. 183.

<sup>183</sup> Ibidem, p. 183-184.

<sup>184</sup> K. Bielowska, *Geneza i rozwój Uniwersytetów Trzeciego Wieku*, [in:] *35 lat glob ziemski wciąż dla nas się kręci...*, ed. K. Bielowska, Warszawa 2010, p. 37; *35 lat ...by dodawać życia do lat a nie tylko lat do życia...*, ed. K. Bielowska, Warszawa 2009, p. 17.

<sup>185</sup> R. Konieczna-Woźniak, *Uniwersytety Trzeciego Wieku w Polsce. Profilaktyczne aspekty edukacji seniorów*, Poznań 2001, p. 48.

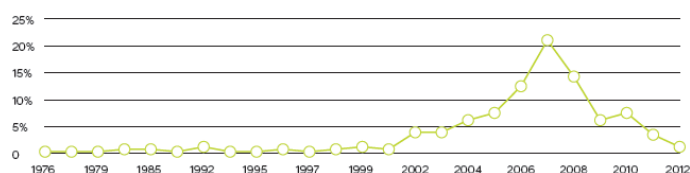
<sup>186</sup> K. Bielowska, *Geneza i rozwój*, op. cit., p. 37.

She was substituted by professor Andrzej Jopkiewicz<sup>187</sup>.

In the 1980s and 1990s the UTA movement in Poland was developing quite slowly. The first universities were founded in the big academic cities by the universities. Within 15 years only 14 UTAs were established: Warszawa (1975), Wrocław (1976), Opole (1977), Szczecin (1978), Poznań (1979), Gdańsk (1979), Łódź (1979), Kraków (1982), Katowice (1982), Rzeszów (1983), Kielce (1985), Lublin (1985), Warszawa – Mokotów (1987), Toruń (1989)<sup>188</sup>.

The number of universities was increased only after 2002. Year 2007 was the culmination moment – there were founded more UTAs than during the whole period of the movement development. The dynamics of UTA number growth is illustrated by Figure 1.

**FIGURE 1. THE DYNAMICS OF UTA NUMBER GROWTH**



**SOURCE:** ZOOM NA UTW, ED. A. GOŁDYS, Ł. KRZYŻANOWSKA, M. STEC, Ł. OSTROWSKI, WARSZAWA 2012, P. 16.

According to the authors of the „Zoom on the UTAs” report, the main impact on the „explosion” of the UTAs might have had: the increasing number of pensioners in Poland (in 2000 there were 4,6 million pensioners, in 2005 – 5,4 million, in 2010 – 6,4 million); the system support for the UTAs (in 2005 the Polish-American Freedom Foundation implemented the UTA supporting programme which goal is to promote the educational activities aimed at older people and to promote the social engagement of people 55+); the new generation of pensioners that have different needs, requirements, lifestyle and way of spending free time than previous generations<sup>189</sup>. In 2007 there were 125 universities<sup>190</sup> while now there are already 479 such units<sup>191</sup>.

<sup>187</sup> Ibidem, p. 38.

<sup>188</sup> J. Halicki, *Edukacja seniorów w aspekcie teorii kompetencyjnej. Studium historyczno-porównawcze*, Białystok 2000, p. 120.

<sup>189</sup> *Zoom na UTW*, ed. A. Gołdys, Ł. Krzyżanowska, M. Stec, Ł. Ostrowski, Warszawa 2012, p. 16-17; *Materiały z IV Ogólnopolskiej Konferencji „Uniwersytety Trzeciego Wieku – Aktywny Trzeci Wieku”*, Kraków 2008.

<sup>190</sup> D. Jachimowicz, W. Nalepa, *Tworzenie Uniwersytetu Trzeciego Wieku- Krok po kroku*, Nowy Sącz 2012, p. 7.

<sup>191</sup> [http://senior.gov.pl/katalog\\_dobrych\\_praktyk/pokaz/13](http://senior.gov.pl/katalog_dobrych_praktyk/pokaz/13) (access: 17.07.2015).



**TABLE 1. NUMBER OF UTAs IN INDIVIDUAL VOIVODSHIPS**

Province	Number of UTAs
Mazowieckie	73
Dolnośląskie	49
Małopolskie	49
Śląskie	44
Kujawsko-pomorskie	42
Wielkopolskie	39
Łódzkie	29
Pomorskie	24
Lubelskie	21
Warmińsko-mazurskie	21
Zachodniopomorskie	21
Lubuskie	20
Podkarpackie	17
Opolskie	11
Podlaskie	11
Świętokrzyskie	8

SOURCE: [HTTP://SENIOR.GOV.PL/KATALOG\\_DOBRYCH\\_PRAKTYK/POKAZ/13](http://senior.gov.pl/katalog_dobrych_prawdyk/pokaz/13) (ACCESS: 5.02.2015).

The highest number of UTAs were created in such provinces as: Mazowieckie, Dolnośląskie and Małopolskie. These provinces have big and key cities. The weakest development of UTAs may be observed in Świętokrzyskie, Podlaskie and Opolskie provinces. The most dynamic development of the UTA movement is present in Warsaw and towns with less than 50 thousand citizens. Only 11% of the whole number of UTA is located in the countryside<sup>192</sup>.

UTAs operate as different law and organisation forms. It is possible to distinguish three types of UTAs:

- a) the ones that constitute an integral part of a public or non-public university,
- b) created as an own-initiative of older people, as independent associations or fund/non-government organisations,
- c) created within structures of the local self-government units (e.g. cultural centres, life-long learning centres, libraries, social welfare centres)<sup>193</sup>.

<sup>192</sup> Zoom na UTW, op. cit., p. 16.

<sup>193</sup> W. Borczyk, *Sytuacja osób starszych w kontekście doświadczeń Uniwersytetów Trzeciego Wieku*, p. 3, [http://www.wrzos.org.pl/download/Ekspertyza\\_2\\_ASOS.pdf](http://www.wrzos.org.pl/download/Ekspertyza_2_ASOS.pdf), (access: 10.02.2015).

Exemplary organisational structure of the University of the Third Age:

- a) the leader of the UTA (president/board, coordinator, manager, governing person),
- b) sections,
- c) teams,
- d) committees,
- e) student self-government,
- f) research and programme council/ programme council,
- g) fellowship court,
- h) UTA bulletin editing team<sup>194</sup>.

### *The student's profile*

The universities differ in terms of students' number. The smallest ones have only several students whereas biggest ones – even more than 2000. During the academic year 2011/2012 about 90 thousand people took part in the classes. That means that an average university had about 230 students, mainly women. The percentage of women in an average UTA is about 85%<sup>195</sup>.

Retired teachers constitute a great number of the UTAs' students. For them, the universities became to some extent a natural path to prolong their professional pedagogical activity<sup>196</sup>. Olga Czerniawska defined a profile of the UTA's student as: „a woman, most often aged between 60 and 80+, most often with secondary education, most often a widow, quite fit”<sup>197</sup>.

### *Methods and forms of activity*

Activity of the UTAs may be divided into: educational activities and classes connected with social activity (organised and unorganised).

The didactical offer of the UTAs contain lectures (speeches, seminars) and other classes (foreign language courses; interest groups; clubs; artistic workshops; physical, recreational, rehabilitative activities; courses; trainings; advice)<sup>198</sup>.

The essential form of the UTAs' activity is lectures. This method is an oral presentation of especially ordered information. It has a free character and is not connected with testing the knowledge and abilities acquired by the students. The teacher has a direct influence on the

<sup>194</sup> Ibidem, p. 7.

<sup>195</sup> Zoom na UTW, op. cit., p. 45; Z. Hasińska, I. Janiak-Rejno, E. Tracz, *Sylwetka słuchacza Uniwersytetu Trzeciego Wieku na przykładzie średniego i dużego miasta*, [in:] *Uniwersytety Trzeciego Wieku – przeciw wykluczeniu, dla społeczeństwa wiedzy*, ed. J. Gulanowski, Wrocław 2012, p. 17-44; M. Lenart, *Raport z diagnozy Uniwersytetów Trzeciego Wieku w Polsce*, Nowy Sącz 2009, p. 6-8.

<sup>196</sup> Zoom na UTW, op. cit., p. 46.

<sup>197</sup> O. Czerniawska, *Uniwersytet Trzeciego Wieku. 30 lat działania: przemiany, dylematy i oczekiwania w epoce ponowoczesnej*, „Chowanna” 2009, vol. 2, p. 110.

<sup>198</sup> P. Ziółkowski, *Student 50+...*, op. cit., p. 92.

students<sup>199</sup>. In almost all UTAs (98%) the lectures are conducted and most of the students take part in them (in some of the UTAs the lectures are obligatory). The lectures may be conventional, problematic, monographic or conducted as courses/seminars. Depending on the type of the UTA the lectures are conducted several times a week, but often even every day (in bigger cities). The most popular subjects of lectures are those connected with medicine and health. Comparatively popular are also: history, tourism, geography, knowledge about history and local culture, literature, knowledge about culture and religion, psychology<sup>200</sup>. A great way to supplement the lecture is meetings with famous people. Students have opportunity to ask the lecturers some questions or take part in discussion on topics connected with the lecture<sup>201</sup>.

A seminar is one of the forms of the classes, which aim is to give opportunity to acquire a deeper knowledge of a chosen discipline. In this method the students individually work out certain issues, present and discuss on them. Very often the seminars are enriched by the students' creative activity (e.g. contemporary literature seminar<sup>202</sup>).

Among more intellectually active students there emerge some self-educational groups. The participants initiate and organise their own lectures, presentations of famous people connected with politics and culture, music and poetry meetings<sup>203</sup>.

In almost all of the UTA (97%) classes that predict active participation of the students are offered. Most often the classes are regular (e.g. once a week) or cyclical (e.g. 10 meetings on a given subject). A lower number of students take part in such classes, in comparison to lectures. An average university organises about 20 groups a year<sup>204</sup>.

Most of the UTA offer language courses. Most popular are: English, French, German and Italian languages. Usually such courses are conducted on several levels, depending on the students' language acquisition level<sup>205</sup>.

An essential part of the UTA educational offer is the classes devoted to physical recreation and tourism. In the UTAs' curriculum the rehabilitative gymnastics, physical exercises and swimming can be found. Students are very interested in sports and physical classes, but especially in the touristic ones. Universities organise hiking trips as well as longer excursions for the students<sup>206</sup>. The tourism enhances the cognitive activity of the students. It is an extremely popular form of education for the seniors. Usually the trips' destination is the nearest region. An another type of tourism is also the pilgrimage, which main motive is the religious considerations<sup>207</sup>.

The artistic classes may also be a strength of many UTAs. There are artistic workshops,

<sup>199</sup> J. Halicki, *Edukacja seniorów...*, op. cit., p. 147.

<sup>200</sup> *Zoom na UTW*, op. cit., p. 62-63.

<sup>201</sup> P. Ziótkowski, *Student 50+...*, op. cit., p. 92.

<sup>202</sup> J. Halicki, *Edukacja seniorów...*, op. cit., p. 148.

<sup>203</sup> *Ibidem*.

<sup>204</sup> *Zoom na UTW*, op. cit., p. 63.

<sup>205</sup> P. Ziótkowski, *Student 50+...*, op. cit., p. 92.

<sup>206</sup> *Ibidem*, p. 92-93.

<sup>207</sup> J. Halicki, *Edukacja seniorów...*, op. cit., p. 149-150.

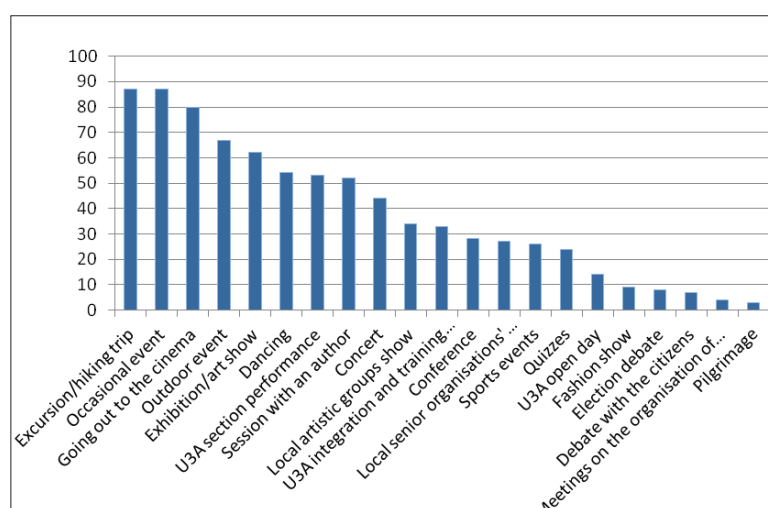
classes devoted to hand artistic spinning (arras), dancing workshops, classes concerning literature, theatre and music. The fact that the seniors themselves become the creators, is very essential<sup>208</sup>.

The educational activity of the UTAs may help the seniors to fulfil their cognitive needs; develops their self-esteem and sense of self-worth; helps to face everyday problems; allows to help other people; allows to get rid of stereotypes<sup>209</sup>.

Students are very interested in practical guidance which is conducted by professionals, e.g. a lawyer, a solicitor, a policeman, a pharmacist, a consumer spokesperson, a worker of National Health Service (NFZ), Social Insurance Institution (ZUS), a tax officer<sup>210</sup>.

UTA organise different events for their students. They are first of all cultural, touristic and occasional ones. A typical UTA organises about 30 events every year. Most of them organise excursions and trips (87%), occasional events (87%), going out to the cinema, theatre, museum (80%). It is a great opportunity for the seniors to meet each other, spend some free time, make new friends<sup>211</sup>.

**FIGURE 2. EVENTS ORGANISED BY UTA**



**SOURCE:** ZOOM NA UTW, A. GOŁDYS, Ł. KRZYŻANOWSKA, M. STEC, Ł. OSTROWSKI, WARSZAWA 2012, P. 67.

<sup>208</sup> P. Ziółkowski, *Student 50+...*, op. cit., p. 93.

<sup>209</sup> Ibidem, p. 94; A. Błachnio, *Wolontariat w Uniwersytetach Trzeciego Wieku*, Bydgoszcz 2008; A. Błachnio, *Starość non profit. Wolontariat w Uniwersytetach Trzeciego Wieku w Polsce i na świecie*, Bydgoszcz 2012.

<sup>210</sup> *Zoom na UTW*, op. cit., p. 63-64.

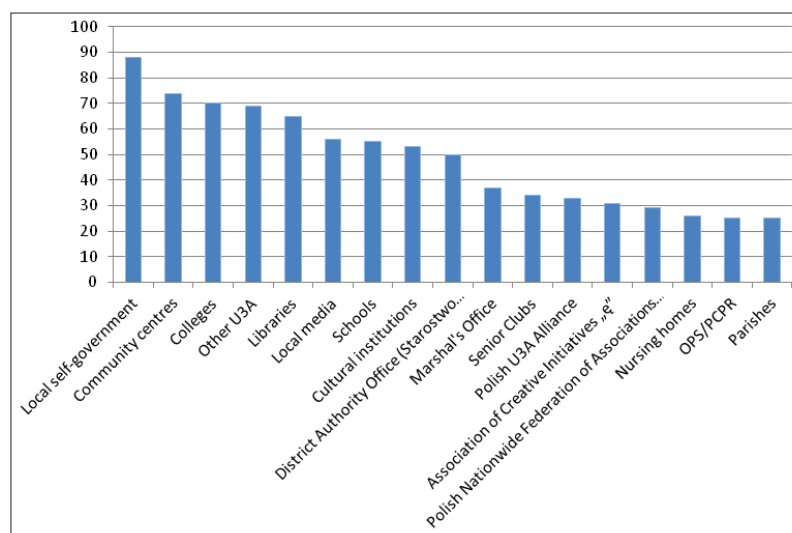
<sup>211</sup> Ibidem, p. 66.

The UTAs' engagement in the events for a wider local society is lower. However, the outdoor events have public, open character (e.g. picnic, festival); as well as such events: exhibitions and art shows (62%), UTA sections performance (e.g. choir, theatre group - 53%) or sports events (e.g. competitions and tournaments - 26%)<sup>212</sup>.

### Cooperation with other institutions

UTAs cooperate with different institutions that work in the local environment. The most popular partners are: local self-government (88%), community centres (74%), college (70%), other UTAs (69%) and libraries (65%). An average UTA has about 10 different partners<sup>213</sup>.

FIGURE 3. UTAs' PARTNERS



SOURCE: ZOOM NA UTW, ED. A. GOŁDYS, Ł. KRZYŻANOWSKA, M. STEC, Ł. OSTROWSKI, WARSZAWA 2012, P. 32.

The UTAs cooperated less often with foreign institutions and national media (5% and less). In this group there were also local institutions: the farmer's wives' associations, voluntary fire brigades or community self-help homes<sup>214</sup>.

The UTAs help the units of local self-government to realise their local social policy tasks towards seniors. Cooperation with local authorities is realised first of all in the range of:

<sup>212</sup> Ibidem, p. 66.

<sup>213</sup> Ibidem, p. 32.

<sup>214</sup> Ibidem, p. 32; P. Ziótkowski, *Student 50+...*, op. cit., p. 95.

sharing information on the taken actions, mutual launching of undertakings towards older people, local self-government's financial support for the UTAs, using local infrastructure for conducting classes<sup>215</sup>.

The cooperation with schools most often concerns making the local infrastructure available for giving classes, but also implementation of different programmes which are described as „sharing the tradition between generations”<sup>216</sup>.

The UTAs cooperate with the community centres, museums, galleries, theatres, philharmonics, libraries, sports centres etc. This cooperation mainly consists in making use of their programme activity (often free of charge)<sup>217</sup>.

The UTAs cooperate also with the social welfare institutions. This cooperation enables activation of the students and people from the nursing homes. Common free time activities enable the integration of the seniors' groups that function in a given local society<sup>218</sup>.

The cooperation with the mass media concerns first of all the local media (press, radio, television). The media pass current information about the UTA's activity. Some of the universities engage in the realisation of programmes. The Internet as a source of passing the information is used relatively rarely.

The Universities of the Third Age are members of the Polish UTAs Alliance in Warsaw (Ogólnopolskie Porozumienie UTW)<sup>219</sup> and the Polish Nationwide Federation of Associations of The UTA (Ogólnopolska Federacja Stowarzyszeń UTW) in Nowy Sącz<sup>220</sup>.

Some of the UTA cooperate with such organisations as: the Polish Teachers' Union (Związek Nauczycielstwa Polskiego), the Pensioners' Union (Związek Emerytów i Rencistów), the Veterans' Association (Związek Kombatantów), the Gardeners' Association (Związek Działkowców), the Blind Association (Związek Niewidomych), Polish Tourist and Sightseeing Society (Polskie Towarzystwo Turystyczno-Krajoznawcze), research and cultural associations.

The Polish UTAs are members of many international organisations that work for the seniors, among others EURAG – The European Federation of Older People, AIUTA - International Association of Universities of the Third Age, FIAPA – International Federation of Associations of the Elderly.

### *The development perspectives*

The UTA should constantly strive for professionalisation of their activity and improvement of the quality of their activity in order to effectively realise the tasks connected with lifelong learning of seniors. One of the key conditions of the professionalisation is the process of standardisation, which includes such spheres as: formal and legal framework, substantive and organisational aspects of activity and cooperation with external organisations. The standards

<sup>215</sup> B. Ziębińska, *Uniwersytety Trzeciego Wieku...*, op. cit., p. 210-212.

<sup>216</sup> *Ibidem*, p. 212.

<sup>217</sup> *Ibidem*, p. 213-214.

<sup>218</sup> *Ibidem*, p. 215-216.

<sup>219</sup> <http://www.porozumienieutw.com.pl/index-2.html> (access: 10.02.2015).

<sup>220</sup> <http://www.federacjautw.pl/> (access: 10.02.2015).

of the UTAs' activities have been developed by the Polish Nationwide Federation of Associations of The UTA. The implementation of the proposed standards should contribute to increasing the work efficiency, professionalisation of activities and improving the quality of the offered service<sup>221</sup>.

According to Przemysław Ziółkowski the implementation of universities' network may be a great way for development of the UTA. As an example, he shows the University of Economy in Bydgoszcz, which developed the biggest Regional Network of the UTAs in Poland (more than 30 branches). According to Ziółkowski, such network makes possible, among others:

1. Implementation of standards (*know how* – basing on the experience, the growth of professionalism, improvement of the quality of activities and offer, sharing the experience, increasing the institution's credibility, increasing the transparency of activity, increasing the efficiency of the organisation's management, increasing the chances for acquiring financial resources),
2. support of the local self-government units (infrastructure, workers, local promotion, financial support),
3. benefits (measurable benefits for the self-government, the citizens, the college; organisation of a classic UTA formula in different locations; realisation of the statutory tasks in cooperation with the college)<sup>222</sup>.

P. Ziółkowski signalises characteristic features of the UTAs network: „the development of students' self-government, tight cooperation of all branches, decentralisation and delegating the tasks, common standards of management and organisation, taking risk and encouragement to experimentation, continuous seeking for ways to increase the efficiency of activities, making decisions based on facts – learning from one's mistakes, creativity – intellectual capital, a great number of partners in realisation of the statutory tasks”<sup>223</sup>.

## Conclusion

Poland is one of the countries of ageing societies, in which the population of the older people is bigger than the generation of young people. Almost 7,3 million of Polish people are at the age of 60 or more. 14,7 % of Poles are 65+ (according to the Central Statistical Office of Poland)<sup>224</sup>. This state means that, *in the Polish society we are facing the problem of demographic ageing, because it is assumed that societies in which the percentage of people above 60 is higher than 12%, and above 65 is higher than 8% – are societies demographically old*<sup>225</sup>.

<sup>221</sup> W. Borczyk, W. Nalepa, B. Knapik, W. Knapik, *Standardy działania Uniwersytetów Trzeciego Wieku w Polsce*, Nowy Sącz 2012.

<sup>222</sup> P. Ziółkowski, *Student 50+...*, op. cit., p. 96.

<sup>223</sup> *Ibidem*, p. 97.

<sup>224</sup> *Rocznik demograficzny 2014*, Warszawa 2014, p. 58.

<sup>225</sup> M. Halicka, E. Kramkowska, *Uczestnictwo ludzi starych w życiu społecznym*, [in:] *O sytuacji ludzi starszych*, ed. J. Hryniewicz, Warszawa 2012, p. 33.

The demographic forecasts show that the process of ageing of the Polish society during the next several decades is going to continue. According to the Central Statistical Office (GUS) in year 2020 the percentage of people above 60 is going to make up almost 26% of the whole number of Poles<sup>226</sup>.

According to figures from 2011 the education of people aged 65+ looks as follows: higher (9,6%), post-secondary (0,02%), secondary (22,6%), vocational (13,6%), lower secondary (0,5%), primary finished (45,6%), primary not finished and no education (5,3%), unknown (2,7%). The dominating category is the group of primary education (50,9%), however 5,3% of people from this group have no certificate of finishing a primary school<sup>227</sup>.

The demographic data of the Central Statistical Office of Poland clearly show that the seniors, in comparison to the younger age groups, have lower education. That is why the UTA play a very important role of educational institutions for the older people. Not only have the pensioners an opportunity to update their knowledge and gain new skills, but also to take part in the local society's life in an active way. The increasing seniors' interest in classes organised by the UTAs is the evidence of changes in the social and civil awareness, of concern for the better quality of the retired life<sup>228</sup>.

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<sup>226</sup> *Rocznik demograficzny 2014*, op. cit., p. 211.

<sup>227</sup> *Ibidem*, p. 173.

<sup>228</sup> W. Borczyk, *Sytuacja osób starszych ...*, op. cit., p. 2.