TOOLKIT

ACTIVE SENIORS

CONDUCTING CLASSES IN THE FIELD OF GLOBAL EDUCATION FOR SENIORS

GUIDELINES FOR ADULT EDUCATION

WWW.FUNDACJA.KOLPING.PL
WWW.ERASMUS.KOLPING.PL

Cooperation team/ representatives of the project partners:
Gregor Federhen, Patrycja Kwapik, Pavel Pavlov, Margita Markova, Helena Matavz

Pictures:
Archives of project coordinator and partners

Publisher:
Fundacja Dzieła Kolpinga w Polsce
Żułowska 51, 31-436 Kraków, Poland
e-mail: fundacja@kolping.pl
www.fundacja.kolping.pl
www.erasmus.kolping.pl

Cooperation:
ANDRAGOŠKI ZAVOD MARIBOR-LJUDSKA UNIVERZA
KOLPING INTERNATIONAL ASSOCIATION
KOLPINGOVO DIELO NA SLOVENSKU
AVANGARD PERSONAL CONSULTING LTD

The toolkit is available as an open source document based on creative commons license CC BY-NC-ND 4.0 (Attribution-NonCommercial-NoDerivatives 4.0 International)
More informations:
https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode

This project has been funded with support from the European Commission.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsi-ble for any use which may be made of the information contained therein.

Erasmus + Strategic partnership in adult education
Active citizenship by making lifelong learning among seniors a reality
Project nr 2018 – PL01-KA204-051144

This publication is distributed free of charge.

Conducting classes in the field of global education for seniors - guidelines for aduld education

TOOLKIT

About the project

The project collects 5 partners from Poland, Slovenia, Slovakia, Germany and Bulgaria in strategic partnership.

The main aim of the project is to support older people (60+) in acquiring and developing key competences, in order to foster socio-educational and personal development, as well as participation in civic and social life. Moreover the project implementation will contribute to addressing diversity and promote – in particular through and integrated approaches – ownership of shared values, equality, and non-discrimination and social inclusion through preparing, testing and evaluating - directed at seniors – tools for educators and trainers using also ICT –tools – to activate and educate seniors in the area of global education related to the current challenges of the modern world.

The specific objectives of the project are:

- sharing information and ideas about seniors education and the idea of senior education to lifelong learning;
- development of relevant and high-quality skills and competences;
- extending and developing educators' competences, including through the effective use of ICT;
- developing ideas for programs and course materials;
- struggle with the isolation of older people by enabling them to take an active role in the community;
- developing partnerships between learning institutions with a view to promote lifelong learning and to improve the quality and effectiveness of learning mobility experiences.
- Main target group of the project are: partners staff, adult education project coordinators, voluntaries of adult education projects and actions, coaches, trainers, members of boards responsible for adult education.

Erasmus+

Selected methods and forms of activation and motivation of older people

Pavel Pavlov
Avangard Personal Consulting Ltd.

The main goal is to present forms and ways of activating (including social) and motivating older people (helping adult learners (seniors) develop skills in acquisition of knowledge, regulating their emotions and adapting to change, resolving problems and overcoming obstacles). Guidance and motivation strategies which encourage low-skilled/ low-qualified seniors, to develop and upgrade competences and skills.

Ageing is one of the greatest social and economic challenges to European societies in the 21st century. It will affect all Member States and it will cut across nearly all EU policy domains. By 2025 more than 20% of Europeans will be 65 or over, with a particularly rapid increase in the number of citizens over 80 years old.

Why Quality of Life is so important?

When basic needs are covered, everybody has the right to follow other targets in life: happiness, self-realisation, independence, etc. All the above concepts are related to QoL, but they must be understood from the individual's subjective perception; having a good QoL means that one's life is pleasant and valuable.

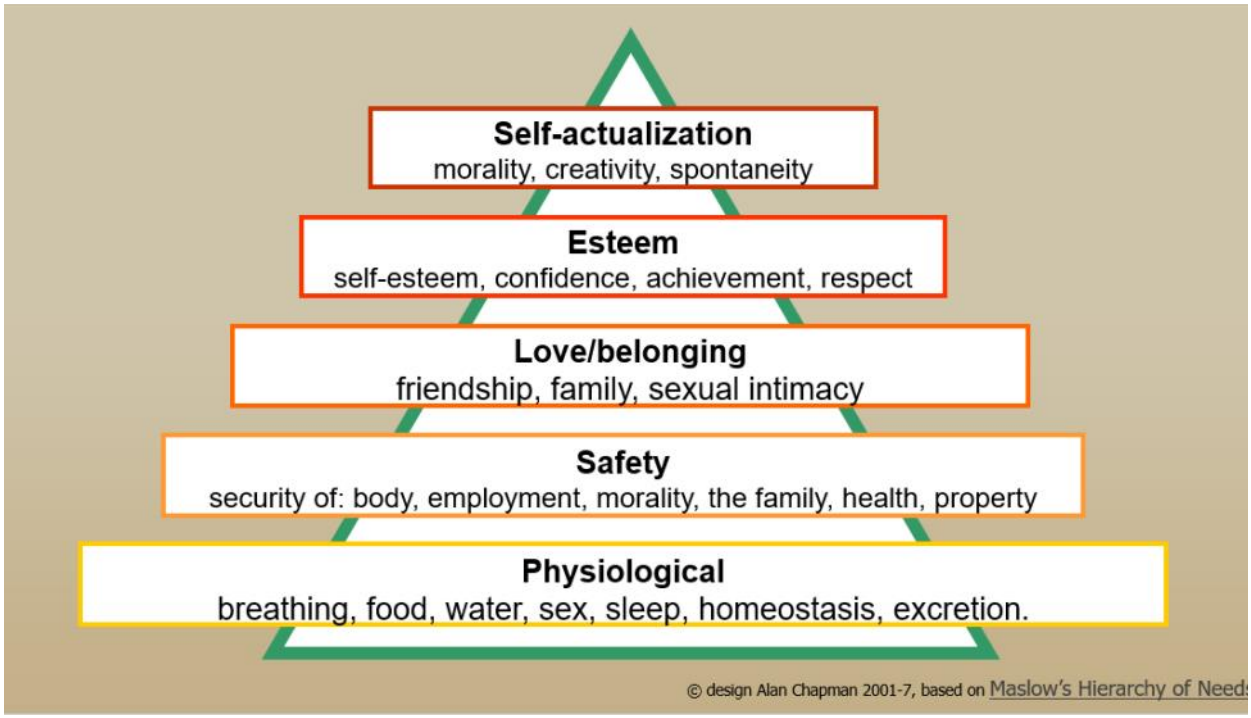
QoL is based on external and internal components. The external components are those established by the community people live in. Modern societies try to increase the well-being of their citizens through social services, health programmes, resources for low-income citizens, increased accessibility and opportunities for the disabled, in an effort to reduce discrimination and raise inclusion of all members of society.

The internal components are those that derive from ourselves: optimism, perceived control, adaptation, etc. People with a higher QoL have better attitudes to face the challenges and problems of life. Their perception of a health issue or problem is more positive. They participate more in social activities, their neighbourhood and family.

QoL is an aim that represents the long-term direction of society's progress, in which every individual tries to live a rich life, in the broadest sense. In general, society benefits more from citizens with high QoL than from those with low QoL. Moreover, low QoL tends to imply greater expenditure on social services and medical services.

Senior citizens

The ageing process can be critical in any individual because it involves many changes. These changes and the loss of control are the main factors that risc individuals' QoL, particularly when they are unpredictable and people are unprepared for them. There are changes in work (retirement), family,
society, our bodies, and health related problems that require adjustments to the perceptions and structures of our lives. All of these are psychological, physical and social challenges that can lead to a decline in QoL if the individual does not deal with them in the



right way.
On the other hand, this stage of life offers the chance to grasp new opportunities because people generally have more time to participate in social activities. Senior citizens also have a wealth of life experience that should not be lost or wasted. Society can benefit from seniors with good QoL, not only because of their increased social participation, but also through lower social and health service expenditure.

The role of educational activities

Education of the elderly is a must, as it leads to improvement in the quality of their lives, influences their self-esteem, their feeling of accomplishment and self-realization, while providing the younger generations with the opportunity to take advantage of the experiences of the seniors. Useful work and non-personal interests are the two main elixirs extending one's youth to over the age of sixty.
Currently, in the education of the elderly, we may observe a transformation from its organized forms (which share is reduced with age) to the less formalized ones, departing from education towards self-education, from centralized solutions to the more dispersed educational practice.

Experiences and good practises

In this part, we would like to present some good practices from different European countries as well as give you the opportunity to share your experience.

1.Quality of Life

Let's start with the quality of life and its importance in the processes of motivation and activation of the Senior citizens.

To find a single and commonly accepted definition of 'Quality of Life' is no easy task; there are as many definitions as there are theories and QoL models. Moreover, everybody has their own view on this subject. QoL can be understood from a macro level (community, society, region) and from a micro level (our own life experience, conditions and perception).

On a micro level, the most important factors affecting an individual's QoL are their living conditions (income, health, security, etc). These factors are included in the base of the Maslow hierarchy of needs; when basic needs are covered, self-perception and life expectation become the most critical issues in our QoL. At this second level, esteem and selfrealisation are more important (top of the Maslow hierarchy of needs). Even when basic needs are not covered, or there are factors that reduce our well-being (such as a disability), happiness and life satisfaction can still be high; QoL, as we will observe in the following theoretical models, is mainly subjective and culturally related.

We now start by introducing three of the most accepted definitions of QoL. Quality of Life as "individuals' perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns".

The World Health Organisation QoL Group (WHO 1997)

"Quality of life is a concept that reflects a person's desired conditions of living related to eight core dimensions of one's life: emotional well-being, interpersonal relationships, material well-being, personal development, physical well-being, self-determination, social inclusion, and rights."

Schalock (2000)

Quality of life is both objective and subjective, each axis being the aggregate of seven domains: material well-being, health, productivity, intimacy, safety, community, and emotional well-being. Objective domains comprise culturally-relevant measures of objective well-being.

Subjective domains comprise domain satisfaction weighted by their importance to the individual

Cummins (1997)

QoL dimensions

It would be interesting to look at the different viewpoints on QoL *dimensions*

First of all that of Schalock and Verdugo 2002. It includes three factors

WHO (1997)

World Health Organization in 1997 identified 6 factors

Cummins in 1997 increases the factors of 7

Increasing Quality of Life

2. Senior citizens

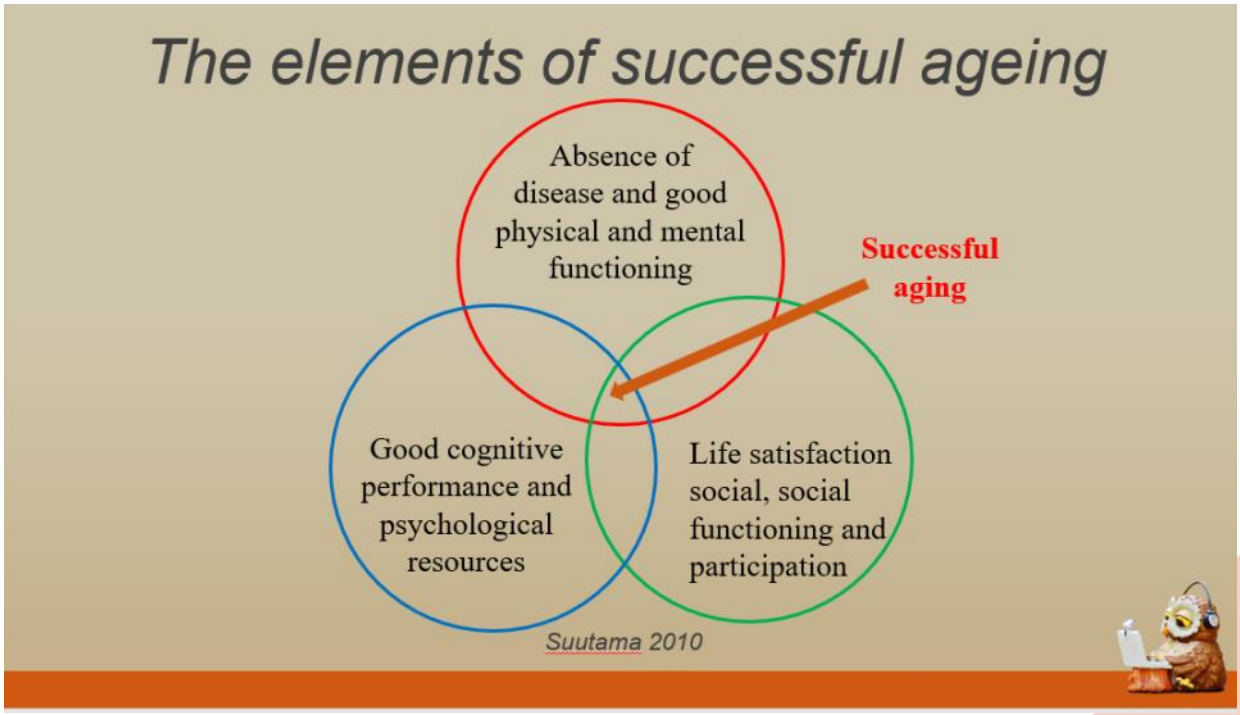
There are an increasing number of seniors (65+) in Europe. On average, these aged people live longer, are more educated and have better functional capacity compared with the previous generation of 65+. They are used to having an active life and participation. The interest in lifelong learning is increased in these seniors. Educational institutions should offer a variety of activities to meet very different needs of this heterogeneous group of people. normal good life and lifelong learning. E.g. life experience and wisdom compensate cognitive decline. Various factors affecting memory functions are important to know when arranging education for seniors. A good arena for lifelong learning is provided when it offers an individually tailored activity level and motivation,
provides a positive learning atmosphere and new stimulations, and supports mood. Seniors need to know that memory skills can be exercised. The optimal level of cognition requires enough sleep, a good level of nutrition and physical exercise. Illnesses and syndromes should be properly taken care of in order to optimize the level of cognitive functions (Suutama 2010).

The age itself is not the key factor as to what extent a person feels old. A senior has his/her individual perceptions regarding ageing. The ageing experience brings up an important dimension as to why we should refrain from generalizing when we talk about seniors.

Personality, life history and experiences, individual responses to an ageing body and illnesses, and surrounding attitudes from society and social relationships are integrated to the ageing experience.

Successful ageing

Ageing is the process of various elements. It includes such objective facts as the age of a person, measured functional skills or diagnosed diseases. Besides these ageing is a strongly subjective experience of self, experienced illnesses and syndromes or subjective functional and cognitive capacity. There is a wide range of variables affecting the ageing process, and how people experience ageing. Successful ageing is not only a disease-free life but equally requires subjective life satisfaction, social participation, good cognitive performance and psychological resources.



Lifelong learning among seniors requires professional teachers who have up-todate gerontological knowledge and positive attitudes towards ageing and aged people. Aged people even in high age without disease-based cognitive disorders (mainly Alzheimer's disease and related disorders) have no other barriers for learning except those of their own motivation. Therefore a variety of educational activities to meet the needs and expectations of aged people must be offered. Aged people are the most heterogeneous group of people wanting tailor made activities. We must bear in mind that ageism in our societies affect aged people and cause barriers to participating in educational activities. Therefore we have to fight against false information and attitudes to develop life-long learning that supports quality of life for seniors.

3. The role of educational activities

The main goal of educational activities is to support the wellbeing and quality of life of a senior. Seniors have their individual objectives but from the perspective of an institution the aspects of quality of life issues should be considered to be the most important. Increasingly, planning processes should take place in cooperation with seniors. The opportunities for seniors to give feedback needs to be enhanced. The heterogeneity of seniors is increasing as people live even longer with good functional capacity.

Heterogeneity is a great challenge that needs to be taken into account when educational activities are developed in the near future.

Formal and non-formal education

Education of the elderly is a must, as it leads to improvement in the quality of their lives, influences their self-esteem, their feeling of accomplishment and self-realization, while providing the younger generations with the opportunity to take advantage of the experiences of the seniors. Useful work and non-personal interests are the two main elixirs extending one's youth to over the age of sixty. Currently, in the education of the elderly, we may observe a transformation from its organized forms (which share is reduced with age) to the less formalized ones, departing from education towards self-education, from centralized solutions to the more dispersed educational practice.

Non-formal Education

Participation in education outside the formal system covers all organized educational activities that do not meet the definition of school education, most of the time, they are not provided through formal educational institutions. It applies to all types of further education and training outside the school system in which the person participated after leaving the formal education system. The non-formal education, unlike in the case of formal education, does not changes in the level of education. Such instruction is carried out usually in the form of courses, training, tutorials (could be done in the workplace or outside it), seminars, conferences or lectures, to which the respondent volunteered and attended. In this type of education we can place the Third Age Universities. For this type of education can also be include private lessons (e.g. foreign languages), as well as distance education, which takes place via snail mail, e-mail or any electronic media (e.g. computer, video, DVD).

Informal Education

It is the independent learning in order to obtain knowledge or training skills. Self-study in contrast to the formal and non-formal education should take place without the participation of the teacher. This kind of training is also the organized form of education outside of school and after-school (not to be taken into account courses, training courses and lectures with an instructor). Informal learning (independent study) may be considered expedient, but it is less organized and may include, for example, events related to education or activities that occur within the family, workplace and in everyday the life of every person, in the context of education led by the family and society. The methods used for self-education are:

- use the help of family members, friends, co-workers for example: the use of advice, someone watching the performance of some tasks, consult another person,
- use of printed materials - it should be understood to use literature, published earlier in the traditional - paper form (books scripts, professional press, such as ‘Legal newspaper’) to raise awareness.
- Person reached these materials on their own initiative and it was not a part of the curriculum for the course, recommended by the teacher / instructor (that was not a part of the homework),
- use of computer programs and networking opportunities of Internet – means use through your Internet connection (on-line) with different types of guides, books, trade press, language courses etc.
- use of educational programs broadcast by television and radio, guided tour of the museum, visits to research centres, such as libraries, combined with the use of their information resources.

Breaking stereotypes in the classroom

The biggest mistake any senior citizen can make is to pretend that he/she is still young, and act and think as though he/she were. But the opposite must also be avoided: being old does not mean that life is over. Some of the common stereotypes associated with the elderly are:

The elderly cannot learn new things
The elderly do not face up to the changes of ageing
The elderly are intolerant and strict
The elderly are lonely and isolated
The elderly have memory problems

1. Memorising is not learning, and in the case of senior learners it is not advisable to try to memorise. Fluid intelligence can decrease. This type of intelligence transfers what we know now from our short-term to our long-term memory and establishes it there permanently. On the other hand, crystallized intelligence does not decline. This intelligence is based on lifelong experiences. It is easy to learn new things if they are associated with a life experience or can be related to something we already know or we are interested in. Therefore, learning is possible, if we know how to teach.

2. The changes of ageing are usually related to physical, psychological and social changes, and become the most common concerns regarding quality of life among the elderly. Physical and psychological barriers prevent people from doing the things they enjoy, and can lead to feelings of anger, anxiety, stress or shame. Receiving social support then becomes the best way to remove those negative feelings and reduce the subjective perception of disability due to illness. When incapacity is caused by a severe injury or a challenging disease, support must be provided by other specialised organisations (social services, hospitals, etc.). However, in cases where health problems are not so severe, social support can come from informal networks of other senior citizens. Firstly, the environment created in the classroom is very important, enabling senior learners to join in and chat before and after the class. Secondly, health-related courses and materials can also be provided, that together with workshops and activities, focus the teaching-learning process not only on the content itself but on health, generating discussions and interaction among the learners. Thirdly, participation in learning activities outside the classroom and making these activities visible to society breaks down the myth that seniors do not face up to changes of ageing.

3. The best way to learn tolerance and respect is in a place where many people in equal conditions and with different ideas have to share a space and reach a common goal. In this process the trainer can act as a facilitator.

4. Getting older can be associated with loneliness and isolation, mostly because it is a period when work relationships end, friends die and the person's role in the family changes. In this case new networks of friends arise among classmates who share the same interests and problems.

5. Memory can begin to fail; however memory problems are not associated with being elderly but with brain related diseases and illnesses (such as dementia). It is true that when a person becomes older, they can lose some cognitive and physical skills. This can be seen when a senior tries to memorise certain stages in a process or use a computer mouse. In the classroom, learning completely new tasks that require the use of complex rules of logic (such as ICT) or transversal and complex skills like language learning can be challenging. However, from our observations in the classroom, these learning and memorising problems mainly arise not because of cognitive decline, but because the right pedagogy is not applied and lack of practise. The main reason senior learners do not practise is lack of time, they feel embarrassed when speaking in a foreign language or are afraid of making a mistake with the computer.

Recommendations

Firstly, we suggest that workshops for the planning of education should be arranged. In these workshops seniors actively participate in the educational planning process. These workshops support client-centeredness. They could take place e.g. during the three months before the finalizing of next years' timetable. The workshops are comprised of a heterogeneous and voluntary group of seniors (6-8 participants) who are willing to give their input in developing educational activities. Meetings are held twice monthly.

Secondly, a continuous feedback gathering system is needed in order to collect ideas and preferences from seniors throughout the year. There should be a wide variety of best practices which differ depending on an institution's individual interests and abilities. Below are some examples of good practices favoured mostly among seniors.

Lectures and seminars from different subjects should be offered during each year. Those with good feedback and high participation should be repeated periodically. At the same time new subjects are offered.

A reminiscence group has its clear objectives and it supports the psychological wellbeing of a person. Reminiscence is usually a natural part of ageing where a person relives his/her life. The coach/therapist of a reminiscence group needs to have proper professional qualifications. This type of group is a closed group that meets on a weekly basis and for a fixed period of time.

Similarly, a peer support group has its individual focus, e.g. on sharing feelings of widowhood or loneliness. The coach should have the proper professional qualifications. The closed group works goal-directed and meets on a weekly basis for a fixed period of time.

Activity classes should be offered e.g. painting, photography and gardening. One of the favourites is daily dances which give both enjoyment and social contact but also improves fitness. The music should be easy to dance to but also offer feelings of nostalgia from days gone by. Many educational institutions offer gym and water aerobics, both of which are favourites of seniors. Many seniors love excursions e.g. to guided museum tours or to historical sites. Furthermore, it is important that trips to the opera and theatre are arranged.

4. Experiences and good practices

EU examples

Spain

In Spain senior education has been in place since 1978. Classes for the Third Age started

their activities in Galicia (1978) and in other autonomous regions. Senior Citizens University Programmes are educational spaces offering formal educational programmes for senior learners.
In Spain, education for senior learners has been essentially provided by three very different groups of institutions. Each of them implements educational programmes following different models.

Universities

Since 1991, almost all Spanish universities have created a programme targeted to senior citizens (over 55). The teachers are part of the university personnel, and the spaces (classrooms) are also on the same campus; in all cases, the senior programmes constitute an integral part of the university, equivalent to departments. The qualification of the staff working in those departments is very high as they are specialised in different areas of seniors' education (gerontology, pedagogy, psychology, etc.)

Associations

Institutions offering specifically designed activities for the elderly are alsocommon. They do not have an education programme, but they create environments for informal learning where seniors do activities they enjoy: dancing, chess, theatre, some kind of handcrafts, or physical exercise. These kinds of activities are offered by a wide variety of institutions: adult associations, retirement homes, town councils or cultural associations. Of particular note are the "Third age classrooms" (Aulas de la tercera edad)

Centres for Adult Education

In the official Spanish education framework, adult education centres offer a second chance for anybody interested in continuing to learn any specific subject such as languages, ICT, professional training, etc. Although these courses are mainly job-oriented, they are open to all ages, although they do not usually offer specific courses for the elderly.

Finland

A significant part of senior citizens (65+) participate in lifelong education. In Finland, there is a long tradition of folk high schools. There are some 200 further education and adult education centres in Finland, offering education and courses in a great variety of subjects, open for anyone at a reasonable price.
The network of these education centres covers the whole country, which is significant as Finland has one of the most sparsely populated countries in Europe. Most of these educational institutions are owned by the municipality, some are private.

Finland

In Finland, the first University of the Third Age (UTA) was founded in 1985 in Jyväskylä, and six months later a similar programme was launched at the University of Helsinki. At present, Finnish-language teaching is provided by nine universities under the name of the University of the Third Age. The Åbo Akademi University coordinates university-level education for Swedishspeaking elderly people in Finland. The Activities of the UTA are coordinated nation-wide by a national advisory board.
The University of the Third Age provides the elderly with current researchbased information and offers opportunities for self-directed non-degree studies. The University of the Third Age is open to all elderly people regardless of their previous education, professional backgrounds or independent studies. Studying has no lower or upper age limit.

Italy

The Italian government starts to have a major role in handling the situation only after the second World War and, during 1947, the first Public Schools for the illiterate start to appear and they will be operative until 1982. In Italy people start talking about EDA (Adult Education) referring to new opportunities of getting new professional competences both for public and private labour force, being an integral part of the right of citizenship.
New structures start to spring up, addressing non formal education, like municipal networks for the adult education initiatives, public cultural infrastructures and associations, Universities of Third Age (for seniors), all these being entities offering non formal adult education, with the purpose to support a proper personal growth of citizens through wide learning as well.

Latvia

The main target groups and their needs have been defined in the planning document "Lifelong Learning Policy for 2007–2013"23: people without the elementary education and with low level of basic skills, people with special needs, and people with economically little activity who are bounded to the household, people who have already retired and pre-pension aged people. This document identifies the key problems for improving a lifelong learning system in Latvia. In the Latvia the general, professional and the higher education network operates in a defined structure, however, there is a lack of system in the adult and senior education. People of this age group prefer to use non-formal education opportunities. It has been observed that people of pre-pension age and older than that are eager to use informal education opportunities to obtain qualification and knowledge. Low geographical mobility is negatively influenced by the insufficiently developed transportation infrastructure in the economically less developed regions, creates restricted availability to lifelong learning for the rural population. The low level of income of seniors has negative impact for education opportunities, especially outside of capital city Riga. Poverty is one of the most important aspects of social exclusion. Elderly people are one of the social exclusion risk groups.

France

The strategy to promote the elderly people learning is one of the priorities of education system in France. It points to the fact of creative use of leisure time, the initiation into the new areas of knowledge, active participation in the culture, meeting the people who share common interests or building the social contacts area, especially for lonely people. High social awareness that the third stage of life is valuable and characterized by desire of knowledge and skills, enhances the interest of seniors in their own education for pleasure.
In France, the first University of the Third Age (UTA) was established in 1973 at the University of Social Sciences in Toulouse, and its originator was Pierre Vellas (Vellas 1977), the professor of international law. Movement of the Universities of the Third Age (UTA) developed and evolved very fast in France. The next emerging universities, following the example of the first one, have developed similar / parallel curricula, however, often assuming the different names. These include: Intergenerational University (UIA-université inter âge), University of the Leisure Time (UTL - université du temps libre), University of Culture and Leisure (UCL-université et loisirs culture), the Popular University (UP – université populaire) (Le Figaro), The Open University (RO – université ouverte), etc (Caradec 2005). Currently, the idea of learning in the French Universities of the Third Age, in

Further Education of seniors in the framework of development cooperation

Gregor Federhen
Desk officer of Kolping International, Cologne / Germany

Introduction

Kolping International has been engaged in the sector of development cooperation for more than 50 years and the focus has been very often on the formation of the young generation. Only in recent years it has become apparent, that the concern for the elderly was neglected and that this deficit needs to be addressed by setting up more projects which seek to promote the interests and needs of the old generation. There are several reasons why the concerns of the elderly have to be considered more strongly in the sphere of development cooperation.

Until the year 2050 the number of people older than 60 years will quadruplicate in the developing countries. For more than 70 percent of this age group, old age is equivalent with poverty, due to the lacking social security schemes in many countries in Asia, Africa and Latin America. Less than 5 percent of the population in developing countries do receive a retirement pension. Despite the drastic demographic changes this significant shift is not yet reflected in the work of many donor agencies.

Although the elderly are not the primary target group of Kolping International, there are more and more initiatives which are geared to promote a better quality of life of the elderly and a stronger involvement of the elderly in Western Countries in the supporting mechanisms towards the poorer countries.

Fortunately the big advantage of Kolping International consists in the broad and vital network of partnerships between the Kolping partners all over the world. In total there are more than 40 countries in the developing countries and approximately 20 countries in Europe in which there is a Kolping Society. This enables us to build many bridges and links across the continents and borders and has led to a big number of partnerships between the Global North and the Global South.

We all want to age in dignity but very often in developing countries old age is synonymous with many problems. Especially the old people have suffered through wars, dictatorships and economic hardships. They are the ones who are in multiple ways disadvantaged and belong to the losers and underdogs of transformations. Very often they are living in severe conditions and are hard up. Apart from this they are lacking funds to provide for the old age and are suffering not only from poverty but as well from loneliness and isolation. Whereas the young generation is able to migrate to other countries, the older people are left behind. They frequently bemoan that they are perceived as a burden for their families. And yet, they are the ones who worked hard throughout their whole lives and contributed their share for a better future of the children and grand-children.

Kolping International takes sides with the elderly, in order that they can live a life in dignity together with their loved ones.
In the next chapter I am going to describe some of the best practices of good projects, in which the elderly are involved and in which the old generations is offered opportunities to share their experiences and knowledge in favor of marginalized or disadvantaged persons.

First Example: Universities of the Third Age / Kolping Society in Ukraine

For more than 10 years Kolping Ukraine has been implementing a project which is called "Universities of the Third Age", the common abbreviation used in literature for this model is U3A.
The idea for this project was brought from the Wroclaw / Poland to Kolping Ukraine, which created meanwhile 11 local branches of U3A in the western part of the country: among others in Lviv, Stryj, Ivano-Frankiwsk, Tschernovtsy, Uzhgorod, Lutsk, Nadvirna and some other cities.

The role of the University of the Third Age is to counteract the effects of marginalization of the elderly. The origin of the idea of U3A stems from a recent phenomenon, which is led by demographic and social changes in societies. Prior to this, adults moved from the second age of caring to the fourth age of dependency. Meanwhile a combination of compulsory retirement, pensions and increased longevity resulted in the great majority of older people in industrialized countries spending many healthy active and potentially self-fulfilling years in the so-called Third Age. The second important reason for the spread of Third Age Universities was the Longevity Revolution.
Considering the global population, in the year 1950 there were only 14 million people aged 80+, today there are already more than 300 million. Another example is the number of Japanese centenarians. In the year 163 there were only 154 persons older than 100 years, in the year 2000 there were already 13.000 and in the year 2050 there will be 1 million (projected). Life expectancy within most European countries is increasing by 2 years for each decade that passes.
The 11 U3A from Kolping Ukraine are offering various courses to more than 1000 students every year. They are accompanied by so-called Senior-clubs, in which leisure time activities are carried out.
The universities are self-administered by the elderly and democratically governed.

Members both act as teachers and learners.
Apart from the tuition and clubs, more than 10 public activities are organized annually, in which more than 2.500 elderly persons participated. The most popular topics for teaching are:
• Psychology, • History, • Art Appreciation • Literature • Music Appreciation • Painting • Poetry • Gardening • and Walking.

The U3A are characterized by a special philosophy:

To provide affordable learning opportunities for older people, using the skills and abilities of the members themselves;
Those who learn shall teach and those who teach shall learn, and there shall be no distinction between the two.
There shall be no qualifications for membership, and no awards, degrees or diplomas shall be given.
The emphasis shall be on learning for the love of it, and shall include an emphasis on the values of making things and improving skills of all kinds.
Learning shall take place in a friendly, supportive, social environment
Those joining a U3A shall pay for its upkeep.
There shall be no payment to any person (member or non-member) for teaching or providing a service to members except in the case of reimbursement for such expenses as travel, photocopying, etc.
The curriculum of a U3A shall be determined by the needs/preferences of its members and according to the resources available to it. To be at all times, non-political and non-sectarian in our approach

Principles of U3A are:
• Autonomy within each U3A unit, each run by a democratically elected committee of members;
• No entry requirements, no exams;
• No distinction between the teachers and the taught;
• Members act as both teachers and learners;
• Members decide format and content;
• Minimal membership fees;
• Negotiable curriculum

Second example: online-platform for Global learning, Kolping International / Germany

Global learning is a critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, elderly students should:

- Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences.
- Seek to understand how their actions affect both local and global communities.

Address the world's most pressing and enduring issues collaboratively and equitably .

During the covid pandemic, Kolping International created an online platform, on which useful and exciting ideas, methods and tools for educational activities with regard to global learning were collected. You can find this website still here: https://padlet.com/stapels/3xtjon99tqzz7ozd
Unfortunately, it is only in German language.
The internet represents for many elderly people a good opportunity to partake also in a ripe old age with restricted mobility in social events and to preserve the independency in the privacy of one's home. The usage of the internet does not only give pleasure, but it does empower them as well to shape the own life and the ageing flexibly and self-determined. Unfortunately the digital participation is distributed unequally; it is to a lesser extent a question of age, but rather a question of experiences with new technologies and the internet in their hitherto life. Therefore Kolping International has created a website which offers an easy access to a variety of online learning tools.
Topics which are included are among others:
- digital world cafe method
- online seminar on the encyclical paper „laudato si"
- culture kitchen
- solidarity action between Kolping Poland and Kolping Honduras
- a quiz to human rights
- presentation of various apps related to sustainability

All these presented actions, tools and methods are learning opportunity, which are experienced from time to time as well as learning impositions and real challenges for elderly people.

Third example: Congress for seniors (Kolping Switzerland)
On Friday, 24th of September 2010, Kolping Switzerland organized the first Kolping congress for the elderly, at which 70 women and men participated and 20 volunteers helped to manage the event in the background.
The motto of the congress was to use the rich potential of the elderly members, to appreciate and activate their knowledge and skills. (The full report on the congress can be downloaded here:
https://silo.tips/queue/kolping-na-und?&queue_id=-1&v=1645820361&u=MjAwMTo5ZTg6NDUzZTo0MjAwOmRkMzE6ZWFhOjk2ZTQ6OTU5Ng==).
During this congress 4 workshops were offered and the participants could choose two of them:

Healthy food and physical exercises
Opportunities to give and take "social time"
Creative activities to promote a healthy lifestyle
Entering each new period of life in a reconciled manner

The didactic material (brochure) included as well suggestions for interesting topics and events related to seniors, websites on the issue of seniors in the internet and some book

recommendations on the work with seniors.

Fourth example: Voluntary working services of seniors in developing countries , Kolping Hamburg

Many German Kolping organizations have provided already several opportunities for elderly people to get involved in a working assignment in a developing country.
Here we just want to give an example of such kind of working experience, which was organized by the Kolping diocesan organization of Hamburg in Germany.
Due to the long standing partnership between Kolping Hamburg and Kolping Tanzania, a learning and working experience was implemented for a retired teacher, who got the chance to teach in a Tanzanian school for 6 months. Such kind of working experiences are similar to those which are offered by a professional German organization, called Senior Expert Service (SES).
The only difference is that this assignment is based on the Kolping partnership and no other placement agency is involved. Usually such kind of senior experts have left their professional lives behind them, and they help people to help themselves.

The principles of these assignments are as follows:

- They actively bring the great potential of retired, skilled volunteers into society. They see demographic change as an opportunity.
- They encourage the transfer of knowledge and experience across borders, generations and cultures.

They support societal, economic and social development, thus helping to raise living standards.

Kolping Hamburg offered to interested retirees the opportunity to pass on their skills and knowledge to others. They help others to help themselves – an important contribution towards safeguarding a small slice of the future. It is a system that benefits all parties. The duration of these assignments ranges usually from three to six weeks and the maximum duration is six months. A senior expert can be requested for follow-up assignments – to ensure the sustainability of his or her work.

Project partner presentations

POLAND - FUNDACJA DZIEŁA KOLPINGA W POLSCE

www.fundacja.kolping.pl/

Fundacja Dzieła Kolpinga w Polsce (FDK) with the headquarter in Krakow, was registered in 2007 as a joint Polish-German initiative to support and strengthen the co-operation of the development of civil society and of the protection of human rights and freedom in Poland and developing countries, East Europe, Africa and Latin America.

Foundation's activity is carried out in the areas of education, culture, social support and self - sufficient

- initiating and supporting social projects
- organizing seminars, conferences, meetings and workshops, courses and other forms of education ,including supporting the international exchange of experience in the field of global education
- conducting educational activities to professionalise qualifications
- co-operation with local authorities, government and NGOs by educational and publishing activities.

The most important achievements of the Foundation last years:

- awareness-raising actions on global education and development aid (30 actions)
- actions to support people in developing countries
- fundraising and crowdfunding campaigns for education and development aid (fundraising support provided for local communities in Uganda and Honduras)
- fair trade projects, promotions and education (support of bio and organics coffee cooperatives in Honduras)
- Tatico coffee e-commerce start- up in cooperation with Langen Kaffee

Foundation has a wide project management experiences, implementation international project co-financed by EU, Swiss and Norwegian contribution. Foundation has experiences in global education and youth elicitation. It has experiences as well in international cooperation with Partners countries from Uganda, Tanzania, Mexico, Uruguay in the field of global education and development project. Foundation has strong relation with local NGO, social enterprises and cooperatives.

SLOVENIA - ANDRAGOŠKI ZAVOD MARIBOR

www.azm-lu.si

Andragoški zavod Maribor - Ljudska univerza (Maribor Adult Education Centre) is a public adult education institution with a staff of 18. It provides formal (elementary school for adults, VET) and informal (language courses, ICT courses, study circles etc.) education for adults of all ages. Approximately 3000 learners benefit from the courses and services offered. It is also an educational guidance centre, working with disadvantaged individuals (seniors, early school leavers, migrants/refugees, the Roma, the disabled, the unemployed, inmates etc.). AZM brings expertise and experience in work with disadvantaged individuals and groups as learners, including reaching, motivating, counselling and educating according to specific group needs.

GERMANY - KOLPING INTERNATIONAL ASSOCIATION

www.kolping.net

KOLPING INTERNATIONAL Association e.V. is the Kolping Society's department specialised in the field of development co-operation. It actively combats poverty by helping people to help themselves: Vocational Training and further education, micro credits and programs on rural development help strengthening the individual person so that he or she can change his or her life in a positive way by own means. As international organisation, the KOLPING INTERNATIONAL Association e.V. is the most important partner of the national Kolping Societies around the world and gives them advice and support in the implementation of the projects as well as in the development of new groups and associations. The main focus of its work are vocational training programs and the promotion of small enterprises through income-generating projects in the craft sector and in the field of agriculture. Small enterprises of the informal sector are encouraged through small credits to buy tools, machines, raw materials or seeds, to start livestock farming, dairy cattle farming or to improve their cultivation methods etc. Moreover, the craftspeople and small farmers are provided with technical advice and training. Through vocational training and further education programs conducted at the Kolping Vocational Training Centres and training workshops young people receive the qualifications that are necessary to enter the labour market.

SLOVAKIA - KOLPINGOVO DIELO NA SLOVENSKU

www.kolping.sk

The Kolping Society in Slovakia, established in March 1995, is an association focusing on social issues and education. In recent years we have focused on training in parenthood, topics ranging from life-work balance, co-existence of 3 generations a dialogue between generations and an effective way of bringing children up. Besides we are trying to play an active role in helping the unemployed to access the labor market as well as to develop social assistance on the volunteering basis, to sensitize public to the problems of disadvantaged groups and to motivate them to set up in business.

BULGARIA - AVANGARD PERSONAL CONSULTING LTD

www.avangard.com

Avangard Personal Consulting Ltd was established in 2003 as a consultancy and training company. Its mission is to provide complex services (consultancy and coaching, vocational and soft skills trainings) in the field of human resources management and organizational development.

Some of the main activities of the company are:

- training for adults – soft skills trainings, seminars, teambuildings, training of trainers;
- consulting for organizational development;
- human resources planning - defining the companies' needs regarding the human resources and formulating appropriate activities for achieving the organization's purposes;
- employee motivation - creating adjustments and willingness for work and optimal realization of the employee potential;
- motivation of people at risk of social exclusion;
- psychological diagnostic and consulting - using specialized psychological instruments for individual and group work with the staff
- personnel career consulting - career consulting of employees, unemployed people and students.