

Abstract

The aim of the thesis will be to compare the institutionalized form of education for seniors in the Czech Republic and in France. First, attention will be focused on the position of senior education in the context of lifelong learning, and then on its meaning, specifics and functions. Furthermore, the work will reflect the current demographic situation in both countries, including a comparison with the overall situation in the European Union. In the next chapters, the analysis of public policy documents related to the education of the elderly, the institutionalization of the education of the elderly and the participation of the elderly in education in the Czech Republic and in France will follow. The data will be analyzed on the basis of professional literature, statistical data, legal documents, documents of ministries and other state bodies or research reports of professional institutions. These chapters always result in a comparison of the given area in both countries, where the selected parameters will be the types of institutions, areas of education and the target group of education. One of the outputs of the work will be the proposal of recommendations or development opportunities for both countries and the identification of examples of good practice at the state level.

Keywords: elderly, ageing, old age, lifelong learning, education of elderly, institutionalization, comparison of educational systems, University of the Third Age