

# Global Learning in the Third Age: Findings from a German project

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## **Abstract**

Global learning and development education might be accurately accused of focusing on the young, to the neglect of older people. In this article, the authors outline an evaluation-research study which accompanied a training programme that was designed to address this apparent neglect. The project, a collaboration between a number of faith-based organisations coming from global learning or adult education perspectives, developed a methodology for training educators working with older people in a 'third age' learning setting. The paper outlines the genesis and development of the project, and also describes the accompanying evaluation-research. Beginning with an outline of the life and learning contexts involved in educational work with older people, the authors elaborate a perspective on global learning with older people. The authors go on to outline the training and practical implementation of the projects involved, and to describe the methodology and outline findings of the evaluation study. Conclusions are drawn regarding elements for the successful implementation of training in global education with those working with older people, while future prospects for strengthening this neglected sector are also suggested.

**Keywords:** development education, global learning, third age, training in adult education, geragogy

## **Introduction**

The purpose of this paper is to report the findings of an evaluation on global learning with people in the so called 'third age' (60+, after finishing employment). Working with older people has until recently not been discussed as an objective in global learning. In the practice of NGOs, it is also clear that older people/senior citizens are a target group for global learning that is difficult to reach.

This observation was the starting point for the study reported herein, which was undertaken as a piece of evaluation-research. The key question was how to reach older people with global learning activities. The problem was addressed in the following way: first, in relation to the discourse on third age education and adult education, a framework of global learning with older people was developed. This framework was disseminated through training with 80 adult educators, and the training was then evaluated. The practical work of 40 of these adult educators, working with over 500 seniors, was also evaluated. Through this process, it is possible to provide evidence for the practicability of the approach and to discuss some general aspects of global learning with the 60+ generation.

This paper is organised as follows: firstly, some theoretical bases of a learning theory for older people will be described and related to global learning. Then, some formal aspects of the project and its evaluation will be reported. The intervention – i.e. the training model derived from the framework – will be explained; and the findings of the evaluation of this model will be discussed. Finally, the findings of putting it into practice will be described and critically discussed, including how these findings may be generalised in relation to global learning with seniors more widely.

### **Background: The (Missing) Discourse of Global Learning with Elderly Persons**

There is a broad international discussion about learning within the third age or with elderly people. In this discourse a paradigm-shift from a deficit-oriented view of ageing towards a dynamic and competence-oriented perspective, focusing on learning and engagement as an important self-serving motivation, is reflected (see Knowels, 1984; KBE, 2002; Schröder and Gilberg, 2005; Kruse and Schmitt, 2001 and 2006; Kruse, 2008; Jarvis, 2008). By this andragogic discourse the specific life-context of seniors and their characteristic learning approaches are outlined. In a third step, we will relate this discourse to global education.

#### ***Seniors in society: life-contexts***

In industrialising countries, the lifespan of people is increasing (Sayed, 2007; Bachmann and Hauff, 2006). This extension of the lifespan is accompanied by a change in the long-established roles of older people in society. The classic three-tier model of 'education – occupation – retirement' no longer reflects social reality. Biographies are no longer bound in the context of the security of gainful employment, and retirement is no longer a short period of time in the life span, but rather a period that needs to be filled with sense, meaning and activities. Research shows that more than 50% of individuals between 65 and 80 engage in civil society activity (Tippelt *et al*, 2009). Men especially, but women also, may have problems in connecting to society, suffering from a reduction in social contacts (77% of persons between 60 and 80 feel lonely; see Tippelt *et al*, 2009; Freiwilligensurvey, 2005). Due to longer lifespans, in a

lot of cases people in the third age also now take care of the fourth age generation (ages 85 to 100) (Aner, 2007).

At the same time, older people of today are very different from previous generations. They may be characterised by a *heterogeneity* of possible life-concepts (Bertram, 2000). They also differ concerning the way they face their retirement: some start this new phase of life with much impetus and energy; others withdraw with a sense of physical and mental fatigue. There will be individuals at the age of 70 who have the physical condition of someone aged 40, but there will also be those as fragile as people in the fourth age. While some start to rediscover the world through travelling and other activities, others are constrained by caring for elderly relatives, after a phase of parenting.

An important indicator of this generation is the intense diversity of *life scripts* and *personal values* depending on their personal experience. They differ concerning their political, social and cultural commitments. In talking about people of the third age in the present day, one has to look specifically at the *1968 generation*, which is now about to retire. Although only a small percentage of this generation was part of the movements generally associated with that era, they were all confronted with the challenges of that time. Barz, Kampik, Singer and Teuber (2001) describe a longitudinal development of values from the 1950s to the 1990s, starting with the prioritisation of the economy in the 1950s and which is connected with traditional values, then the economic expansion of the 1960s which is connected with material values. The year 1968 may be interpreted as a break point because of the high visibility of public protest. The 1970s are then characterised by alternatives to standardised life, followed by acceleration, enjoyment and new complexity in the 1980s. The values of the 1970s through the mid-1980s are described as post-material, and from the mid-1980s to the 1990s as post-modern. The terms 'alternative life-concepts', 'social and ecological movements', 'human rights' or 'peace' stand symbolically for the visions of these times. Though only a few individuals belong to the avant-garde of that time, these classifications of biographies are nonetheless relevant:

- On the one hand, it is probable that people in the third age of today are shaped in terms of their global commitment: either positively, by being part of those movements; or negatively, in opposing them. It is also possible that they are indifferent in their position, but still related to these important movements.
- On the other hand, the observation of this time span shows clearly the heterogeneity of this age group from a socio-political perspective, and particularly regarding their political experiences and attitudes.

At the same time, older people are full of various individual *experiences* and are able to offer *potential* in different fields of activities as they look back at a broad knowledge of life. They have passed through different life situations and learned different

things. Many would like to feel that this potential is welcomed and to feel confident in their capabilities. Research suggests that 21% of the population between 70 and 85 years old are engaged in an association or in another part of civil society, and in the population over 85 years, 9% continue to be involved (Altersbericht, 2005:199ff). These figures differ in different regions of Germany, with the ratio of involvement significantly lower in the eastern federal states than in the western states (Altersbericht, 2005:215ff). In general, however, elderly persons may dedicate important resources of time and competence to society, and they can be highly motivated if their competences are well-directed.

### ***Learning approaches and the third age***

The factors outlined above provide some suggestions for education, learning processes and commitment in older individuals. Taking into account the changed life-contexts mentioned, some of these aspects should be taken into consideration in educational arrangements with this target-group. Seniors participating in adult education therefore share the following expectations (Hoffman-Gabel, 2003:16f; see also Cavanaugh, 2002):

- *'Life sense' and participation in everyday life:* A settled and fulfilling everyday life is a universal desire. Adult education may provide this when employment is finished by offering suggestions, social or political commitments or ideas for individual reflection.
- *The development of capabilities:* Many seniors are interested in gaining new knowledge and abilities, and using their unexploited potential.
- *Social experiences in groups:* Adult education should provide a variety of social experiences. Communication with like-minded people is meaningful, for instance.
- *Opportunities for reflection:* Daily life offers a wider scope for this in retirement, and their own lifetime becomes more significant. With adult education, both the desire for meaning and the space for reflection on their own experiences are brought together.
- *Dealing with ageing:* Older people are interested in understanding the changing life-situations which result from ageing.

With regard to these aspects, some objectives for adult education might be the following:

- *Identity and participation:* Adult education should offer opportunities for identity development, and searching for meaning and participation.
- *Capabilities and experiences:* Learning opportunities should contribute to the further development of one's own capabilities and experiences. This can

be linked to treasures of knowledge that have been gained biographically, including the rediscovery and reanimation of the forgotten past.

- *Social experiences*: The achievement of social experiences outside the family environment in order to discover and care about social networks beyond one's own immediate environment.
- *Biographical references*: Adult education should make links to biographical references, offer various opportunities to achieve cooperative and emancipatory learning processes, take into account the individual language and patterns of participants, and assist in self-directed learning.
- *Ageing as a topic*: Adult education should offer opportunities to reflect on ageing.

### **Global learning with people in the third age**

This rich discourse has not, until now, found a resonance in global learning and development education. So how might we bridge this gap? To explore what this discourse might mean for approaches to global learning, we organised a hearing with 20 experts from the fields of global education and adult education, and particularly those with an interest in senior education. Half of the people came from the field of practice; half belonged to the research community. This discussion was recorded by neutral observers (see the documentation in Asbrand, Lang-Wojtasik and Scheunpflug, 2006) and may be summarised as follows:

Global learning or development education can be described as the educational response to the development of a world society and globalisation (Scheunpflug and Schröck, 2000; Asbrand and Scheunpflug, 2006; Bourn, 2008). This area of work is based on a normative vision of sustainable development and global justice. People working in the field of global learning focus on issues such as world trade, globalisation, and North-South relationships, among others. Adult education institutions, and the people involved in them, are used to content-based seminars, especially if they are combined with courses or programmes in further education and vocational training. Concepts of global learning should offer learning opportunities for adult learners which lead to the competence to deal with complexity and alterity, such as those afforded by globalisation and North-South cooperation. They focus on subjects related to global social justice and sustainability, and they offer opportunities for participatory learning and open up opportunities for engagement, for example in affirmative actions, fair-trade shops, or NGOs. With regard to the above-mentioned framework, however, it is important to focus also on issues which are related, along with social aspects, to biographical aspects and reflection on ageing. The following matrix shows the framework in which programmes for global learning in the third age may be viewed (see table 1). Many NGOs offering global learning activities have an agenda for 'changing the world' foremost in mind. This table emphasises, on the other hand, that the needs of learners should be the priority

focus, by relating didactical aspects of global learning to the learning needs of elderly persons.

**Table 1: Global Learning in the Third Age**

		Adult education in the third age				
		identity meaning participation	capabilities and experiences	social experiences	biographical references	reflecting ageing
Global Learning	competencies in dealing with complexity and alterity					
	one world as focus: global social justice and sustainability					
	participatory, learning, possibly leading to engagement					
Source: Asbrand, Lang-Wojtasik, Scheunpflug (2006:46)						

**The Formal Framework of the Evaluation Study**

To try to ensure the practicability and resonance of concepts of global learning in the third age it is necessary to have a critical mass of efficient approaches to global learning in this field. To this end, two German Catholic NGOs, *Bischöfliches Hilfswerk Miseror* (The German Catholic Bishops’ Organisation for Development Cooperation) which comes from a global learning background, and the *Katholische Bundesarbeitsgemeinschaft Erwachsenenbildung* (KBE; The Catholic Federal Association for Adult Education, Germany) which comes from an adult education background, joined together to develop an approach and to involve a university to explore it for research. The research and development approach was financed by the BMBF (Federal Ministry of Education and Science in Germany), and the research was conducted by a team which included Barbara Asbrand (now at the University of Goettingen), and the authors of this paper, Claudia Bergmüller, Gregor Lang-Wojtasik and Annette Scheunpflug. To develop the project, an approach to training was developed and implemented with reference to discourses of third age education and global learning. In addition, in order to address the project’s research aims, learning processes needed to be explored. The project was conducted from 2003 until 2005. The approach included an eight day training course with 80 adult edu-

cators. Of these, half were professionals and half were voluntary adult educators. After the training course, these trainers then had to attempt to implement what they had learned in practical terms. As a result, about 40 projects took place which reached about 500 senior citizens.

### **Training for Global Learning in Senior Education**

An approach to training which referred to the theoretical background mentioned above was developed by four people: one from the research team, two practitioners, and one with a university background in adult education who was not part of the evaluation team. The approach was then taken to the expert discussion groups mentioned above, which provided several rounds of written feedback. Each of the trainers was then briefed on the training approach and materials. In addition to this, in each training group one of the research team was present to assure the implementation of the training approach. The group working on the training, was not the same as the group doing the evaluation.

#### ***The training framework***

The adult educators were recruited through the organisations which were already participating in the process. The number of participants for the training had to be limited to 80 persons, who would be divided into four groups of 20 each. More than 120 persons applied to take part in the project, which reinforces the idea that there is a real need for such in-service training. It was also interesting to see that only three people applying to take part were themselves less than 50 years old.

The training was comprised of four phases – two initial training sessions, a project phase (including supervision) and an evaluation meeting (see Bergmüller, 2005; Asbrand *et al*, 2006). The two initial training sessions consisted of 15 units, and lasted two and a half days each (see Table 2). As global learning with seniors should include phases on linking biographical experience to global issues, the training was designed to include systematic biographical reflections. The training also included events on social cohesion and individual responsibility. Conceptual areas such as global learning (unit 3), learning of elderly people (unit 4, unit 9) and the field of development education were important topics. General aspects about the organisation of education were also covered. Following the training, each participant was expected to implement one practical project related to global learning in the third age. Participants worked in tandem to implement their projects, and were supported through this process with counselling by phone and one, two and three day supervision meetings.

#### ***Findings: The training from the perspective of the participants***

The evaluation of the study was done using a triangulation approach (Denzin, 1970; Schründer-Lenzen, 1997). Each of the training sessions was checked using a questionnaire developed by the evaluation team, at three measuring points related to

**Table 2: Phases of the Training**

<p>First training session</p>	<p>Unit 1: Introduction and clarifying expectations</p> <p>Unit 2: Personal engagement in sustainable development</p> <p>Unit 3: Concepts of global education and education for sustainable development</p> <p>Unit 4: Third age – basics of elderly-education; ageing in different cultures</p> <p>Unit 5: Fair Trade as an example of ‘One-World’ activities; excursion to a local fair trade shop</p> <p>Unit 6: Solidarity and spirituality, life art and life style</p> <p>Unit 7: Review of the first training session</p>
<p>Second training session</p>	<p>Unit 8: Introduction and clarifying expectations</p> <p>Unit 9: Learning in the third age</p> <p>Unit 10: Who is who – the work of NGOs in the field of environment and development</p> <p>Unit 11: Getting to know the work of campaigns</p> <p>Unit 12: Excursions to places of learning concerning ‘One-World’ objectives (e.g. migration and refugees, politics and participation, freedom and partnership, sustainability and Local Agenda 21)</p> <p>Unit 13: Educational methods</p> <p>Unit 14: Project planning</p> <p>Unit 15: Planning of project implementation and establishing peer learning groups</p>
<p>Practical Phase</p>	<p>Organising global learning projects with seniors</p> <p>Continuous supervision through learning-partnerships</p> <p>Meetings for supervision and feedback</p>
<p>Evaluation-meeting with all participants</p>	<p>Presentations, reflection, debriefing</p>

perceived effectiveness (n = 72 at time 1; n = 61 at time 2; n= 56 at time 3) (for further details see Lang-Wojtasik, Scheunpflug and Bergmüller, 2006). Furthermore, eight group discussions were held, and these were then analysed using reconstructive qualitative analysis (Bohnsack, 2003 and 2005).



The findings show that most of the participants were content with the training (Mean 1.82; six-pole-scale of 1 = very good to 6 = absolutely not good, SD 0.42). There were no differences reported between the four training groups, so we can assume an equivalent quality of training and implementation across all of them. There is also no evidence of different perceptions between professionals and volunteers, or between people working in the fields of adult education or one world activities. The training approach therefore seems to be sensitive enough to the heterogeneity of participants and perspectives, and especially in dealing with differences related to various backgrounds and experiences of work. Opportunities for making connections between their previous experiences and the training were perceived in a positive way by the majority of participants (Mean 1.50; six-pole-scale of 1 = very good to 6 = absolutely not good, SD 0.62). Similarly, participants reported that they had gained new knowledge in the field of global learning (Mean 1.83, six-pole-scale of 1 = very good to 6 = absolutely not good, SD 0.73). Likewise, the stimuli for their activities as trainers were assessed (Mean 2.02, six-pole-scale of 1 = very good to 6 = absolutely not good, SD 0.59). This is similar to perceptions of learning outcomes (Mean 1.7; six-pole-scale of 1 = very good to 6 = absolutely not good; SD 0.79). The data concerning participants feelings that they had gained competence was a little lower (Average: 2.37; six-pole-scale of 1 = very good to 6 = absolutely not good; SD 0.66). This assessment of the value of the training is visible in the qualitative data as well<sup>1</sup>:

'For me the modules of theory were helpful, even in my other professional activities. I realised that the insights from the learning were with me in my everyday life.' (B1, p.3)

'The theory in the beginning was too little, I couldn't deal with it easily [...] it would have been necessary to get a deeper introduction to this initially [...] when it came to the definition of global learning, [...] it wasn't satisfying, I couldn't say afterwards, hey, now I am able to cognitively develop this myself. I couldn't.' (B1, p.5)

A comparison between the different groups of participants showed that new learning which resulted from the training was seen more positively by those with a background in global learning than by those from an adult education background. This came as something of a surprise to the organisers, because a lot of work had been done to ensure that those without any experience in global learning were familiar with key issues from the field.

Regarding the particular learning methods used, the participants found the process of 'learning in pairs' to be beneficial' (B3, p.7):

'Yes the learning-community in the pairs, this was a concern for me; the division of labour and the balance between work and fun.[...] Now we are happy that there is a dialogue partner, somebody who listens, this alone is very worthwhile; this brings order to thoughts, just by explaining, no? That's already a benefit. And when he then says, take care we should do this in another way, even better. [...] Such things are really a benefit; to get involved, then you have new experiences.' (B 3, p.18)

For some participants, however, the success of learning in pairs depended on surrounding conditions such as their distance from each other, availability, etc. Where such conditions were not in place, the learning pair arrangement did not have enough impact.

In the feedback to the training, it became clear that most of the participants were content with the training. This was due mainly to a strong *participant-orientation*. The inclusion of *biographical references* and *meaning-orientation* as a core aspect for the methodological frame was clearly important, and this was for the most part successfully achieved. This is also connected with the necessity to work on *age as a topic*. Reflecting, for example, on reports of ageing in other countries provided the participants with opportunities to analyse their own situation from a different perspective.

It also became apparent that, in particular, people from small activist groups or NGOs arrived with the intention of changing the world through newly-gained knowledge. By following the approach outlined above, however, these participants realised that opening the eyes of participants to learning, rather than convincing them of particular views or ideas, was the most important aspect. *Learning is therefore understood to be more than a motivation for engagement*. This orientation was not implemented in all cases, but it became clear that those who adopted this way of learning in their individual projects reported and showed better success, as evidenced for instance through long-term attendance and positive feedback from participants. Cooperation in pairs was also important for the success of the individual projects. It proved especially helpful for participants who were based in community education programmes to have a partner to manage the innovation.

### **Putting the Programme into Practice**

After the training, more than 50 activities in global learning with seniors were begun, some involving only one-day activities and others involving a weekly meeting or more over half a year. These activities reached more than 500 older people, the youngest being 60 years of age and the oldest 94 years of age.

### ***Evaluation methodology***

As a result of the project, 50 global learning and development education activities were documented by the participants in the training programme. To guide this written documentation, some focusing questions were developed by the evaluation team. Every trainer used the same structured instrument of self-evaluation, which was also provided by the evaluation team. The documentation and self-evaluations were analysed by the evaluation team using a content analysis process. In addition, semi-structured interviews were conducted with 35 of the trained individuals. In addition to information about the background of their completed practical project on global learning and development education (e.g. their motivation to conduct it,

the target group and how they were reached, and challenges to planning and implementation) the trainees were also asked the following questions:

- What role were the participants of the project playing?
- How were the biographical experiences and competences of people in the third age engaged?
- How was the learning outcome perceived?
- Which knowledge and experience from the training were crucial to undertaking the project?

To get an overview of the efficiency of the projects from the perspectives of the participating seniors, eight seniors from four projects were also interviewed by telephone. The interviews were then transcribed and analysed.

### **Findings: The characteristics of the activities**

The individual project activities dealt with various issues, which can be divided into four subject-fields:

- social justice
- local/global
- economic and fair trade issues, and
- spirituality

(Scheunpflug, 2006; Lang-Wojtasik *et al*, 2006; Asbrand and Schösswender, 2006).

Examples of activities in the field of *social justice*, for example, included a discussion group on social justice for elderly welfare recipients, and a one-day workshop for multipliers in the field of global education in the third age. Activities in the *local-global* subject area focused on short trips or alternative town walks which explored issues such as employment or fair trade. The field of *economic/fair trade issues* included work on the world of flowers (through an exhibition on the thorny journey from the field to the vase at home) or a One-World shopping trip to town. The organisers of this evaluation-research project were surprised at the large number of projects in the field of *spirituality*. This may have been due to the Catholic background of the majority of participants in the training, but also showed the enormous desire among the participants for reflection on life and meaning with regard to global learning. One activity of this kind involved reflecting on lifestyles in relation to global social justice; this was a five day activity with high attendance. Another activity involved reading from the Book of Ecclesiastes in the Hebrew Scriptures to find encouragement with regard to a good and fair life in times of globalisation.

### **Activity Example**

In a series of short trips focused on issues of sustainability, participants were given the chance to take part in various activities in their region which showed the links between local needs and global concerns. To achieve this, a number of visits were organised, for example, to a paper mill, to a fair-trade distribution centre and to an exhibition on ancient Egypt. Each trip was put into an educational frame, i.e. the seniors were asked to prepare for the trips by identifying questions on the subject to be discussed. The group also reflected on the overall programme of visits, with particular reference to methods for global learning. To underline the aspect of sustainability in the visits, the groups only used public transport to reach the different places.

### **Findings: Conditions of success**

An analysis of the written documentation about the individual projects reveals the conditions for successful global learning in this specific field, from which a tool-kit for global learning with seniors was developed. Success in this case means that the seniors both enjoyed the activities and were motivated to continue. The following results were generated:

- One marker for the effectiveness of the training was the result that it was much easier than before to motivate participants to get involved in global learning activities. Many of the resulting activities were not single events, but lasted long-term and included many people.
- A general mark of positively-rated activities was the connection between global learning and individuals' own biographies. Global learning activities which were linked to the invitation to look into one's own biography, were seen by a lot of seniors as very motivating and inspiring.
- In all of the projects, the knowledge and experience of participants in the third age was given a significant role. In this way, trained colleagues were able to connect global issues with the living environments of seniors, and to plan global learning not from the objectives of development in the so-called Third World, but with regard to participants' own learning needs and contexts.
- The majority of the projects were planned and implemented with regard to the learning needs of seniors, such as taking into account the heterogeneity of learning experiences, the need for clear explanation, and learning at an individual level.
- A deficit was seen with regard to the competences of trained colleagues to plan learning environments which allow for self-directed learning and learning led by constructivism. Older volunteers especially showed a tendency towards teacher-centred activities. In this regard, the training did not

achieve the results intended. It is obviously not sufficient just to show other forms of learning during the training, as this may be counteracted by the existing biographical/ professional identities of trainees.

- It is also noteworthy that a considerable number of participants showed a preference for intergenerational activities, rather than for activities which solely target older people.

### **Future Prospects**

If one reflects on this project and the findings, then there are some obvious conclusions to be drawn.

*There is little work on global learning with older people, and their needs in regard to global learning have seldom been taken into account.*

In Germany there are many global learning activities for young people which take place in schools and youth organisations. There are also examples of activities with other groups, such as consumers, workers, engineers and teachers, but there is little evidence of work with senior citizens and retired individuals. This pilot project showed that there is a significant need in this area. It is also obvious from the statements of participants in the project that intergenerational learning opportunities could be of great interest, with seniors stating that they feel enriched by being in contact with younger generations. As it is difficult to make this an interesting option for younger people, a follow-up study has been conducted (for further details see Franz *et al.*, 2009a and 2009b).

*The learner should be at the centre of learning.*

One of the main aspects of the framework developed for this project was a focus on the learner. This is not particularly innovative for educational work, however, for many (and especially volunteers) who want to make a difference to the world, this is a very difficult paradigm shift to understand. In the training, a key point for participants to understand is that global learning must make a difference not only for the world, but especially for the participants and their learning. Their needs concerning socialisation, biographical reflection, and meaning can be reached through the exploration of global issues.

*There is a significant need for training for global learning.*

In order to reach new groups with global learning, such as those involved in adult education, training is very important. The current lack of training opportunities about global issues needs to be addressed. The demand for training was obvious from this project, with many more individuals applying to participate than could be accepted. It was very helpful, however, that this training was embedded in two fields: the Catholic adult programme network, which was used as a resource to inspire people with global learning who had never heard of it before; and the NGO network, which was used to inspire people from senior adult education who had never before thought to focus on this special group.

*Addressing the heterogeneity of learners is a key challenge..*

On the one hand, this pilot project showed the importance of focusing on the needs of a single group. On the other hand, it was clear that there is not one homogeneous group of 'senior citizens' or 'third agers' – they are in fact a very heterogeneous group. The need to create learning arrangements which can support learning for very different individuals is a challenge which places large demands on facilitators. This is another reason why training in this area is absolutely necessary.

*There is a significant lack of research, research instruments and opportunities related to global learning for the third age.*

It was also clear that it is not possible from this single piece of research and evaluation to gain a full understanding of the nature of seniors' global learning or their learning needs. However, hopefully this small project will be a starting point for more in-depth research. Two key areas for future research to address include:

- We do not really know how to balance the heterogeneity of individuals in modern times with the needs of special groups such as students, senior citizens, workers, etc.
- We need to develop better research instruments – for example, questionnaires on attitudes and globalisation – which are proven and can be used in numerous projects in order to build greater knowledge of key areas.

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## **Note**

<sup>1</sup> Quotations from the qualitative data below and throughout the rest of this section are the authors' translations from the original German.

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