



| Research Article / Araştırma Makalesi |

Old Age Adult Education Systems and Refreshment University

İleri Yaş Yetişkin Eğitim Sistemleri ve Tazelenme Üniversitesi

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Keywords

- 1.university of the third age
- 2.refreshment university
3. adult education
- 4.meaningful learning
- 5.lifelong learning

Anahtar Kelimeler

- 1.üçüncü çağ üniversitesi-u3a
- 2.tazelenme üniversitesi
- 3.yetişkin eğitimi
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Abstract

Purpose: This research aims to determine the place of the "Refreshment University" in the systems of older age education in the world by examining the purposes, basic features, admission conditions, activities, and ways of providing funding for the systems for older age education in the world.

Design/Methodology/Approach: Since the researcher will develop an objective attitude by looking at the facts from the outside with a deductive approach, the research has been designed with a cross-sectional descriptive design, one of the survey models, with a quantitative research approach. The study population was determined by grouping them as French model, English model, and hybrid models, and ten universities were determined to be examined through purposive sampling. One of these universities represents the French model, one represents the English model, and the other eight universities represent the Hybrid models. The investigated features of these ten older adult education systems were also carried out for Refreshment University. In collecting data, the websites of the older adult universities in the sample were examined and the catalogs, reports, plans, periodic written sources, magazines, books, films, photographs, and videos (documents) accessed from the websites were used. The data analysis was carried out by presenting the tables created in line with the questions determined to achieve the purpose.

Findings: Old age adult university systems in the research sample were analyzed in terms of their objectives, main characteristics, student admission conditions, educational areas and activities, and sources of funding. The research has concluded that although the "Refreshment University" is similar to the French model, it is a proper candidate to create a hybrid model. It should be noted that this could change, given that "Refreshment University" is more recent and developing.

Highlights: The primary purpose of the systems for older age adult education is to ensure healthy and quality aging as well as active aging in line with the philosophy of lifelong learning.

Öz

Çalışmanın amacı: Bu araştırma, dünyada ileri yaş yetişkin eğitime yönelik sistemlerin amaçlarını, temel özelliklerini, kabul koşullarını, yürüttükleri faaliyetleri ve finansman sağlama yollarını inceleyerek, "Tazelenme Üniversitesi"nin dünyadaki ileri yaş eğitime yönelik sistemler içindeki yerini belirlemeyi amaçlamaktadır.

Materyal ve Yöntem: Tümdengelimci bir yaklaşımla araştırmacı olgulara dışarıdan bakarak nesnel bir tavır geliştireceği için, araştırma nicel araştırma yaklaşımıyla tarama modellerinden kesitsel betimsel desen ile desenlenmiştir. Fransız modeli, İngiliz modeli ve Hibrit modeller şeklinde gruplandırarak çalışma evreni belirlenmiş, amaçlı örneklem yoluyla incelenecek on üniversite belirlenmiştir. Bu üniversitelerin biri Fransız modelini, biri İngiliz modelini, diğer sekiz üniversite ise Hibrit modelleri temsil etmektedir. Bu on ileri yaş yetişkin eğitimi sisteminin incelenen özellikleri Tazelenme Üniversitesi için de gerçekleştirilmiştir. Verilerin toplanmasında örnekleme yer alan ileri yaş yetişkin üniversitelerinin web siteleri incelenmiş ve web sitelerinden ulaşılan kataloglar, raporlar, planlar, periyodik yazılı kaynaklar, dergiler, kitaplar, filmler, fotoğraflar ve videolar (dokümanlar) kullanılmıştır. Verilerin analizi, amaca ulaşmak için belirlenen sorular doğrultusunda oluşturulan tabloların sunumuyla gerçekleştirilmiştir.

Bulgular: Araştırma örneklemindeki yaşlı yetişkin üniversite sistemleri, amaçları, temel özellikleri, öğrenci kabul koşulları, eğitim alanları ve faaliyetleri ve finansman kaynakları açısından analiz edilmiştir. Araştırmada "Tazelenme Üniversitesi"nin Fransız modeline benzemesine karşın, hibrit bir model oluşturmaya aday olduğu sonucuna ulaşılmıştır. Ancak "Tazelenme Üniversitesi"nin daha çok yeni ve gelişmekte olduğu dikkate alındığında, bu sonucun değişebileceği de unutulmamalıdır.

Önemli Vurgular: İleri yetişkin eğitimi sistemlerinin temel amacı, yaşam boyu öğrenme felsefesi doğrultusunda aktif yaşlanma ile birlikte sağlıklı ve kaliteli yaşlanmayı sağlamaktır.

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INTRODUCTION

As a global phenomenon, the world population is aging. Nearly every country in the world is experiencing growth in the size and proportion of older people in its population. While the number of people aged 65 and over in the world was determined as 703 million people in 2019, it is estimated by international authorities that this number will double in 2050 and reach approximately 1.5 billion. Globally, the share of the population aged 65 and over in the world increased from 6% in 1990 to 9% in 2019. It is estimated that this rate will increase to 16 percent by 2050 so that one in six people in the world will be aged 65 and over (United-Nations, 2019). Aging is used to describe the process that interacts with social-economic-cultural-administrative structures that have the power to shape life in the context of the community, rather than a numerical transformation. If we see older age as a stage of natural life in a chronological sense, there is a need for education to prepare, protect and strengthen the individual and society in general for older age (T.R.Ministry-of-Development, 2018). At this point, it can be said that the older age adult university systems in the world and Turkey are important structures for solving this problem.

Research Problem

Active aging (T.R. Ministry of Development, 2018) and healthy aging (World Health Organization, 2020) approaches are used to ensure that individuals can age healthy and lead a high-quality life while the life expectancy of the individuals is extended. While the World Health Organization defines active aging as “the process of optimizing health, participation and safety opportunities to improve the quality of life of people as they age” (World Health Organization, 2002), healthy aging is defined as “the process of developing and maintaining the functional ability that provides well-being in older age” (World Health Organization, 2020). In fact, it can be said that the two concepts are not very different from each other and have similar requirements. While aiming to enrich the quality of life of the elderly and society with active life, it gains importance to continue to participate in social life and be productive. Creating environments and opportunities that enable individuals to do what they value throughout their lives comes to the fore in healthy aging. Both concepts emphasize the need for action across multiple sectors to ensure that older people remain a resource for their families, communities, and economies. Societies that invest in these approaches can become socially advantageous and enable individuals to live longer and healthier lives (World Health Organization, 2020). To maximize benefits and manage the risks associated with population aging, governments need to support continuing and lifelong education and health services for everybody (United-Nations, 2019).

Today, activities for the education of older adults are carried out in almost every country. In Turkey, these activities started in 2016 under the name of “Refreshment University” under Professor Doctor İsmail Tufan. The university, acting with the basic philosophy of “lifelong learning and lifelong productivity” (Tufan, 2020), offers various learning opportunities to adults aged 60 and over. Similarities of this movement are also seen abroad and are called by different names according to their culture. However, the essence of all of them is to transform society in general, the individual in particular, through the education of older adults who have reached a certain age. Therefore, although they are united at a certain point, there are points where these systems differ due to their cultural structures and education systems.

From this point of view, the research problem is the question of the place of the “Refreshment University” in the systems of older age education in the world. In line with the problem, the research is aimed to determine the system in which Refreshment University is placed inside by revealing the basic areas that make up the similarities and differences by examining the websites of the systems operating in the world for adult education.

In this context, answers to the following questions were sought in the study:

1. What are the aims and main features of systems for older age adult education?
2. What are the admission requirements for older age adult education systems?
3. What kind of educational activities are carried out in which areas for older age adult education?
4. How are the systems for older age adult education financed?

Ideas of Carl Rogers, who showed a humanist approach, were used to analyze the data regarding the research purpose and the questions for which answers were sought for the realization of the purpose. The individual who has received a qualified education learns how to learn, adapt, and change. In today's developed world, the most socially beneficial learning is learning about the learning process, together with being constantly open to experience and incorporating the process of change (Rogers, 1969). The main goal of education is the creation of self-actualized individuals. Therefore, meaningful learning that guides individuals towards self-realization and includes certain principles has guided this research. This research, which was carried out by examining the websites of the systems targeting older adult education at a certain time and by examining the documents, aims to describe the basic characteristics of the selected sample. In the study, third-age university systems with similar characteristics were grouped, focusing on one example from each group, and hybrid models were described in the context of each of their differences.

Related Literature

Lifelong learning results from the integration of formal and non-formal learning to ensure continuous lifelong improvement of quality of life. Definitions for lifelong learning emphasize that the context of learning is ubiquitous, always occurring throughout one's life. The necessity for people to develop skills throughout their adult lives to cope with modern life, both at work and in their

private lives, can be achieved through learning. Lifelong learning will develop individuals to be responsible to themselves and their communities and be actively involved in all levels of their society. For lifelong learning to be developed and become established, it may be necessary for all segments of society to exhibit an adoptive behavior pattern (Laal, 2011). While the concept of lifelong learning sees learning as a life-long process, it can be said to include various learning styles as a life-related process.

Gerontology, expressed as the science of aging, was established as a department for the first time in Turkey in 2000 by İsmail Tufan, the founder of Refreshment University. Inspired by the America Agingmap USA project carried out in the USA, Tufan implemented Turkey's long-term GeroAtlas research project, covering the years 2000-2023 and including numerous fragmented studies ((Tufan et al., 2019). From this point of view, it can be thought that the history of the gerontology department and the field in Turkey is new and that the studies in the field have not reached sufficient saturation. When the studies carried out in the field of senility and aging science gerontology, which has a history of twenty years in Turkey, are examined in recent years, it is seen that domestic studies for the elderly mostly aim to raise awareness about aging by addressing the conceptual differences of senility and aging (Aslan & Borazan, 2019; Diogenis, 2019; Özgür, 2019; Palméra et al., 2019; Şentürk, 2018) (Begum et al., 2019). In addition, it is seen that they have tendency on the subjects such as; general health (Altunel & Kartal, 2019; Karadayı et al., 2019), care services (Çiftçi & Zelka, 2019; Müftüler, 2018; Nazlier Keser, 2019), social security (Emeksiz, 2019), views on the elderly (Birinci, 2018) and attitudes (Özgül, 2019; Pehlivan & Vatansver, 2019), active aging (Canatan & Boz, 2019; Çapcıoğlu & Alpay, 2019; Görgün Baran & Kurnaz, 2019; Kırdı & Abit Kocaman, 2019). In addition to these studies, it is possible to come across studies (Canatan & Boz, 2019; Sınmaz & Erbey, 2019) that deal with gerontology and lifelong learning together (Bulaç & Kurt, 2019; Çatal, 2019).

Providing lifelong learning opportunities for older adults is frequently mentioned in the recommendation sections of the studies. In this context, it can be seen as a remarkable case that a movement such as Refreshment University (Ay et al., 2019; Bahar & Başibüyük, 2019; Gürdal, 2018; Taşan, 2018) is very under-approached because systems for adult education are very new in Turkey and do not spread throughout the country. When the studies abroad on older age adult education are examined, it is seen that the researches are focused on promotion (Formosa, 2019; Jacob, 2019; Nascimento & Giannouli, 2019; Pruszyński et al., 2020; Wilinska, 2012), establishment (Park, 2019), improvement (Budryte et al., 2020; Urbančič et al., 2020) of the existing third age university systems holistically.

It can be said that the most important factor in the emergence of the third age university system is the increasing trend of individuals aged 65 and over, who can be called older age adults, all over the world (T.R.Ministry-of-Family-Labor-and-Social-Services, 2020) with the increasing the life span of the individual. Levinson (1986) divides the adulthood periods of the individual into three basic periods as early adulthood, middle adulthood, and older age adulthood, and also explains these periods together with transitional periods. (Levinson, 1986, p. 7), stating that the age ranges describing these periods include plus and minus two years, summarizes the adulthood period of the individual in nine items as follows.

- Early Adult Transition (ages between 17 and 22): The developmental bridge between pre-adulthood and early adulthood.
- Early Adult Life Entry Structure (ages 22 and 28): Time to establish and maintain an initial adult lifestyle.
- Age 30 Transition (ages between 28 and 33): Opportunity to reevaluate and change the entry structure and lay the foundation for the structure of later life.
- Early Adulthood Peak Life Structure (ages between 33 and 40): A means of completing the period and realizing our youth aspirations.
- Midlife Transition (ages between 40 and 45): One of the major inter-period shifts that serve to initiate middle adulthood.
- Middle-Adult Entry Life Structure (ages between 45 and 50): An initial foundation for a life in a new age.
- 50 Years Transition (ages between 50 and 55): A mid-term opportunity to improve by changing the entrance life structure.
- Middle-Adult Peak (ages between 55 and 60): The framework at which mid-adulthood is completed.
- Advanced Adult Transition (ages between 60 and 65): The boundary between middle and older age adulthood.

It is possible to say that the ranking of the stages of adulthood above clearly reveals the critical importance of 65 years of age. The age of 65 can now be perceived as a sign that the individual has reached older age adulthood. From this point of view, the concepts of "Third Age", "Third Stage", "Third Spring" (Kılıç & Altınışık, 2018) have emerged to describe individuals in this age group. With the awareness of this critical threshold, the first example of efforts towards older age adult education, especially in developed countries, was in France in 1968, after the adoption of the law requiring universities to provide more community-oriented education (Swindell & Thompson, 1995; Vellas et al., 2020). The adventure, which started in 1972 with the presentation of a course on gerontology at the Faculty of Social Sciences of the University of Toulouse to individuals above the legal retirement age, expanded with the success of the first study program, and the courses offered were diversified. In 1973, the Third Age University of Toulouse was established by Pierre Vellas, Professor of International Law at the Faculty of Social Sciences at the University of Toulouse, under the administration of Continuing Education Center (Vellas, 2019). Two years later, the movement began to spread in universities in France, and then spread to Belgium, Switzerland, Poland, Italy, Spain, and spread across the Atlantic to Sherbrooke in Quebec and San Diego in California. Parallel to this expansion, IAUTA (International Association of Universities of the Third Age) was established in 1975 to gather the Third Age Universities worldwide under one roof and to create a stronger and more sustainable structure in line with research (Swindell & Thompson, 1995).

By 1981, the third age university movement had reached England. A conference was held under the chairmanship of the academic board of Cambridge University, Peter Laslett, in which representatives from different segments were invited to initiate

the third age university movement in the country. At the end of the conference, the idea of implementing Third Age Universities in England was adopted, and proposals for financing and implementation spaces were put forward. Peter Laslett, who is considered to be the founder of British Third Age Universities, rejected the French model and set goals with principles. In addition, he argued that the organization of Third Age Universities with public financing prevents independence and that individuals who will provide education should guide learners (Kılıç & Altınışık, 2018). This thought stemmed from the idea that it is not obligatory to rely on paid or unpaid second-age trainers, where members can undertake training and conduct research, in line with the idea of “Self-help” (Swindell & Thompson, 1995). Thus, the English model, the second model of Third Age Universities, emerged. The rapidly growing number of Third Age Universities in England, which form the British model, is mostly based on local initiatives registered as associations and non-governmental organizations affiliated with a national or regional organization. In 1983, a foundation consisting of twelve representatives from all regions, led by a National Executive Committee of three presidents, called The Third Age Trust, which provides technical and administrative support to Third Age Universities in England, was established (Vellas, 2019). Formosa (2014) refers to the emergence of the English model after the French model as “English Renaissance p.45”.

In order to understand the difference between the French and English models, which are the two basic models in third-age university systems, the main features of the models can be listed as follows (Formosa, 2019; Vellas, 2019; Vellas et al., 2020):

- “Connection with Universities”: in the French model, the concept of “university” means that learning activities will be carried out in connection with the university, while in the English model, it is used to describe people who come together to share pursue learning of all kinds.
- “Andragogy and Research”: The association of Third Age Universities in the French model creates and coordinates collective programs to develop lifelong learning by promoting direct connection with the university, research, and adult age learning. The association of Third Age Universities in the British model does not include an approach to promoting research into higher education.
- “Programme Determination Method”: The French model is a top-down model in which the best programs for the elderly are determined in line with the scientific research of experts (see Figure 1). On the other hand, the British model is a bottom-up model in which democratically decided programs are implemented to the tastes of the members themselves.

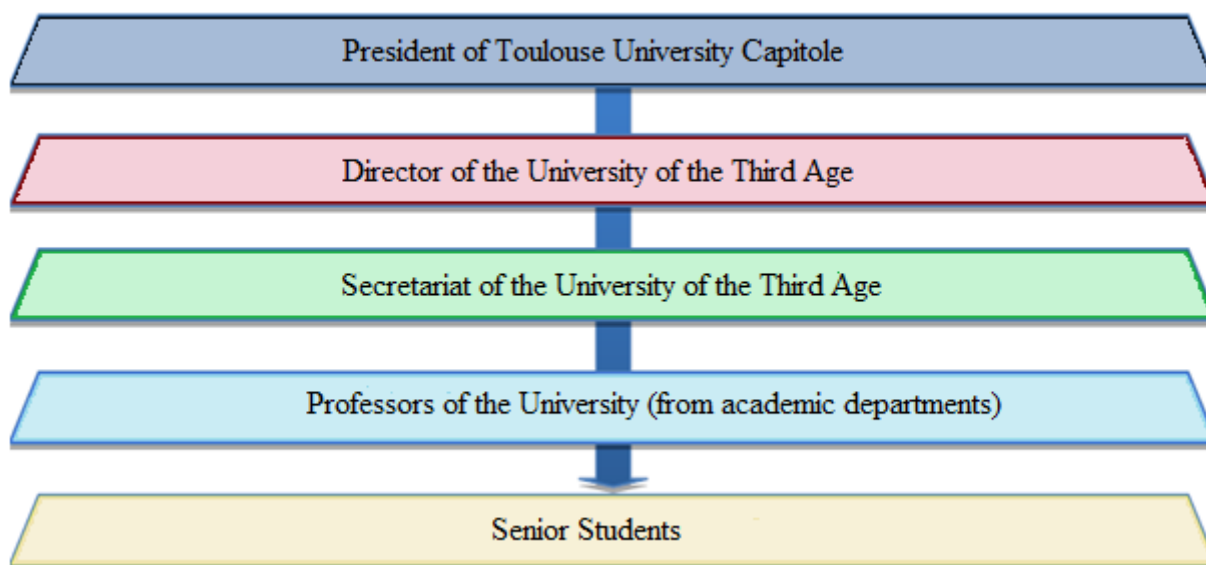


Figure 1. Third age university French Model hierarchy structure (Vellas et al., 2020).

- Places Used: In the French model, the rector of the university directly appoints the director of the third age university who has the authority to recruit staff, the office where the activities will be planned is carried out in a building determined by the university, the classrooms, laboratories, and halls of the university are used for activities and lectures. Based mostly on local initiatives registered as associations or non-governmental organizations members of a regional body, British model events take place in community centers or members' homes.
- “Lobbying and Official Recognition of Third Age Universities: In the French model, financial support can be obtained from the state, as the 1971 law grants universities and municipalities the right to formally finance associations as organizations serving the public interest to finance higher education. In the French model, the state is obliged to maintain or increase its financial support to Third Age Universities. British public universities have no obligation to finance lifelong education, as there is no law in the British model that promotes lifelong learning or higher education in this way. There is, therefore, little incentive for official recognition of British Third Age Universities in the form of simply providing public facilities such as community centers. Instead, it is based on financing with the fees paid by the model members.

- “Admission Conditions”: Although the third age universities, which were initially only open to retired people in the French model, and have been expanded over time to include disadvantaged groups, it can be said that the general member profile has not changed, and the majority of the members are retirees. In the British model, the termination of full-time employment is the main condition, but there is no clear definition and no clearly stated age requirement for the third age university.
- “Instructors and Learners”: The French model is based on professional instructors delivering formal and high-quality courses to learners. In the British model, there is no distinction between the instructor and the learner. The model is based on the "Self-Learning Principle".

Although there are two basic models in third-age university systems, as the French model and the English model, models that do not exhibit the full features of these models, or rather contain some features from each model, are called "hybrid models" (Formosa, 2019).

Depending on the developments in Information and Communication Technologies over time, it is possible to say that e-learning activities, which were used only for members in distant regions, have become widely used. It can be seen that many third-age universities carry out their activities synchronously and asynchronously, especially during the times when distance education is compulsory, such as the current COVID-19 pandemic. Since this is considered a separate research topic, this context was not included in the study. From this point of view, Third Age Universities, which adopt the approach of performing all their activities remotely based on technology, can be described as "Online Third Age Universities" (Formosa, 2014; Formosa, 2019).

The Refreshment University model (Tufan, 2020) is a model that

- Emerged based on a social responsibility project prepared in 2016 by Professor İsmail Tufan, Head of Gerontology Department of Akdeniz University,

- Targeting adults aged 60 and over,

- Educational activities are carried out by academicians at Akdeniz University, Nişantaşı University, Ege University, Muğla Sıtkı Koçman University, Anadolu University, University of Kyrenia and Mehmet Akif Ersoy University campuses (Tazelenme Üniversitesi, 2019),

- Graduating its first graduates in 2020 and is a model for which a protocol was signed on May 25, 2021 (Hürriyet-Newspaper, 2021 Education June 1) for its transfer to the Council of Higher Education through Republic of Turkey the Ministry of Labor and Social Security. The education model applied by Refreshment University for individuals aged 60 and over is given in Figure 2.

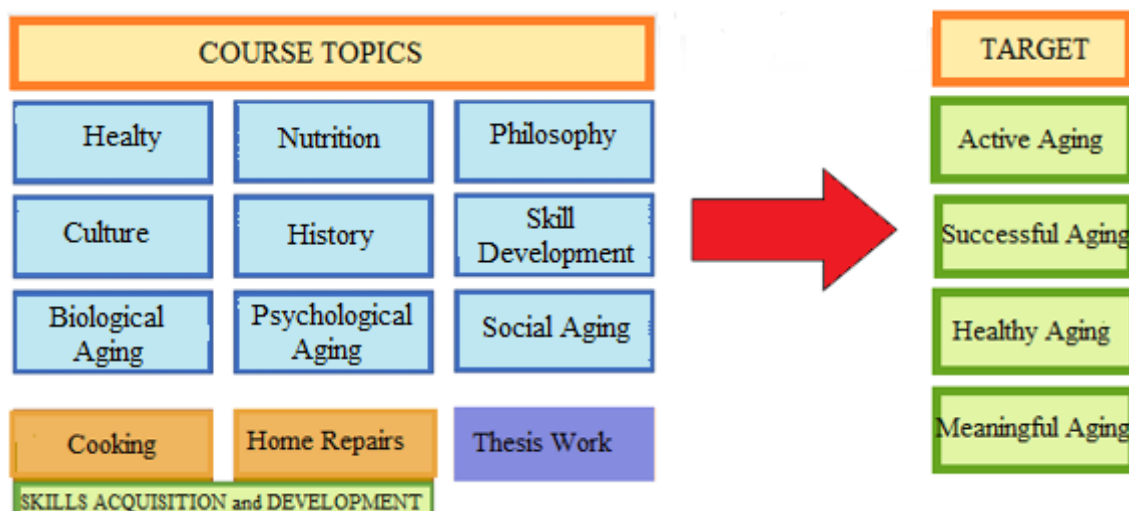


Figure 2. 60+ Refreshment University education model (Tufan, 2021).

It is possible to say that Refreshment University sets the target of active, successful, healthy, and meaningful aging by giving both theoretical and practical courses to adults over 60. In this way, it may be possible for older adults, who have reached a significant number in society, to maintain their productivity without being isolated from society, live a more conscious older age adulthood, and contribute to Turkey's social and economic development. It can be said that the Refreshment University model, which started as a social responsibility project, is similar to the French model, considering the steps taken to disseminate the Refreshment University movement for older age adult education throughout Turkey through universities and the way it was implemented during the project phase.

Theoretical Foundations of the Study

The study is theoretically based on the thoughts of Carl Rogers, one of the adult education theorists who are in the humanist movement, on adult learning. With Refreshment University, the basis of systems for older adult education is based on adult education and gains momentum with the philosophy of lifelong learning. Adult education and lifelong learning rise on humanist foundations and are shaped by putting people at the focal point. In this context, Rogers is concerned with the motivation and self

of the learner rather than how the learner should be taught. His main argument is that there is an innate capacity in learning individuals during their growth. This emerges as a process of self-actualization. The liberation of this process provides self-initiation and learning, which is faster, more comprehensive, and permanent than traditional learning (Zimring, 1999).

Rogers outlined a set of principles related to learning. These principles are as follows (Rogers, 1969):

- People have natural learning potential.
- Important learning takes place at a great speed, when the subject is perceived by the student as related to his/her own goals, the individual has a goal he/she wants to reach and the material presented to him/her.
- Learning involving changes in self-perception and self-organization is threatening and tends to resist.
- Self-threatening learning is more easily perceived and adapted when external threats are minimal.
- When self-threat is low, the experience can be perceived in a differentiated way, and learning can continue.
- Very important learning is gained by doing.
- Learning is facilitated when the student participates in the learning process responsibly.
- Self-initiated learning, involving the whole person's sense of learner and intelligence, is the most persistent and pervasive.
- Independence, creativity, and self-confidence are facilitated when self-criticism and self-evaluation are essential, and evaluation by others is secondary.
- The most socially beneficial learning in the modern world is learning the learning process, incorporating continuous openness to experience and the process of change.

These self-actualization processes are liberated when the individual in the teaching position has certain attitudes. It is an unavoidable prerequisite for the instructor to let go of the processes and allow the learning to start spontaneously. From this point on, the individual in the position of the teacher should unconditionally reward and respond to the student's world, interests, and enthusiasm in an empathetic way. The liberation of self-actualization processes is possible only in this way. At this point, it may be possible for the instructors to assume a more facilitating role and try to provide learning with democratic equality (Zimring, 1999).

Researches Directly Related to the Study

Since there is no study in Turkey in terms of the activities carried out by Refreshment University, the education provided, the model it uses, and its structuring, the studies that show a direct relationship with the study are mostly of foreign origin. Considering that it will contribute to the determination of the current trend, especially the studies carried out in 2019 and later were emphasized. The book titled "Third Age and Active Aging University: Europe and Asia-Pacific Perspectives," edited by Formosa (2019), appears to indicate how widespread Third Age Universities are in the world. Taking an in-depth look at the origins, evolution, and impact of Third Age (U3A) Universities in different countries in Europe, Asia, and the Pacific, the book analyzes the increasing movement of universities for third-age people (Baschiera, 2019; Font Palomar, 2020; Formosa, 2019; Kuo & Huang, 2019; Minnigaleeva, 2019; Percy, 2019; Vellas, 2019; Zhao & Chui, 2019). Jacob (2019) presents that RUTIS (Third Age University Network Association) is implementing the proposal to create a technical guide for organizing Third Age Universities to improve the senior population's quality of life and lifelong learning in Portugal. In this context, a technical guide for the conditions for establishing a third-age university presents the handbook. Nascimento and Giannouli (2019) reveal the model of the Third Age Universities in Brazil in their study and emphasize sports and leisure activities as the distinctive features of this model. Park (2019), on the other hand, in his research on the establishment of a healthy life-oriented lifelong education system for the elderly in Korean universities through the analysis of German geriatric universities and Third Age Universities, proposes instructions on how such a system can be established in Korean universities. The study focuses on the analysis of Horn Bad Meinberg and the senior German university at U3A.

In their study, Budryte et al. (2020) in Ukraine focuses on the psychological and educational effects of the perception of older age adults. It is emphasized that it is important for older adults not only to learn new knowledge but also to share their experiences, by proposing a model based on comparing the examples in the world, for providing education to older adults with an approach separate from employment to change the perception of aging. The research is presented as an alternative to the existing adult education system in Ukraine and is based on the study conducted with 35 people currently in the older age education system. Urbančič et al. (2020) focus on analyzing examples of exploratory learning/learning in practice, referring to three international projects carried out at the Research and Development Center in Slovenia U3A. The research aims to identify the characteristics of exploratory learning as experienced by the project participants, as well as to identify the factors listed by the project participants for the development of exploratory learning and to identify the learning styles and types of knowledge that emerge as part of the innovative practice. As a result of the research, it is stated that all actors of lifelong learning are affected by environmental factors. The research list the benefits of implementing innovative projects, and it is stated that comprehensive learning enables older age adults to raise awareness about active aging opportunities through socially involved education and socially involved art. The study of Pruszynski et al. (2020), which deals with physical, psychological and social health education as an element of preventive gerontology based on the example of Third Age Universities, explains the current system applied in Poland in all its aspects and states that it provides many advantages by providing lifelong learning opportunities with possible future problems.

Studies Not Directly Related to the Study

Although they do not show a direct relationship with the study, the studies included here contribute to underlining the necessity of research by knowing the perspectives of the research and revealing the deficiency. In the study, which reveals the current situation regarding the aging of the population in the world and Turkey, a question sentence in the form of "Are We Ready for Rapidly Aging, Complex and Long-lived Societies?" is used as a title. In the study, it is mentioned that the aging of societies creates a new market and that this market has a diversity ranging from clothing to technology, from elderly-friendly environments to elderly-friendly houses and technology, and it is recommended to focus on lifelong learning activities by referring to active and healthy aging (Baysan & Telli, 2019). The development of lifelong learning in the process starting from the pre-Republican period to the present is discussed in all details with the master's thesis titled "Lifelong Learning in Turkey from the Past to the Present" prepared by Çatal (2019). In the research, the relationship between the lifelong learning approach and the way for 21st-century individuals to develop themselves and have the skills required by the age, the key role of lifelong learning in the development and change of individuals in particular and society, in particular general, is emphasized. In the study conducted by Bulaç and Kurt (2019) to determine the views of teacher candidates on lifelong learning, the attitudes of teacher candidates were measured by using the lifelong learning scale, and it was found that the teacher candidates had the characteristics of willingness and curiosity about learning and they made efforts towards lifelong learning.

The research carried out by Çapcıoğlu and Alpay (2019), on the other hand, focuses on the main determinants of aging in situ as a phenomenon based on environmental gerontology, discusses the relationship of aging in situ with the active aging processes of individuals, and evaluates the social effects of this situation. In the study, especially social interaction and the benefits for elderly individuals are explained. Canatan and Boz (2019) tried to reveal the relationship between participation in lifelong learning activities and active aging by investigating how participating in lifelong learning activities for older age adults by local governments contributes to the active aging of older age individuals in their daily lives. They concluded that lifelong learning activities contribute to older adults, from health to life satisfaction, from socialization to productivity, and intergenerational cooperation. In the study of Sinmaz and Erbey (2019), with the approach of reaching from the microscale to the macro scale, a model is proposed to provide active aging by measuring the interest-perception towards active aging in Balıkesir province. In the study, it was concluded that active aging is perceived as working again, the elderly do not want to work in a new job even if they are in economic distress, they do not have the strength and time for a new job, and they do not want to participate in activities such as hobbies. In the study, in which it was determined that the awareness of active aging in the province did not develop at all, a project aimed at increasing the level of education-culture-skills was implemented with an unqualified focus group to raise awareness of active aging.

This study, which aims to determine the place of Refreshment University in these systems by examining the Third Age Universities in the world, which expresses the older age adult education systems, is based on the examination of the websites of the Third Age Universities. In this sense, it may be possible to understand the different approaches in different cultures towards older age education in the world. Therefore, it can be said that creating perspectives for change by raising awareness reveals the importance of the research.

METHOD/MATERIALS

This section includes information about the research model, population and sample, data collection tools, data collection process, and data analysis.

Research Model

The research was designed with a cross-sectional descriptive design, one of the survey models, with a quantitative research approach. The reason for choosing quantitative research is that the researcher will develop an objective attitude by looking at the facts from the outside with a deductive approach. In addition, purpose-oriented generalization is made, and the understanding of norm is revealed by analyzing the pieces in line with the theoretical approach adopted (Creswell, 2017). Scanning models are patterns used to research the insights of a particular situation that occurs at a specified time and the changes that occur over time (Christensen et al., 2015). Creswell (2019), on the other hand, states that the scan model refers to a quantitative research design in which researchers collect information by scanning a sample group or the whole population to explain the attitudes, views, behaviors, or characteristics of a population. The cross-sectional descriptive design is the most popular type of research design in educational research, in which the researcher collects data at a certain time (Christensen et al., 2015). The cross-sectional descriptive design was determined as the research design since this research data were obtained by examining the websites of the systems for older adult education in April 2020.

Population and Sample

The population of the research consists of all universities operating for older age adult education. It has been determined that systems for older age adult education around the world are known as "Refreshment University", "Third Age University (U3A)", "Senior Citizen University", "Senior Academy", "Third Age", "Retirement Learning Institutions", "Senior Educational Institutions", "University of the Third Age" in the context of countries and cultures. However, in the international context, the general tendency is to use the term "Third Age Universities," and it can be said that adult education institutions in almost all countries are gathered under the umbrella of the International Third Age Universities Association. Although there are many differentiating models in the

senior adult universities called U3A (University of the Third Age) around the world, which are members of the International Association of Third Age Universities (AIU3A), they mainly emerge as French and English models and a hybrid model of a mixture of these two models (Formosa, 2019). In this context, the research population, which is grouped by minimizing the characteristics of the whole in line with the models used by the older age adult universities, is given in Table 1.

Table 1. Research population grouped according to older age adult education systems

Model	Country	Universities	Address
FRENCH (FRANCOPHONE) MODEL	France	Université Toulouse 1 Capitole U3A : Université Du Temps Libre / L'université Du Troisième Âge	https://www.ut-capitole.fr/u3a-universite-du-temps-libre-356657.kjsp
		Université Inter-Âges de Créteil et du Val-de-Marne	https://www.uia94.fr/
		Université du Temps Libre(UTL)	http://www.sufc971.univ-ag.fr/formations/universite-temps-libre
		Université Du Temps Libre Essonne	https://www.univ-evry.fr/universite/partenaires/universite-du-temps-libre-essonne.html
		Union Française des Universités Tous Âges	http://ufuta.fr/
	Belgium	Université Tous Âges de Namur (UTAN)	https://www.utan.be/
		Cannnaissance3 L'université des Seniors	http://wp.unil.ch/connaissance3
	Switzerland	UNI3 Université des Seniors - Genève	https://www.unige.ch/uni3/
		Université de Neuchâtel University of the Third Age	http://www.unine.ch/u3a
	Poland	Gdański Uniwersytet Trzeciego Wieku	https://gutw.ug.edu.pl/
	Romania	Rumski Uniwersytet Trzeciego Wieku	https://www.utw-rumia.pl/
	Spain	Asociacion Estatal de Programas Universitarios para Mayores (AEPUM)	https://www.aepumayores.org/
		Senior Graduate from the University of Coruña	https://www.udc.es/es/senior/
		Universitat Politècnica de València: Universidad Sénior	http://www.upv.es/entidades/AUS/
	Ireland	Thirdage - Responding to the Opportunities and Challenges of Ageing in Ireland	https://www.thirdageireland.ie//
		Dublin City University Age Friendly University (DCU)	https://www.dcu.ie/agefriendly/
	Slovakia	Centrum Ďalšieho Vzdelávania Univerzita Komenského V Bratislave	https://cdv.uniba.sk/utv/o-nas/
		Ústav Celoživotného Vzdelávania Žilinská Univerzita	http://www.ucv.uniza.sk/ucv/
		Prešovskej Univerzity Univerzita Tretieho Veku	https://www.unipo.sk/cckv/utv/
		Technická Univerzita vo Zvolene / Univerzita Tretieho Veku	https://utv.tuzvo.sk/
Sweden	Studieförbundet Folkuniversitetet	https://www.folkuniversitetet.se/	
	Uppsala Senioruniversitet	https://www.usu.se/	
Dominican Republic	Universidad de la Tercera Edad (UTE)	https://www.ute.edu.do/	
Iceland	U3A Reykjavík Háskóli þriðja æviskeiðsins	http://www.u3a.is/	
Belarus	Минский Университет Третьего Возраста	https://vozrast.by/	
ENGLISH (ANGLOPHONE) MODEL	England	U3A National Office	https://www.u3a.org.uk/
		Age UK Network	https://www.ageuk.org.uk/
		NLU3A / North London U3A	http://www.nlu3a.org.uk/
		Buckingham and District U3A	https://buckinghamu3a.org.uk/
		Cambridge's Third Age University (CIO)	https://u3ac.org.uk/
		Andover U3A / Third Age University of Andover	https://www.andoveru3a.co.uk/
		Third Age University of Plymouth	https://www.plymouthu3a.org.uk/
		Bromley U3A / Bromley Third Age University	https://u3abromley.org.uk/wp/
		Costa Brava Third Age University	https://www.u3acostabrava.org/
		Third Age Christchurch University (U3A)	https://www.christchurchu3a.org.uk/

Model	Country	Universities	Address
ENGLISH (ANGLOPHONE) MODEL	Australia	U3A ACT Lifelong Learning	https://www.u3acanberra.org.au/
		University of the Third Age Brisbane	https://www.u3abrisbane.org.au/
		University of the Third Age Port Philip	https://www.u3app.org.au/
	New Zealand	University of the Third Age New Zealand /U3A NZ	https://www.u3a.nz/
		University of the Third Age Wellington City	https://u3awellingtoncity.org.nz/
	Cyprus	Cyprus Third Age (C3A)	https://c3a-cyprus.org/
HYBRID MODEL	South Africa	U3A Helderberg, Western Cape, South Africa	https://sites.google.com/site/u3ahelderberg/
		Third Age University West Rand Division	http://www.u3a-westrand.co.za/
	North American model (Canada)	Université Laval University of 3 th age	https://uta.ulaval.ca/
		Université de Sherbrooke UTA	https://www.usherbrooke.ca/uta/
		Université du Québec à Trois-Rivières University of the Third Age	https://oraprdnt.uqtr.quebec.ca/pls/public/gscw031?owa_no_site=3576
		Réseau Libre Savoir Université du 3e Âge	https://rlsavoir.qc.ca/
	South America model (Brazil)	UNIFESP-Universidade Federal de São Paulo Campus Baixada Santista Instituto De Saúde E Sociedade / Instituto Do Mar	https://www.unifesp.br/campus/san7/
		UNATI / Third Age	http://www5.each.usp.br/unati-terceira-idade/
		Universidade Federal de Minas Gerais (UFMG) Extensão Universitária	http://www.cursoseeventos.ufmg.br/CAE/DetailharCae.aspx?CAE=8040
		UNATI-Universidade Aberta A Terceira Idade	https://www.foar.unesp.br/#!/unati/
	China model	UFSC NETI Núcleo de Estudos da Terceira Idade	https://neti.ufsc.br/
		Tianjin University for Seniors	http://www.tjlnrdx.cn/
Guangzhou Senior Citizen University		http://www.gzlgdx.com/	
Fuzhou Senior Citizen University		http://www.fuzhou.gov.cn/zgfztt/slndx/zz/zszl/zsxx/	
Finland model		Summer University of Jyväskylä / University of the 3rd Age	https://kesayo.jyu.fi/en/university-of-the-third-age-in-jyvaskyla
Taiwan model		National Chung Cheng University Senior Research Base	http://agei.ccu.edu.tw/CIRAS/
	Aging and Education Research Center (A.E.R.C.)	http://aerc.ccu.edu.tw/	
Singapore model	U 3RD Age Singapore	https://www.u3rdagesingapore.org/	
Russia U3A	South West State University University of the Elders	https://swsu.ru/structura/aup/ura/upch.php	
	Institute of the Third Age, St. Petersburg State University of Industrial Technologies and Design	http://gturp.spb.ru/?page_id=16195	
	Public University for the Elderly	http://www.znanie74.ru/index.php?option=com_content&task=blogcategory&id=2&Itemid=30	
	Università' della Terza Età "Danilo Dobrina"	https://www.uni3trieste.it/	
Italy model	Associazione Nazionale delle Università della Terza Età Università delle Tre Età A.P.S.	http://www.unitre.net/	
	University in Turin	https://www.unitretorino.net/	
	Federazione Università Italiane della Terza Età	http://www.federuni.it/	
REFRESHMENT UNIVERSITY MODEL	Turkey	Refreshment University	http://tazelenmeuniversitesi.com/
ONLINE U3A	Russia	ITMO University Third Age University	http://u3a.itmo.ru/
	England	U3A National Office Third Age Trust	https://www.u3a.org.uk/
	Australia	U3A Online Third Age Virtual University	https://www.u3aonline.org.au/location/u3a-tablelands-inc
		The Virtual U3A	https://vu3a.org/
	Canada	Canadian Third Age Network	https://thirdagenetwork.ca/3rd-age-canada/
Brazil	(UNATI) University Open to the Third Age	https://www2.unesp.br/portal#!/terceira-idade/	

The research Population (Table 1) includes numerous older age education institutions under the French model, the English model, the Hybrid models, the Online models, and the Refreshment University, model. France, Belgium, Switzerland, Poland, Romania, Spain, Ireland, Slovakia, Sweden, Dominican Republic, Iceland, and Belarus are under the French model. England, Australia, New Zealand, Cyprus, South Africa. Hybrid models also; Canada (French-speaking), Brazil, China, Finland, Taiwan, Singapore, Russia, and Italy. Refreshment University is not included in any of these models, and it is determined that there are also Online models (Russia, UK, Australia, Canada, and Brazil). To define the research population, only the older age education systems that can be accessed on the websites are included here. On the official website of the International Association of Third Age Universities (IAUTA), the number of universities dealing with older adult education and becoming a member of the association is more than 60 (IAUTA, 2020). The number of Third Age Universities operating in the UK is over 1,000 and has more than 400,000 members (U3A National Office, 2020).

The purposive sampling method was used in the research. Purposeful sampling provides the opportunity to choose the participant who will provide the richest information to the research. These participants are the most interesting and reveal the researcher's feature (Best & Kahn, 2017). In this context, in the research, a sample representing each model was examined, and while doing this, attention was paid to the selection of universities where the most data could be collected. Although it can be seen when examining the web pages that many third-age universities use online facilities in today's conditions, online U3As are not included in the scope of the research.

The research sample consists of 1 university from the French model, one from the English model, one from each of the hybrid models, and Refreshment University, and the universities and their addresses are listed in Table 2.

Table 2. Old age adult university systems in the research sample

Model	University/Office	Adress
French	Université Toulouse 1 Capitole U3A : Université Du Temps Libre / L'université Du Troisième Âge (France)	https://www.ut-capitole.fr/u3a-universite-du-temps-libre-356657.kjsp
English	Cambridge's Third Age University (CIO) (England)	https://u3ac.org.uk/
	Université de Sherbrooke UTA (Canada)	https://www.usherbrooke.ca/uta/
	UFSC NETI Núcleo de Estudos da Terceira Idade (Brazil)	http://ufsc.br/ https://neti.ufsc.br/
	Fuzhou Senior Citizen University (China)	http://www.fuzhou.gov.cn/zgfztt/slndx/zz/zszl/zsxx/
	Summer University of Jyväskylä / University of the 3rd Age (Finland)	https://kesayo.jyu.fi/fi/ikaantivyienliopisto
Hybrid	Universita' della Terza Eta' "Danilo Dobrina" (Italy)	https://www.uni3trieste.it/
	National Chung Cheng University Senior Research Base (Taiwan)	http://agei.ccu.edu.tw/CIRAS/
	U 3RD Age Singapor (Singapor)	https://www.u3rdagesingapore.org/
	Public University for the Elderly (Russia)	http://www.znanie74.ru/index.php?option=com_content&task=blogcategory&id=2&Itemid=30
Refreshment University	Refreshment University (Turkey)	http://tazelenmeuniversitesi.com/

Thus, in line with the purpose of the research, it has become possible to draw a picture of the characteristics, admission conditions, educational fields-activities, and sources of finance of the older age adult education systems around the world.

Data Collection Tools

In collecting data, the websites of the older age adult universities in the sample were examined, and the catalogs, reports, plans, periodic written sources, magazines, books, films, photographs, and videos (documents) were accessed from the websites were used. While examining the websites, a checklist was created to use the elements specified in the questions for the research

in the existing models, and the element encountered in the hybrid models other than the two basic models was added to the list. The data which is obtained by processing and adding to the checklists were analyzed and presented through tables.

Data Collection Process

The first step in the quantitative data collection process is to identify the unit to be studied. This step consists of identifying individuals or institutions or some combination of them (Creswell, 2019). Before starting to collect the research data, systems for older age adult education were searched on the internet to determine the population and the universities that constitute the universe of the research, and the addresses of these universities were determined. As a result of the researches, it was seen that the systems that were reached were grouped for themselves, and the systems with the highest ability to represent the population exhibited differences and similarities and provided ease of access to data from these groups were selected as samples. In April 2020, the websites of the universities in the determined sample were examined via the internet. In addition, documents related to the systems in the sample were collected via the internet during this process. Since the general description in the data collection process was "U3A", "Third Age University", embedded data were reached through on-site searches for these concepts.

Data analysis

The research brings up the concepts of reliability, stability, and consistency and points out that similar results will be obtained if the research is repeated (Best & Kahn, 2017). In this context, It is possible to say that the research has demonstrated its reliability since the universities are listed one by one in the context of the model they use in the light of the information obtained from the websites of the top institutions to which the Third Age Universities, which constitute the universe of this research, are affiliated, and in the light of the information obtained from the researches carried out in recent years, as well as specifying their online access addresses with their names, by making it possible to control and repeat the research if desired.

Checklists created to systematize data collection (Best & Kahn, 2017) are useful tools to collect data regularly and not miss the point. The adequacy of the tool used in data collection in measuring the desired behavior or feature, both quantitatively and qualitatively, is expressed as content validity (Büyüköztürk, 2020). The use of checklists in the research can be considered as proof of content validity since the checklists were created based on the features of the existing Third Age University models, French and English models, and because the hybrid models included in the sample are called hybrid models because they have some features of these two models. Similarly, the fact that the findings were obtained in accordance with the specified characteristics of the models can be expressed as evidence supporting the validity.

Construct validity is related to the extent to which the data collection tool used represents the structures we think it represents and whether it supports making inferences about these structures (Christensen et al., 2015). In this sense, to collect appropriate and correct data, the first condition can be summarized as having sufficient information about the structure being researched, and the second condition is not to create confusion by trying to measure too many structures. It is possible to say, based on the explanations which the researchers made, in the literature, that researchers have reached sufficient information saturation by doing the necessary research on the Third Age University models, which are accepted in the world as older age adult education systems, by taking the threats into account to construct validity. It is possible to say that the Third Age Universities, which are defined as "Online U3A" in the accessible population of the research, and which operate only via the internet remotely, were excluded in order not to create confusion, and this constitutes the proofs of the construct validity of the research.

Since the research was designed with a cross-sectional descriptive design, which is one of the survey models, in other words, since it was not an experimental study, and cause-effect relationships were not investigated (Christensen et al., 2015), no evidence for internal validity was presented. However, based on the sample in which the research was conducted, it can be stated that the ability to generalize to the population indicated in Table 1 is described as universe validity, as long as the models in question do not change their approach (Christensen et al., 2015). It can be stated that the research has population validity, which is one of the external validity categories of the research.

In the light of research data, Tables as ;

- Objectives of the older age adult university systems (Table 3),
- Main features of older age adult university systems (Table 4),
- Student admission requirements for older age adult university systems (Table 5),
- Education fields-activities of older age adult university systems (Table 6, Table 7, Table 8, Table 9, Table 10 and Table 11),
 - Courses carried out in the field of health by older age adult university systems (Table 6)
 - General courses conducted by older age adult university systems (Table 7)
 - Skills development courses conducted by older age adult university systems (Table 8)
 - Physical activities carried out by older age adult university systems (Table 9)
 - Spiritual and personal development courses conducted by older age adult university systems (Table 10)
 - Activities carried out by older age adult university systems (Table 11)
- Financing resources of older age adult university systems (Table 12)

were created by listing them separately. Since the tables that emerged under the title of education fields-activities are very large, they were grouped and given.

FINDINGS

In this part of the research, each of the previously mentioned sub-problems is tried to be answered separately.

1. What are the aims and main features of systems for older age adult education?

It is thought that it would be useful to reveal the purposes of the models for older age adult education before examining the basic features of a domestic and ten international older age adult education system in the four groups determined as the French model, the English model, the Hybrid models and the Refreshment University in the sample. Based on this idea, the aims of the systems examined for old age adult education were examined one by one, and eleven objectives emerged according to the statements in these objectives. The findings obtained for these purposes and the systems for older adult education are given in Table 3.

Table 3. Objectives of older age adult university systems

Objectives	Université Toulouse 1 Capitole USA / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base /Taiwan	U 3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Improving living conditions	✓			✓				✓			✓
Providing educational and social events	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Facilitate obtaining information		✓	✓	✓	✓	✓	✓		✓	✓	✓
Struggle social exclusion			✓			✓	✓	✓			
Active Aging	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Supporting the desire for success with production			✓	✓			✓	✓	✓	✓	✓
Ensuring cultural and social harmony	✓		✓	✓	✓		✓	✓	✓	✓	✓
Meaningful life									✓		✓
Healthy and quality aging	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philosophy of lifelong learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Service to social transformation					✓	✓		✓	✓	✓	✓

Examining the characteristics of systems for older age adult education are made under the titles of the date of establishment, the status of the system, whether it cooperates with universities, the basis of its training, instructors providing the training, standards observed, teaching venues, pre-qualification requirements, whether it is officially recognized, presence of legal regulations, presence of branch extensions, fee payment, evaluation systems, given documents and academic calendar. The obtained results are given in Table 4.

In Table 4, it is seen that the oldest of the older age adult education systems was established in France in 1973, and the newest one was established in 2016 in Turkey. When the forms of the establishment are examined, it is seen that the existing systems are established as a stand-alone university, an independent association, a department or research center within the university, the Continuing Education Directorate affiliated to the ministry, and a social responsibility project. It has been determined that there is no cooperation with universities in England, China, and Russia. However, when evaluating this finding, it should be noted that there are already independent universities in China and Russia. Furthermore, it is seen that the formation of the training is based on gerontology outside the UK and Canada, courses are opened in the UK in line with the interests of the members, no pre-qualification is required to participate in the training outside of China and Turkey, and certain qualifications are not sought in training given in the UK and Singapore. Therefore, it is possible to say that there are quality standards regarding the education to be given in France, Canada, China, Italy, Taiwan, Russia, and Turkey, and flexibility can be provided in Brazil and Finland, although there are certain standards. In France, England, Canada, Brazil, Singapore, and Turkey, instructors of the courses are provided through voluntary participation, while in England, Canada, and Singapore, instructors are also third-age university members.

While many different venues are used as lecture venues in England and Singapore, courses are given on university campuses in other countries. It is seen that there are legal regulations regarding the systems for older age adult education in France, China,

Finland, Italy, Taiwan, and Russia, and they are officially recognized, all systems except Singapore have branch extensions, and there are no fees in Taiwan, Russia, and Turkey. Training given in France, Brazil, China, Italy, Taiwan, Russia, and Turkey is offered voluntarily by instructors working at universities. In China, Taiwan, and Turkey, evaluation is made by applying a task-based exam, a kind of graduation certificate is given to the learners under the name of "Participation Certificate", and the learning system consists of more than one year. When the systems for older age adult education are examined in the context of the academic calendar, it can be said that the most different structuring is in England and Brazil. The academic calendar in the form of two-month and three-term in England, two five-month terms in Brazil, are applied while the January-February term is applied as a holiday (Table 4).

Table 4. Main features of older age adult university systems

Main Features	Université Toulouse 1 Capitole U3A / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base / Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Year of foundation	1973	1982	1976	1983	1986	1985	1983	1982	2012	1999	2016
University					✓					✓	
Independent Association Status		✓					✓		✓		
Within the University	✓			✓				✓			
General Directorate of Continuous Education			✓								
Social Responsibility Project						✓					✓
Cooperation with Universities	✓		✓	✓		✓	✓	✓	✓		✓
Based on Gerontology	✓			✓	✓	✓	✓	✓	✓	✓	✓
Determined by members' request		✓									
Does not require educational competence	✓	✓	✓	✓		✓	✓	✓	✓	✓	
No qualifications are offered.		✓						✓			
Trainings											
Quality and rigor standards are observed	✓		✓		✓		✓	✓		✓	✓
Educators at the university give lectures	✓			✓	✓		✓	✓		✓	✓
It is ensured through voluntary participation	✓	✓	✓	✓				✓			✓
Both the student and the educator are members of U3A.		✓	✓					✓			
It is given on campus.	✓		✓	✓	✓	✓	✓	✓		✓	✓
It is given in many different places.		✓						✓			
It is officially recognized.	✓				✓	✓	✓	✓		✓	
Legal regulations are available.	✓				✓	✓	✓	✓		✓	
It has extensions in the form of branches.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
There are task-based exams and grading					✓			✓			✓
Acceptance as a student (student card)			✓		✓	✓					
Some kind of graduation certificate is given.					✓			✓			✓
Fee has to be paid.	✓	✓	✓	✓	✓	✓	✓		✓		
Academic calendar											
Two semesters (Fall-Spring)	✓		✓		✓	✓	✓	✓	✓	✓	✓
3 semesters of two months each		✓									
Two terms of 5 months (January-February Holiday)				✓							

Another point that should be emphasized in Table 4 is related to their official recognition and legal regulations. However, it is stated in the table that Third Age Universities are officially recognized and supported by legal regulations in France, China, Finland, Italy, Taiwan, and Russia. By completing the project phase of the Refreshment University movement in Turkey, T.R., the developments regarding its transfer to the Council of Higher Education by the Ministry of Family, Labor, and Social Services can be considered as an indication that this movement is on the way to official recognition in Turkey.

2. What are the admission requirements for older age adult education systems?

The examination regarding the acceptance conditions of the systems for older adult education was carried out for the 11 older adult education systems in the determined sample and is presented in Table 5.

Table 5. Student admission requirements for older age adult university systems

Student Acceptance Requirements		Université Toulouse 1 Capitole U3A / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base / Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
No age limit, open to all retirees			✓				✓	✓				
All individuals aged 50 and over				✓						✓		✓
Individuals 55 years and older									✓			
Individuals 60 years and older					✓							✓
Women	Over 62 years old	✓										
	Anyone aged 45-80 healthy 55 years and older					✓					✓	
	Over 64 years old	✓										
Men	Anyone aged 50-80 healthy 60 years and older					✓					✓	

When the student admission conditions in Table 5 are examined, it is seen that all individuals who retire from England, Finland, and Italy without any age limit are accepted. While Taiwan accepts individuals aged 55 and over, Canada and Turkey accept individuals aged 60 and over, while Canada and Singapore allow individuals aged 50 and over. Although Turkey is generally aimed at high school graduates aged 60 and over, as a new project, high school graduates aged 50 and over are in a position to accept Refreshment University. In France, China and Russia, there is a gender discrepancy based on age in student admissions.

3. What kind of educational activities are carried out in which areas for older age adult education?

The educational activities carried out by the 11 older age adult education systems in the sample are examined under the titles of health, general courses, skill development, spiritual and personal development courses, physical activities. In these tables, the names of the courses belonging to the same university, which exhibit a single situation, were combined, but this was done by writing the name of the course after the hyphen. The findings regarding the courses prepared in this way are given in Table 6, Table 7, Table 8, Table 9, Table 10, Table 11.

Courses in the field of health by older age adult university systems (Table 6)

When the courses in the field of health are examined, as seen in Table 6, it is noteworthy that some countries in the current system give great importance to these courses (such as Turkey, Brazil, Taiwan), while countries such as France, England, Canada, and Singapore carry out these courses in a very minimal way. It is an interesting finding that the course on Chinese Medicine and Diagnosis is given in Italy and China. Another interesting finding is the Physiotherapy at Home course given in Russia. This course is used to teach massage and similar techniques to older adults. In Turkey, a similar course is given under the name of Pain, and there is also a Physical Therapy and Rehabilitation course. It is also noteworthy that oral health and dental care courses take place only in Brazil and Turkey. This may be due to the absence of an established habit, or it can be accepted as an indication of the importance given to oral health and dental care. Health courses in Canada and Singapore are more focused on general health and general health protection. The fact that Psychology and Geriatric Psychology courses are given in France, Brazil, China, Italy,

Taiwan, and Russia can be considered a sign that importance is given to older adults' psychological status and psychological development.

Table 6. Health courses offered by older age adult university systems

Lessons from the Field of Health	Université Toulouse 1 Capitole USA / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base /Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Oral Health-Dental				✓							✓
Pain-Physical Therapy and Rehabilitation-Gastroenterology											✓
Nutrition, Dietetics and Immunization	✓		✓	✓	✓	✓		✓			✓
Chinese and Western Medicine Gerontology					✓						
Chinese Medicine and Diagnosis					✓		✓				
Joint Diseases-Orthopedics		✓		✓		✓				✓	✓
Hand Face Skin Care-Viruses-Vitamins-Aesthetics								✓		✓	✓
Home Physiotherapy (Massage etc.)										✓	
Physical Activity and Physiological Changes				✓							✓
Geriatrics-Clinical Geriatrics-Prevention of Dementia	✓			✓	✓	✓		✓			✓
Public Health-Cardiology-Blood Pressure-Ear Nose Throat-Eye				✓						✓	✓
Drug Use-Oncology				✓		✓	✓	✓			
Women's and Men's Health Physiotherapy - Gynecology-General Surgery-Dermatology-Neurology-Urology-First and Emergency Aid								✓			✓
Psychology-Geriatric Psychology		✓		✓	✓		✓	✓		✓	
Health-Health Sciences			✓	✓	✓	✓	✓	✓	✓	✓	✓
Health Development Strategies	✓	✓						✓	✓		
First Aid for the Elders						✓		✓		✓	✓

The fact that mental health is as important as physical health can play a driving role in individuals' self-actualization by positively affecting the self-efficacy and self-concepts of older adults since health expresses the physical and mental holistic well-being.

General courses conducted by older age adult university systems (Table 7)

When the general courses in Table 7 are examined, it is seen that more than 30 courses are given within the existing older age education systems. It can be said that these courses, which can be considered basic courses, are mostly shaped according to the countries' needs. The best examples of this are the "Moon and its Effect on Human Life" lesson in Russia, the "Astronomy" lesson in Finland, the "Food Health" lesson in Taiwan, "Occupational Safety" and "Ufology" courses in Turkey. In this context, Taiwan and Singapore stand out as the two countries where "Economic Security" and "Consumer Protection" courses occur. The fact that the "Opera" and "History of Opera" courses are only included in the adult education systems in France and China can be perceived as an indicator of the importance these two countries attach to the art of opera. In addition, it can be stated as a situation that should be noted that the "Philosophy and Religion" course is given as a course in the advanced age adult education systems in all

countries except Singapore. Similarly, the fact that "Politics", "History," and "History of Civilization" courses are offered in all systems except Taiwan and Singapore can be stated as a point that should not be overlooked.

Table 7. General courses conducted by older age adult university systems

General Courses	Université Toulouse 1 Capitole U3A / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base /Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Archaeology	✓						✓				✓
Astronomy						✓					
The Moon and Its Effect on Human Life										✓	
Science-Science Public Communication		✓	✓	✓							
Biological Sciences	✓			✓			✓				✓
Geography		✓					✓			✓	
Environment and Environmental Awareness		✓	✓	✓	✓	✓	✓		✓		
Natural Sciences	✓				✓						
Literature	✓	✓	✓	✓	✓		✓		✓		
Economics	✓	✓		✓			✓				✓
Economic Security								✓	✓		
Philosophy and Religion	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Physics and Astrophysics							✓				
Traditions					✓	✓			✓	✓	
Food Health								✓			
Civil Procedure	✓			✓	✓			✓			✓
Administrative Law-Legal Information				✓			✓			✓	
Occupational Safety-Uphology											✓
Mathematics		✓					✓				
The Great History of the Opera	✓				✓						
Art History	✓	✓			✓		✓		✓	✓	
Politics-History-Civilization History	✓	✓	✓	✓	✓	✓	✓			✓	✓
Consumer Protection								✓	✓		
Investment-Finance		✓			✓	✓		✓			
Local History		✓	✓		✓		✓		✓	✓	

In addition, based on the data on general courses in older age adult education systems in Table 7, it can be concluded that traditions are particularly important in Russia, Singapore, Finland, and China. The fact that the "Mathematics" course is not available in any country other than England and Italy may lead to the opinion that the older age adults do not show interest or care for "Mathematics" course, which is one of the basic sciences, in countries other than these countries. It can be said that England and Italy attach importance to the "Mathematics" course, which is one of the basic sciences. In the same vein, the "Natural Sciences" course can be expressed as a course that only older adults in France and China are interested in or care about. Based on the idea that the courses are determined by taking into account the cultural characteristics and social needs of each country in the context of the general courses conducted by the older adult university systems, it can be concluded that each culture and social structure has different needs and attaches importance to different disciplines.

Skill development courses conducted by older age adult university systems (Table 8)

It is seen in Table 8 that more than 40 courses are given for skill development in the older age adult education systems, and it is seen that the intense interest in these courses in all countries is for information technologies and language learning.

Table 8. Skills development courses conducted by older age adult university systems

Skills Development Courses	Université Toulouse 1 Capitole U3A / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Università della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base / Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Gardens and Horticulture		✓			✓					✓	
Information Technologies-Computer- Informatics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chinese Calligraphy-Chinese Ink Painting								✓			
Drawing and Visual Arts Workshop	✓	✓				✓	✓				✓
Chinese Opera -Xiqu-Folk Music					✓						
Dance Education					✓	✓					
Maritime Education-Learning to Travel								✓			
Digital Economy-Hair Production										✓	
Diction, Chess, Colored Glass Processing							✓				
Handwriting					✓						
Use of instruments (Culture Specific)					✓						
Home Security-Learning to Read- Aesthetics								✓			
Voluntary Service Applications-Home Repairs											✓
Sign Language - General Security		✓									✓
Costume-Jewelry-Mosaic-Ceramic							✓				
Music		✓		✓		✓	✓			✓	
Carving Art - Basic Fingernail Painting								✓			
Landscaping					✓					✓	
Piano Literacy					✓		✓				
Picture-Line-Photo-Photography		✓			✓		✓				✓
Arts and Crafts		✓					✓			✓	
Agricultural Sciences-Agronomi				✓				✓		✓	
Basic Massage Training					✓						
Theater - Acting		✓			✓	✓	✓		✓		
Vocal Music - Choir Works		✓			✓	✓	✓			✓	
Foreign language courses	✓	✓	✓	✓	✓	✓	✓			✓	
Creative Writing (Memoir-Poetry etc.)		✓			✓	✓	✓		✓		✓
Cooking					✓	✓	✓				✓

When the interest shown in the table based on countries is examined more closely, the fact that courses of "Art of Carving", "Basic Nail Painting" classes are only in Singapore, "Costume", "Jewelry", "Mosaic", "Ceramics" classes are only in Italy, "Cultural Instrument only in China, "Home Safety", "Learning to Read" and "Aesthetics" courses attract attention only in Taiwan can be expressed as a reflection of the dominance of cultural characteristics.

Physical activities carried out by older age adult university systems (Table 9)

While walking, soft gymnastics, and yoga come to the fore among physical activities in Table 9, the system applied systematically in England attaches great importance to physical activity.

Table 9. Physical activities carried out by older age adult university systems

Physical Activities	Université Toulouse 1 Capitole U3A / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base / Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Aerobic					✓					✓	
Cycling-Bike Tours		✓				✓					
Fitness-Sport for Everyone-Cardio-Badminton		✓	✓					✓	✓		✓
Square Dance-Modern Dance-Classical Dance-Ballet		✓			✓	✓					
Rock Climbing-Ski Club-Paddle-Table Tennis		✓									
Oxygen walk	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Tai Chi-Self-Defense-QiGong	✓	✓	✓		✓			✓			
Third Age Dance-Step Dance-Zumba and Exercise		✓		✓	✓	✓					
Soft Gymnastics-Yoga	✓	✓	✓	✓	✓	✓	✓	✓			
Swimming		✓	✓	✓			✓	✓		✓	

When the physical activities carried out by the older age adult education systems are examined, it is seen that the system that gives the least place to sports branches that include physical activity is in Russia with only "Aerobics" and "Swimming" classes. It can be said that the most interesting thing in this table is that the "Oxygen Walk" course is included in the education programs of all country systems except Russia and Turkey.

Spiritual and personal development courses conducted by older age adult university systems (Table 10)

It is seen in Table 10 that the spiritual and personal development courses in the older age adult education systems are carried out in 17 different fields.

When the spiritual and personal development courses in Table 10 are examined, it is seen that there are no courses in this field in Russia among the existing systems, only communication course in Canada and Italy, being together with the family course in Brazil, and the philosophy of wisdom course in Finland is given. It is noteworthy that the courses in this field are mostly held in Taiwan, followed by China, and Turkey in third place. While there are courses to discover the meaning of life in England, China, Taiwan, and Singapore, they are not included as separate courses in Turkey, but other courses contribute to this discovery. Self-management, retirement preparation education, and cleaning are examples of the courses that draw attention to this table.

Interestingly, the courses "Prevention of Fraud", "Sleep Quality", "Retirement Preparation Education" are only offered in Taiwan's older age adult education system. Similarly, the fact that the "Cleaning" course is only included in the Chinese older age education system can be noted as a point to be noted. Another interesting point is that a course such as "Marriage Education" is given to older adults in China and Taiwan's older adult education systems. When the courses given by Refreshment University as the Turkish advanced adult education system are examined, it is seen that "Biological Aging", "Effective Communication and Body Language", "Psychological Aging", "Social Aging", "Aging Ecology" courses are given. When the scope of these courses examined, it can be thought that an effort is made to change the perception of aging in the society by improving the awareness of older adults about aging (Table 10).

Table 10. Spiritual and personal development courses conducted by older age adult university systems

Spiritual and Personal Development Lessons	Université Toulouse 1 Capitole U3A / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base / Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Enabling Memories		✓						✓	✓		
Family Right-To Be With Your Family				✓	✓			✓			
Philosophy of Wisdom					✓	✓					
Biological Aging	✓										✓
Retirement Preparation Training								✓			
Effective Communication and Body Language			✓				✓				✓
Marriage Education					✓						
Spiritual Education					✓						
Learning to Think Positive		✓			✓			✓			
Self-management		✓									
Psychological Aging	✓										✓
Fraud Prevention								✓			
Social Aging	✓										✓
Cleaning					✓						
Sleep Quality								✓			
Discovering the Meaning of Life		✓			✓			✓	✓		
Ecology of Aging								✓			✓

Activities carried out by older age adult university systems (Table 11)

When the activities in Table 11 in older age adult education systems are examined, it is seen that all systems organize these informative activities that affect socialization under different names.

Table 11. Activities carried out by older age adult university systems

Activities	Université Toulouse 1 Capitole U3A / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base / Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Applying Science and Technology to Social Communities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Educational Tours-Photo Gallery-Carnival and Festival-Field Tours-Wine Tasting		✓	✓						✓	✓	
Cultural Trips and Visits-Club Events	✓	✓				✓	✓	✓	✓	✓	
Laboratory Studies								✓			
Reading/Discussion Group	✓	✓	✓	✓	✓	✓	✓				
Extraordinary conferences-People's Conferences	✓						✓				
Sharing Learning Experiences			✓			✓	✓		✓		
Psychological Counseling - Happiness Game									✓	✓	✓
Guided Autobiography - SMS Info Cafe									✓		
Seminars-Panels-Workshops	✓	✓	✓	✓		✓					✓
Meeting and Socializing-Chats-Movie		✓			✓		✓		✓		✓

4. How is the financing of systems for older age adult education provided?

Table 12 shows the findings obtained in the analysis of the Francophone, Anglophone, hybrid models and Turkish model for how the 11 older age adult education system gathers financing.

Table 12. Ways of funding for older age adult university systems

Ways of Funding	Université Toulouse 1 Capitole U3A / France	Cambridge's Third Age University / England	Université de Sherbrooke UTA / Canada	UFSC NETI Núcleo de Estudos da Terceira Idade / Brazil	Fuzhou Senior Citizen University / China	Summer University of Jyväskylä / University of the 3rd Age / Finland	Universita' della Terza Eta' Danilo Dobrina / Italy	National Chung Cheng University Senior Research Base / Taiwan	U3RD Age Singapor / Singapor	Public University for the Elderly / Russia	Refreshment University / Turkey
Financial support from government and municipality	✓				✓	✓	✓			✓	
Subscription fees collected for membership		✓									
Course fees collected from learners			✓						✓		
With support from the Trust Fund			✓								
Often not funded				✓							✓
With donations and sponsorships								✓	✓	✓	✓

In Table 12, it is seen that France, China, Finland, Italy, and Russia receive financial support from the government and the municipality in the ways of financing their systems for older age adult education, while in the UK, funding is provided only through subscriptions and course fees collected from members. It is seen that Brazil and Turkey do not provide financing; in Canada, financial support is received from the foundation fund in addition to the course fees collected from the learners, while Taiwan receives financing entirely through donations and sponsorships.

DISCUSSION AND CONCLUSION

While an effort is made to present a general profile of the systems in the world for older age adult education, the elderly adult education system in the selected sample has been examined based on countries. It can be said that the main purpose of the systems for older age adult education is to provide healthy and quality aging in addition to active aging in line with the philosophy of lifelong learning. It can be concluded that most of the systems examined in line with Rogers' learning principles apply these principles more or less consciously or unconsciously. Although there is a concern for creating meaning in each of the systems examined, this concern is especially expressed in China, Taiwan, Singapore, and Turkey. Although it seems contradictory that there is an effort to evaluate these systems in the three systems other than Singapore, it is in an acceptable structure since it is not a primary priority. It can be predicted that older adults, who are constantly open to experience and incorporate the process of change into themselves, will be the cornerstone of social transformation by achieving the goal of self-realization.

It may be useful to draw attention to two of the 17 goals specified as the United Nations Sustainable Development Goals and reveal their connection with the research. These;

- "Goal 3: "Ensuring healthy lives and promoting well-being for all ages" under the title of Health (Nations, 2021 June 13)."

- "Goal 4: "To provide inclusive and equitable quality education and to promote lifelong learning opportunities for all (Turkey, 2021 June 13)" expressed as under the title of "Quality Education". These targets are critically important targets for sustainable development.

It is stated that the aims of "Improving living conditions", "Active aging", "Meaningful aging", "Healthy and quality aging", which are among the aims of the emergence and establishment of older age adult education systems, overlap with the third of the United Nations Sustainable Development Goals, and that older adult education systems are important for sustainable development. Therefore, it can be said to carry. In other words, the goals of older adult education systems support the third of the sustainable development goals.

It can be said that among the aims of the older adult education systems, such as "Providing education and social activities", "Facilitating the learning of knowledge", "Adopting the philosophy of lifelong education", provides the emergence of a structure that supports the goal of promoting lifelong education opportunities specified in the fourth of the United Nations Sustainable Development Goals. It is possible to say that the aims of "Serving to social transformation" and "Supporting the desire for success

with production", which are among the aims of especially older age adult education systems, are the objectives that will accelerate the achievement of the goals desired to be achieved in both education and health. It should also be noted that the health courses in the older age education systems are an educational effort that will enable older adults to act more consciously in situations similar to the COVID-19 pandemic. The courses given in health in the older age education systems of the world are grouped under 17 titles (Table 6). The fact that Refreshment University gives lectures on 11 of these 17 topics in health can be considered an indication that it acts with this awareness. In addition, it can be said that this situation reveals the complementary structure of education and health.

If it is necessary to do a valuation considering the whole of the activities carried out, it is possible to say that Turkey can be included in hybrid models within this structure, but it is very new and needs to be developed in terms of activities. It is clear that there are many options in front of it, whether in terms of lessons or activities. But doing all of this needs financing for both older adults and Refreshment University funding. In many countries included in the sample, these events are charged separately, and the members pay these fees. In this sense, Refreshment University should be supported from all walks of life. Considering that the structure that emerged in France in 1973 and forms the basis of the advanced age education systems today emerged from a project, it is not possible to ignore that İsmail Tufan pioneered a very useful project in terms of meeting this need, and there is a long way to go.

As of May 25, 2021, the Refreshment University movement, which is a movement for older age adult education led by İsmail Tufan with a social responsibility project in Turkey, has become a part of the protocol was signed to transfer Refreshment University from the Republic of Turkey the Ministry of Labor and Social Security to the Council of Higher Education. Although the details of the protocol are not known, such a transfer raises the idea that the first step has been taken to ensure the participation of all universities in the Refreshment University movement through the Council of Higher Education. Considering the story of the emergence of the French model, it is possible to say that similar steps have been taken. With this step, with Refreshment University, which is the product of an effort to enable older adults in Turkey to perceive old age as a new and fresh perspective on life, it will be seen that the difference in perspectives of older adults on age and aging will spread to the whole society over time and create a great transformation. It can be said that the expectation is now more than just a dream.

SUGGESTIONS

Continuing to study the subject with different samples for the system existing in the world for adult education in the older age will be beneficial in terms of recognizing the examples. Studies examining a single older age adult education can help provide in-depth information. In addition to examining the web pages and the documents obtained from the web pages, another dimension can be added to the study by contacting the relevant people and obtaining more information on the subject. Research can be conducted to determine the educational needs of older adults.

Suggestions for practice and decision-makers beyond research;

-Although universities play an active role, local administrations should be provided with material and moral support to the Refreshment University movement. Even though there are universities in every province, the movement should be supported with the transportation, venue, accommodation, etc. needs to be done to bring the Refreshment University movement to smaller settlements. In addition, the self-confidence of older adults can be reinforced by organizing free trips to other provinces and districts, and it can be shown that they do not lose their productivity by establishing handicraft and skill workshops.

-Universities should prepare education programs for society within the scope of lifelong learning in order to create the necessary awareness in the advanced pre-adulthood periods for active and healthy aging. Because older age is not a point reached suddenly, it is not possible to go back and fix things after reaching that point. For this reason, training should be planned through the media and social media to prepare individuals in the society both physically and psychologically for advanced adulthood, starting from the age range of 33-40, which is expressed as the peak of early adulthood.

-Universities can organize learning activities that older adults can do together with young people. This application has a high potential to contribute to the development of both older adults and young people and is likely to provide social triggering by creating a domino effect, which has examples in the world.

- A national distance education platform can be prepared by making the necessary legal arrangements and providing older age adult education through television. Even though the year is 2021, it should be noted that many older adults still actively use television as a media medium. It may also be possible to reach older adults in the smallest settlements who do not access Refreshment University via television. Thus, the desired effect can be created faster and more urgently.

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Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

The research was carried out as of 2020. However, the research is not an experimental study. In the collection of data, documents, files, videos, etc., were obtained from websites. In other words, the research was carried out by making use of publicly available data. Therefore, there is no Ethics Committee Approval. On the other hand, all ethical principles that the researcher must comply with were acted upon in the research.

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