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Learning for Active Ageing: Conference Report

DG Education and Culture FC Lot 1

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DG Education and Culture FC Lot 1

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Executive summary

One Step Up in later life: learning for active ageing and intergenerational solidarity

The One Step Up in Later Life Conference set out the case for learning as a key component of active ageing and intergenerational solidarity in Europe. This includes learning in the work place for older workers as well as learning for active engagement and healthy living outside of work and participating in intergenerational learning in different settings. All these themes were explored with learning from experience in Europe and elsewhere in the world including Japan, Hong Kong and Canada.

Key note speakers and good practice presented and discussed in workshops, panel sessions and an exhibition of Grundtvig and Leonardo da Vinci programme projects demonstrated that:

- learning benefits older people themselves, not just their material well-being but also their social and emotional well-being, and importantly their physical and mental health;
- older people make a significant contribution to learning through their voluntary contribution to teaching and training and from their involvement in intergenerational learning to the learning of children and younger people both in and out of the work place;
- the learning gained by older people helps businesses to be more productive and the volunteering older people do increases the contribution of civil society to a wide range of services and activities which benefit all people; and
- the learning gained by older people can reduce the costs borne by governments for health, welfare, pensions and social care although the evidence of the paybacks needs to be stronger.

The current economic climate combined with a growing number of older people in Europe makes it important that these benefits are achieved more widely. This requires governments at all levels, employers and civil society partners to take shared responsibility for engaging older people in learning, keeping them engaged throughout their lives, and involving them in intergenerational learning.

The Conference Memorandum sets out the important messages for achieving this. These include:

- lifelong learning policies at all levels of government that reflect older people’s needs and what they bring to learning;
- using non-formal learning and collaborations between different agencies to provide learning for older people and intergenerational learning which involves them;
- recognising stages in people’s lives and not chronological age as a basis for responding to learning needs and eliminating stereotypes of older learners and their needs;
- engaging older people in developing learning to meet their needs;
- lifelong learning strategies that draw together a diverse range of agencies to collaborate in sharing and designing learning for older people;
- recognising the value of older workers and the payback of learning for older workers; and
- sharing knowledge and understanding about the benefits of learning for older people and their involvement in intergenerational learning and the best means to achieve this.
One Step Up in later life: learning for active ageing and intergenerational solidarity

Brussels, 19-21 November 2012

1 Introduction

A conference on “One Step Up in later life: learning for active ageing and intergenerational solidarity” took place in Brussels, Belgium on 19th – 21st November 2012. The conference was hosted by the European Commission’s Directorate-General for Education and Culture (DG EAC) and was attended by 180 delegates from 33 countries, the large majority coming from EU Member States. Delegates from Canada, Hong Kong and Japan were also present.

Conference Objectives

The conference took place in the context of the European Year of Active Ageing and Solidarity between Generations and had the following objectives:

■ To identify key elements of the role of learning in an ageing society and its implications for Europe;
■ To reflect on how to address key priorities defined by the European Agenda for Adult Learning¹;
■ To take stock of national developments in learning for older people, disseminate the results of the Study on Learning for Active Ageing and Intergenerational Learning² and review existing best practices;
■ To analyse and assess the numerous good practices developed by Grundtvig³ projects and their potential for dissemination, mainstreaming and transfer to new countries or settings;
■ To develop ideas for further policy cooperation in this field in the framework of the European Agenda for Adult Learning and future programmes.

Purpose of this Report

This report summarises the discussions that took place during the conference. It is written for a wider audience than those who attended the conference in order to enable background research, messages and conclusions to be shared with the wide range of organisations which have responsibilities for actions to enable effective learning for active ageing and intergenerational solidarity.

The report first presents information conveyed in key note speeches and presentations on Days 1 and 3 of the Conference. It then presents a short summary of the discussions in each of the eleven workshops held on Day 2. The report concludes with key messages arising from the discussions on the Conference Memorandum (in Annex 2). The detailed agenda for the conference and the presenters can be found in Annex 1.

2 Setting the Scene

Antonio Silva Mendes, Director of Lifelong Learning: policies and programme at DG EAC, welcomed the delegates to the conference and invited them to share their knowledge and propose concrete actions to enhance learning in later life and intergenerational learning, both of which are challenges which could make a difference to the European economy and society.

¹ http://ec.europa.eu/education/adult/agenda_en.htm
³ http://ec.europa.eu/education/lifelong-learning-programme/grundtvig_en.htm
Androulla Vassiliou, Commissioner for Education, Culture, Multilingualism and Youth, stressed the importance of providing opportunities for older people to lead active and healthy lives, and the crucial role adult learning has to play therein. She noted however her concern about the low levels of participation in adult learning; with the adult learning sector often the weakest link in the chain of lifelong learning. The conference can help to steer the work under the European Agenda for Adult Learning on how to increase the learning of older people. The Commissioner highlighted the importance of cooperation between different sectors - e.g. education, employment, health – in responding to the challenge of ageing societies. For instance, the European Commission has supported active ageing through legislation on age discrimination, EU funding programmes such as the Lifelong Learning Programme, the European Social Fund and the Framework Programme for Research and Development.

In his keynote speech, Professor Andreas Kruse emphasised that older people need the opportunities to interact and exchange in learning as much as younger people during their formal learning. It has been found that as people get older generational exchange becomes a more important social need. This has been found to benefit both younger and older people. In the workplace, for example, intergenerational learning taps the knowledge of older people and the up-to-date competences of younger people to bring higher productivity.

Rethinking Education for the 21st Century from an Active Ageing Perspective

Xavier Prats-Monné, Deputy Director-General of DG EAC, outlined the demographic and technological changes facing the European Union. It is clear that just investing in education in the early stages of a person’s life is no longer adequate to respond to labour market needs, when people can expect a much longer working life and technology affecting people’s jobs can be expected to change several times over a working life. People need to re-skill and up-skill throughout their lives, so a greater focus is required on the education of older workers and associated funding; it is an investment, not a cost. The new Commission Communication “Rethinking Education” highlights different ways in which education and training in Europe could be modernised to better provide people, organisations and governments with the skills needed for the 21st century.

The European Education and Training programmes also have to change to match new priorities and new needs. The Grundtvig programme has achieved much in terms of trialling new approaches, developing tools and opportunities for adults. However, it is recognized that more efficiency is needed to ensure a European added value can be created through the programmes. The new programme, Erasmus for All, will focus particularly on building the capacity of adult educators and training providers so that they can deliver more effective, high-quality learning to adult learners and therefore achieve greater impact across Member States.

Engaging older people in learning

Professor Stephen McNair outlined the findings of the 2012 study about older people’s learning in Britain. It highlighted that although there is a relatively high engagement in learning among older people in the UK compared to other countries, most lifelong learning expenditure is on the vocational training of young people. The key messages of the survey are:

- learning is a minority activity among older people;
- the better off, the better educated, and those in professional occupations do more learning;
- the benefits are diverse but acknowledged by participants to include their health and well being as well as their skills and competences;

4 http://ec.europa.eu/education/lifelong-learning-programme/
5 http://ec.europa.eu/esf/home.jsp
7 http://ec.europa.eu/education/erasmus-for-all/
- willingness to engage in individualised self motivated learning and to use ICT is gaining ground among older people as their ICT competences grow;
- community learning which can be facilitated and enabled by governments is growing;
- employers are paying when there is a clear payback.

Panel discussion: Building and Sustaining an Age Friendly Europe

Key messages
- The older population in Europe is forecast to grow from a fifth of all people in 2010 to almost a third by 2060; in many countries this is occurring while birth rates fall and the number of people in the workforce aged 20-64 is forecast to fall. This has important implications for Europe’s economic competitiveness. Measures to increase the employability of older people and adapt workplaces to the needs of older workers are already taking place. More measures are required, including learning for active ageing.
- Legislative measures against age discrimination and actions to create age friendly environments help but it requires political commitment as well for lifelong learning to become a feature of national policies for supporting older people.
- Every country which has agreed to the 1997 Madrid International Plan of Action on Ageing has produced a national report detailing its plan to achieve active ageing. Lifelong learning is increasingly featured in these reports.
- EU Member States have agreed a target of increasing healthy lifespans by two years. The European Innovation Partnership on Active and Healthy Ageing recognises that achieving this will come from older people remaining part of society, learning how to manage their health and continuing to live independently and is therefore providing funding for technological, social and organisation innovations to help achieve these;
- Europe could learn much from Japan’s long term national and local government support for Senior Citizen Clubs which engage 7 million learners (20% of the age group) in learning through classes, activities and volunteering in intergenerational learning in schools and the community as teachers, coaches and mentors; and
- There are 150,000,000 EU citizens over 50 but not many are benefiting from learning. Those planning and delivering learning must involve older people in its design and its content; older people are not passive recipients and need to be motivated to participate. Civil society organisations are important in improving engagement with this age group.

Panel discussion: Adapt to Change – A Case for Learning in Later Life

Key messages
- In Hong Kong, universities have been creating structured networks of schools, civil and voluntary groups and community centres to provide courses for older learners supported through a block grant from the governments. Strong and formal cooperation between partners was identified as the key to success because it ensures a comprehensive learning offer that meets the diverse needs of older people and is delivered close to where people live.
- In Germany, Volkswagen (VW) is enabling staff over 65 to continue to work or volunteer if they want to. The company has a holistic programme of support for the 4th Stage of Life which includes advice and guidance on career choices, volunteering, learning and health. Staff can choose to volunteer as mentors to younger employees or

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volunteer in VW civic projects in the community, such as in schools or universities. The scheme improves staff motivation, recognition, transmission of knowledge and skills and workplace. Retaining experienced staff has enabled VW to be expanding, even in the current financial situation.

- In Ireland, the Irish National Adult Learning Organisation (AONTAS) has found that delivering learning in neighbourhood spaces through community organisations is the key to successfully engaging those older people who do not normally participate in learning.
- Full retirement from paid work is a change that fewer people are making and fewer will be willing to make in the future. Learning providers, employers and government bodies need to recognise this through their plans and actions.

3 Sustaining Employability through learning – part I (WS 1)\(^{13}\)

**Objective:** To mainstream age management policies in workplaces so that older and younger workers have equal access to learning.

**Question:** How can employers be convinced to invest in the training of older workers?

Workshop participants identified the following perceptions held by employers which may reduce their investment in training older workers:

- Investing in up-skilling and re-skilling will not provide a return on their investment;
- Older workers can be replaced by younger people who are more creative and able to learn new skills;
- Older workers have lower productivity which makes investment less attractive to employers;
- In some countries, institutional and legislative measures relating to retirement age, pension regulations and salaries based on tenure means that employers have no incentive to invest.

Workshop speakers and participants agreed that efforts must be made to change how older workers are seen by their employers but equally governments have a role in addressing all these barriers. Evidence from Germany suggests that, currently, older workers are less likely to be made unemployed than younger people: older people’s experience makes them more valuable to employers. However, once an older person is out of a job then they are less likely to re-enter the labour market. This is true for older workers across Europe. Therefore, the German government has focused on measures to prevent unemployment of older workers. Such measures include:

- Offering targeted subsidies for employers who train older workers (specifically for those with low skills or working in SMEs)\(^{14}\);
- Providing employers with skills and labour-needs analyses followed by action plans which include training for older workers;
- Promoting the take-up of work-based training by employers for the whole workforce (rather than just older people);
- Challenging stereotypes employers hold about older workers (such as potential lack of productivity) and raising awareness of the potential benefits that older workers can bring to a company (such as loyalty and existing skills which are not held by younger workers).

In addition to these, workshop participants and speakers suggested that governments and policy makers can do the following to ensure investment in older workers’ skills:

- Ensure that measures aimed at employers are adaptable and flexible. Large companies and SMEs operate in different contexts: there should not be an assumption that there is a one-size-fits-all policy;


Promote and help employers to implement holistic age management strategies which includes considering the learning and training needs of all company employees;

Enable the development of forms of training that are cheaper for employers to take-up (shorter courses, e-learning) and promote these to employers;

Remove institutional barriers (legislation around pensions, retirement) where these exist;

Ensure that training and learning needs of older people are included in high-level plans on economic competitiveness and in trade union agreements (where these are made at national or regional levels);

Provide training for unemployed older people which focuses on up-skilling in their occupation and transferable skills (literacy, numeracy and ICT);

Commission research that establishes and quantifies the benefits of investment in training of older workers and publish this widely.

These actions cannot material without the active engagement from learning providers who need to adapt their learning offers so that they are appealing and beneficial to employers and employees.

4 Sustaining Employability through learning – part II (WS 6)  

Objective: To increase the offer and quality of guidance and counselling for older workers.

Question: How can guidance and counselling services be developed to better respond to the needs of older workers?

Speakers and participants agreed that successful guidance and counselling for older people should have the following characteristics:

- Career guidance in the third age should focus on making people understand their skills, recognise their changing selves and what the realities are in the labour market;
- Guidance and counselling should be more than career guidance; it should also provide advice on combining paid employment with unpaid contributions to society (such as volunteering) as well as practical advice such as ensuring financial stability;
- It should be made available throughout a person’s lifetime, for example through annual career development reviews, and not just when a person is considered “old” or near retirement;
- Advice given should be tailored to the situation of the older person, for example career progression may not be as interesting to an older person as a younger person. This should be done without reinforcing stereotypes.

Providers of learning and advice and guidance to older people need to ensure that the above characteristics are featured in the services they provide. They also need to ensure that their commitment is demonstrated through investment in training of their staff so that learning and advice and guidance delivered is suitable to the needs of older people.

Policymakers and governments should take the following steps to ensure that more and better guidance and counselling for older people is made available:

- Set-up specialised one-stop shops providing older people with advice and help on careers, employment, learning, volunteering opportunities and mobility;
- Ensure adequate funding for career guidance and transitions to retirement for older people;
- Construct a business case to convince employers of the need for career guidance for older people;
- Ensure that there are enough advisors and counsellors to provide guidance and that existing advisors and counsellors are trained and informed about the needs and opportunities available for older people.

Learning for Healthy Ageing and Health Promotion (WS 2)\(^\text{16}\)

**Objective:** EU policies need to focus on healthy living and preventive measures to reduce diseases common amongst older people.

**Question:** How can the adult learning sector cooperate with health professionals to provide learning about healthy ageing?

The speakers highlighted that learning can increase older people’s years in good health and their ability to manage the effects of any long term health problems, yet investment in such learning at present is relatively small as a proportion of spending on prevention and health care. It is clear that many older people’s lifestyle behaviours (obesity, activity, smoking) affect their healthiness and that multidisciplinary and holistic healthy learning programmes for older people can have a significant effect on changing these behaviours.

In Sweden, 75% of health costs arise from chronic conditions yet 50% of patients with chronic conditions do not comply with their medical prescription and advice. Implementation of patient education programmes has resulted in patients adopting action plans for healthier lifestyles, better communication between health professionals and patients and improvements in well-being (patients reporting that they feel better, sleep better and eat better)\(^\text{17}\). For those in work it provides a rate of return of six euros for every one euro spent. Engaging older people in such programmes can be a challenge. The Grundtvig “Keeping Fit in Later Life” project developed training tools for community groups to engage older people in activities to increase their physical health and reduce any deterioration in their mental health\(^\text{18}\).

Policymakers and governments should take the following steps to ensure that partners work together to aim health education at older people:

- draw up local learning strategies to change older people’s behaviours that involve health educators and other providers of lifelong learning; local governments could play a key role in this;
- provide the health workforce with pedagogical skills to provide learning in a range of formal and non-formal environments;
- use non-professionals and community volunteers where they can make a difference and reach people who would not otherwise engage in learning about healthy living after training and support;
- develop research which shows national governments the cost benefits for older people and communities as well as health budgets.

There are a range of actors that can make important contributions in learning for healthy ageing including health providers, adult education providers, other learning providers, social care providers, civil society and social partners. All need to ensure that they are either delivering suitable learning or that the older people that they engage have access to and are signposted to suitable learning opportunities.

Learning, including Intergenerational Learning, for Active Participation and Volunteering (WS 3)\(^\text{19}\)

**Objective:** Increase opportunities for the active engagement of older people as well as for intergenerational learning in the local community.

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\(^{18}\) [http://www.kifli.eu/](http://www.kifli.eu/)

**Question:** How can local authorities, adult learning institutions and NGOs cooperate in order to mainstream active participation and intergenerational learning?

Speakers and workshop participants identified a significant number of good practice initiatives, including on eScouts and on learning in community gardens, that showcase the benefits of active participation and intergenerational learning. However, in Europe, it was felt that learning for active participation and volunteering is not on the political agenda and is, therefore, not made available to the majority of people.

In Canada, “New Horizons for Seniors” is a national government programme which provides grants worth a total of €35m a year for projects involving older people in volunteering or to actively participate in the community\(^{20}\). The programme is not prescriptive about the age of people or the type of activity: it promotes bottom-up initiatives to ensure that what is delivered is relevant and interesting to affected communities. Regional committees are responsible for informing voluntary and community groups about this opportunity.

In Europe, several actors provide learning and intergenerational learning for active participation and volunteering. **Schools, local governments / municipalities and national lifelong learning agencies** were all mooted by participants as the actors with the most potential in providing this type of learning, along with libraries, community centres and cultural organisations. These actors need to ensure that their activities include opportunities for intergenerational learning and learning for older people.

Policymakers could take the following actions to enable these actors to enhance the delivery of such learning:

- provide top-down funding for bottom-up learning initiatives;
- provide support to local actors (local government or schools) through resources, best practice and capacity building;
- create national forums so that local actors can share best practice and adopt initiatives that have worked elsewhere;
- integrate learning and intergenerational learning in activities around the age-friendly city agenda;
- Enable spaces (especially public places and spaces such as schools, libraries and parks) to be made available to community groups and others to deliver learning;
- Explore the role of the National Coordinator of the Agenda for Adult Learning in promoting the creation of structures at local levels to support learning in the community;
- Create action plans with a clear vision of how learning for active ageing can be provided in a range of ways as well as clear responsibilities between ministries and other actors.

### 7 Intergenerational Learning in the Workplace (WS4)\(^{21}\)

**Objective:** To mainstream intergenerational learning as a key tool for knowledge transfer and productivity in workplaces.

**Question:** What do you think are the benefits of intergenerational learning at work? How can they be mainstreamed?

There is a lack of hard evidence demonstrating monetary benefits of intergenerational learning for individual business or sectors. There is a wealth of anecdotal evidence on benefits ranging from Spanish banks rehiring older workers to teach younger employees in response to the financial crisis to suggestions that intergenerational activities in workplaces result in lowering suicide rates. Early evidence from academic research with private sector employers shows that multi-generational groups are more creative than age homogeneous groups\(^{22}\). This is especially true in knowledge-intensive sectors (where creativity is more

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\(^{22}\) [http://www.intergenerationallearning.eu/](http://www.intergenerationallearning.eu/)
valuable). More such evidence is required to create a convincing business case for businesses to take up intergenerational learning in wider scale.

Intergenerational learning in the workplace is not new. Employers have always used mentoring, job-shadowing and apprentices learning from experienced artisans. However, they do not always do it effectively. They do not necessarily harness the potential of their ageing workforce which are often highly motivated to teach and pass on knowledge.

It was agreed that it is most difficult for SMEs to organise intergenerational learning effectively. In Denmark, government-funded centres for small employers are located in each locality and provide specific advice to SMEs on learning and training, including on implementing intergenerational learning and harnessing the potential of older workers. Such centres could be created in all member states.

Overall, it was suggested that EU and national governments should support businesses and educational institutions to introduce and reaffirm intergenerational learning in the workplace; such as through raising awareness of the various ways in which this can be done in SMEs, helping businesses to identify existing skills levels and intergenerational training opportunities; and creating organisational processes and spaces (including considering how offices are designed and configured) so that an open exchange of knowledge and skills is enabled. These can be captured in age management plans which businesses need to be encouraged and supported to develop and implement.

8 Needs and Motivations for Learning: What are Governments doing to Match Older People’s Needs? (WS5) 24

Objective: Ensure that Government policies support the growth in numbers of older people involved in learning.

Question: How can public institutions know what older people want to learn and offer incentives to providers to meet these demands?

Workshop speakers and participants agreed there is not enough learning provision that is appropriate for and tailored to the needs of older people, and especially not in the 4th Age. Peter Jarvis suggests that we have to start already in middle-age to learn about what responsible ageing means and how to achieve it.

Provision addressing the learning needs of the workplace appears to be most developed. Governments are increasingly including learning for older workers in lifelong learning strategies and learning initiatives in active ageing strategies. In Slovakia, for example, the low levels of old age pensions means that older people have an incentive to stay in work beyond the retirement age and therefore have an incentive to reskill to ensure that their competences are relevant to the labour market. The Slovakian government has responded by including learning actions in the National Plan for Ageing. However, more can be done.

Learning offers meeting the following needs are less developed: literacy, volunteering, financial and planning for living with less, physical and health education. The following groups were identified as most in need of learning provision: those in isolated rural areas, men and migrants.

Ways to ensure that national governments develop learning responses that meet demand include:

- undertake studies mapping supply and demand of learning for older people;
- include older people (from diverse backgrounds) in consultations about future learning provision;

ensuring, through binding legislation, that lifelong learning strategies include actions for older people;
provide incentives to participate in learning such as vouchers, tax breaks and subsidies;
ensure collaboration and coordination between ministries (such as health and consumer affairs), departments and other actors, (for example by appointing an older people’s learning coordinator).

Delivering learning in community settings through engaging with a variety of partners has the greatest potential in meeting older people’s needs and reaching out to those who do not engage. This includes libraries, NGOs, community centres, jobcentres, open universities, parks, garden centres, swimming pools, sport centres and other “community venues”. Organisations delivering activities in these settings need to ensure that their activities are inclusive and suitable to older people and that they include older people in consultations to determine their future plans. Governments and local authorities need to provide support to such organisations and venues so that they can deliver learning of an appropriate quality. Governments should also provide support with self-organised learning.

9 Intergenerational Learning in Education and Training Settings (WS7)

**Objective:** To mainstream intergenerational learning in formal education and training. Consider and identify different forms of intergenerational learning into different education and training settings. Identify issues, barriers and possible solutions.

**Question:** How can cooperation between education institutions and organisations working with older people be encouraged to promote intergenerational learning?

Intergenerational learning in education and training settings is successful if it is not just an episode or single event, but creates a sustainable form of cooperation between generations and different groups in society. Intergenerational learning has a strong social dimension; it can relate to both intra-curricular and extra-curricular learning topics and take place in different educational environments, such as schools and universities, but also in alternative settings such as homes for the elderly. Older participants can come from all backgrounds; examples presented included retired people helping school children with literacy, older men (in some cases unemployed) volunteering as teaching assistants or “Granddads” in schools across Sweden and older employees of an automotive company teaching engineering or technology to university or college students. Conversely, younger university students could be the volunteers: for example teaching older people computing skills.

Intergenerational learning practices often report difficulties in the initial engagement of potential participants. These difficulties can be overcome if the content is well-designed and well-pitched (for example when content is developed in cooperation with participants).

**Targeted support for intergenerational learning in education and training settings is needed in terms of:**

- sustainable funding: should be available over a time period (multi-annual) and be sufficient to fund continuous engagements so that relationships are formed; specific funding for intergenerational learning in schools could be earmarked within education budgets;
- better recognition: through inclusion within the curriculum or through developing certified intergenerational learning courses. EU certification can be a possible approach to raise awareness. Work developing certification has started in five countries.

28 http://www.centreforip.org.uk/international/ecil
training and guidance: for teachers and others in education (and health and social care) to promote awareness but also to give those trained the competences and confidence to create intergenerational learning initiatives;

networks and learning opportunities: networking between different actors is a starting point to launch initiatives local authorities/municipalities can play an important role in creating such networks and in supporting them effectively.

10 Learning in Later Life for Inclusion, Well-being and Life Transitions (WS8)\textsuperscript{29}

Objective: To develop cooperation between local authorities, adult learning institutions and workplaces in order to enhance the well-being of older people throughout life transitions.

Question: How can the adult learning sector work with other sectors to support older people? What could be the role of digital technologies?

There are four major life transitions which affect the majority of older people: from work to retirement; from independence to dependence (potentially including from good health to physical and mental frailty and associated lack of mobility); from having a partner to being alone; and from caring for children to caring for other older dependent person. Learning can help older people plan and prepare for these transitions. The Irish Hospice Foundation\textsuperscript{30} has developed a learning offer, including formal qualifications, to equip professionals and older people themselves with competences around care planning, grief, loss and bereavement and communication.

Isolation and disengagement is a significant feature of old age in Europe. Learning and engagement activities are a way of improving inclusion and enhancing older people’s well-being. In Bavaria, the federal government has addressed the issue of inclusion through an intergenerational solidarity programme “Very Young, Very Old”\textsuperscript{31}. The aim is to reach out as many old and young people as possible so it operates through partnerships, mainly with church groups and community groups who act as promoters and disseminators of the learning. For a cost of €150,000 per year, it has resulted in delivering 200 projects per year across Bavaria. These projects have questioned stereotypes about old people and started a dialogue between generations.

Workshop participants agreed that there is a multitude of actors that do or have the potential to deliver learning for inclusion and transition, especially for the four out of five older people in Europe who do not participate in learning. These include: hospices, hospitals, other health providers, community groups, financial institutions (such as private banks), churches, senior citizen clubs and employers among others. The adult education sector should take a lead in collaborating with other actors to ensure that appropriate and suitable learning is actually reaching older people who need it.

11 Conclusions

11.1 Response to the draft memorandum introduced by Professor Stephen McNair

A panel representing the Commission, Cedefop and the European Universities Continuing Education Network (EUCEN) gave their reflections on and reactions to the draft memorandum presented by Professor McNair and comments from the floor. All of the panel highlighted that it was a shared responsibility of governments (at different levels) and for

\textsuperscript{29} http://ec.europa.eu/education/adult/doc/active-annex4_en.pdf

\textsuperscript{30} http://hospicefoundation.ie/education-training/

\textsuperscript{31} http://www.zukunftsm ministerium.bayern.de/generationen/projekte/index.php
different parts of government and civil society partners to cooperate and address the need for learning for older people and the value of intergenerational learning for society as a whole.

The Commission expects to facilitate cooperation and networking to increase the availability and quality of learning for older people in Member States and to promote lifelong learning strategies and collaboration between key partners which take account of the need for learning as a key component of active ageing. The Commission urges stakeholders to make full use of available European funding for active ageing, including both the Education and Training Programme and European Social Fund.

EUCEN expects different sectors of education to work more closely together as the case studies described at the conference have shown how each can contribute more to older people’s learning and to intergenerational learning. This is often about doing things differently so that older people can benefit whether it is opening up facilities to older people or using intergenerational learning. EUCEN also expects research to develop further the understanding of the economic benefits of learning for older people and for voluntary teachers working with older people or facilitating intergenerational learning to be better supported and recognised.

Cedefop expects to support understanding by employers and governments that older people are needed to make a valuable contribution to work and this is supported by continuing learning and training in all employers but especially SMEs where this is weak. This continues to need systemic change. The next generation of older people need to be better equipped for old age which employers can support through learning. Policy makers need to understand that the needs of older people are constantly evolving and require that likewise policies adapt and respond.

11.2  **Way forward in the context of the European Year for Active Ageing and Intergenerational Solidarity**

Mr Gyula Hegyi, a Member of the Cabinet for Employment, Social Affairs and Inclusion, highlighted the importance of the Conference’s themes for the European Year. Both he and Antonio Silva Mendes, the Director for Lifelong Learning policies and programmes at the European Commission, indicated that the Conference messages about the value of learning for active ageing for individuals, employers, civil society, and governments were clear.

All these players have responsibilities to create a virtuous circle of older people participating in learning as learners and tutors which will provide benefits in relation to their health and well-being which in turn will help economies and public spending as well as civil society. There is a challenge to make this happen more widely and the Commission has a responsibility to spread the message and understanding of the best means to achieve this virtuous circle.
Annex 1 Conference Agenda

19 November 2012
Facilitator: Mr Martin Watson, Senior Consultant & Lead Facilitator, Prospex

From 12.00  Registration and light lunch

14.00 – 14.30  Opening and welcome address
Mr Antonio Silva Mendes, Director, Lifelong Learning: policies and programme, DG Education and Culture, European Commission
Ms Androulla Vassiliou, Commissioner for Education, Culture, Multilingualism and Youth, European Commission

14.30 – 14.40  Introduction to the day
Mr Martin Watson, Prospex

14.40 – 15.10  Keynote speech
Prof. Andreas Kruse, Director, Institute of Gerontology, Heidelberg University

15.10 – 15.20  Response to keynote
Dr. Renate Heinisch, Co-President, Co-ordinating group European Year 2012, European Economic and Social Committee

15.20 – 15.30  Discussion

15.30 – 17.00  Panel discussion: Building and sustaining age-friendly Europe
Facilitator: Mr Martin Watson, Prospex
Panellists:
Ms Paola Testori-Coggi, Director-General for Health and Consumers, European Commission
Ms Lenia Samuel, Hors Class Adviser, DG Employment, Social Affairs and Inclusion, European Commission
Ms Vitalia Gaucaite Wittich, Chief, Population Unit, United Nations’ Economic Commission for Europe
Ms Anne-Sophie Parent, Secretary-General, AGE platform Europe
Mr Akihiro Nakajima, First Secretary, Mission of Japan to the European Union

17.00 – 17.10  Presentation of conference coffee chat corners
Mr Jim Soulsby, Coordinator, ForAge network
Ms Françoise Grudler-Mayolet, Coordinator, ENIL network

17.10 – 18.30  Opening of good practice exhibition
SenEmpower – Empowering seniors to take part in community life
PALADIN – Promoting active learning and ageing of disadvantaged seniors
B-PROF – Informal training recognition in welding
Mindwellness – Improving learning capacities and mental health of elder people
G&G – Grandparents and grandchildren enhancement
INTERGEN – Intergenerational knowledge exchange
Intergenerational ICT Skills
Consilium
W@ve2.0 – Meeting social needs of senior citizens through web 2.0 technologies
Seniors Tell about History
Nature for Care, Care for Nature
AMaP – Age management in practice: improving access to VET/CVET for older workers across Europe
SILVER – Stimulating ICT learning for active EU elders
CASE – Confidence of ageing workforce for competitiveness and success in enterprises
LIKE – Learning through innovative management concepts to ensure transfer of knowledge of elderly People

18.30 – 20.00  Buffet dinner
20 November 2012

Morning session:
09.00 – 10.30 Workshop
10.30 – 11.00 Coffee break
11.00 – 12.30 Workshop
12.30 – 14.00 Buffet lunch

Afternoon session:
14.00 – 15.30 Workshop
15.30 – 16.00 Coffee break
16.00 – 17.30 Workshop

Workshop 1
Sustaining employability through learning (part I.)
Facilitator: Ms Alexandra Dehmel, Expert, Area Enhanced Cooperation in VET and LLL, Cedefop & Mr Jasper Van Loo, Senior Expert, Area Research and Policy Analysis, Cedefop
Rapporteur: Ms Pirko Pyörälä, Policy Officer, Vocational Education; Leonardo da Vinci, DG Education and Culture, European Commission
Speakers:
Setting the scene: Dr. Wolfgang Müller, Director, Federal Employment Agency, Germany
Case studies: Prof. Tarja Tikkanen, University College Stord/Haugesund
Mr Chris Walsh, Director, Wise Owls Employment Agency

Workshop 2
Learning for healthy ageing and health promotion (interpretation)
Facilitator: Ms Maria Iglesia Gomez, Head of Unit, Innovation for Health and Consumers, DG Health and Consumers, European Commission
Rapporteur: Ms Veronika Remišová, Policy Officer, Adult Education; Grundtvig, DG Education and Culture, European Commission
Speakers:
Setting the scene: Prof. Stephan Van den Broucke, Faculty of Psychology and Educational Sciences, Catholic University of Leuven
Case studies: Ms Brigitta Lundberg, Director, Blekinge Centre of Competence
Ms Jaione Santos, Coordinator, Grundtvig project Keeping Fit in Later Life (KIFLI)

Workshop 3
Learning, including intergenerational learning, for active participation and volunteering
Facilitator: Mr Jumbo Klercq, CEO, Elephant Learning in Diversity
Rapporteur: Ms Rikka Vihriälä, Policy Officer, Adult Education; Grundtvig, DG Education and Culture, European Commission
Speakers:
Setting the scene: Ms Ellen Healey, Director, Social Programs Division, Human Resources and Skills Development Canada
Case studies: Ms Andrea Diaz Mattei, Coordinator, eScouts project, Dynamic Organisation Thinking
Dr Barry Hake, Lifelong Learning policy analyst, Eurolearn Consultants

Workshop 4
Intergenerational learning in the workplace
Facilitator: Ms Annalisa Colosimo, Project Manager, Grundtvig programme, EACEA & Mr Ramunas Kuncaitis, Head of Sector, Project Manager, Grundtvig programme, EACEA
Rapporteur: Ms Stephanie Charalambous, Consultant, ICF GHK
Speakers:
Setting the scene: Dr. Donald Ropes, Associate Director, Centre for Research in Intellectual Capital, Inholland University
Case studies: Prof. Leif Emil Hansen, Department of Psychology and Educational Studies, Roskilde University

**Afternoon session:**

**Workshop 5**

**Needs and motivations for learning: what are the governments doing to match these?**

*Facilitator*: Ms Gina Ebner, Secretary-General, EAEA  
*Rapporteur*: Ms Martina Ni Cheallaigh, Policy Officer, Adult Education; Grundtvig, DG Education and Culture, European Commission  
*Speakers*:  
Setting the scene: Prof. Peter Jarvis, Continuing Education, University of Surrey  
Case studies: Ms Maria Čierna, Second Secretary, Employment and Social Policy, Permanent Representation of the Slovak Republic to the EU

**Workshop 6**

**Sustaining employability through learning (part II.)**

*Facilitator*: Ms Alexandra Dehmel, Expert, Area Enhanced Cooperation in VET and LLL, Cedefop & Mr Jasper Van Loo, Senior Expert, Area Research and Policy Analysis, Cedefop  
*Rapporteur*: Ms Kasia Jurczak, Policy Analyst, Active Ageing, Pensions, Healthcare, Social Services, DG Employment, Social Affairs and Inclusion, European Commission  
*Speakers*:  
Setting the scene: Ms Lyn Barham, Senior Fellow, National Institute for Career Education and Counselling  
Case studies: Mr Gregory Makrides, Coordinator, Career EUShop, Grundtvig project

**Workshop 7**

**Intergenerational learning in education and training settings (interpretation)**

*Facilitator*: Dr. Dusana Findeisen, President, Slovenian Third Age University  
*Rapporteur*: Ms Susanne Conze, Policy Officer, School Education; Comenius, DG Education and Culture, European Commission  
*Speakers*:  
Setting the scene: Dr. Trudy Corrigan, Coordinator, Intergenerational Learning Centre, City University of Dublin  
Case studies: Dr. Ann-Kristin Boström, Research Fellow, School of Education and Communication, Jönköping University  
Ms Carole Gadet, Responsible for Intergenerational Projects, Ministry of Education; Pedagogic Coordinator, Association Ensemble Demain

**Workshop 8**

**Learning in later life for inclusion, well-being and life transitions**

*Facilitator*: Mr Jim Soulsby, Coordinator, ForAge network  
*Rapporteur*: Ms Stephanie Charalambous, Consultant, ICF GHK  
*Speakers*:  
Setting the scene: Ms Orla Keegan, Head of Education, Research and Bereavement Services, Irish Hospice Foundation  
Case studies: Ms Susanne Heimerl, Ms Anja Thalmaier & Dr. Andreas Klass, Bavarian State Ministry of Labour and Social Affairs, Family and Women
21 November 2012
Facilitator: Mr Martin Watson, Senior Consultant and Lead Facilitator, Prospex

09.00 – 09.10  Introduction to the day
Mr Martin Watson, Prospex

09.10 – 09.25  Keynote Address: Rethinking Education for the 21st century from an active ageing perspective
Mr Xavier Prats-Monné, Deputy Director-General, DG Education and Culture, European Commission

09.25 – 09.45  Discussion

09.45 – 10.45  Panel: Adapt to change – a case for learning in later life
Facilitator: Mr Martin Watson, Prospex
Panellists:
Prof. Maureen Siu Ling Tam, Elderly Education, Hong Kong Institute of Education
Ms Bernadette Brady, Chief Executive Officer, AONTAS
Mr Ralf Thomas, Head of Volunteering, Volkswagen
Mr Dirk Tieleman, retired journalist and TV producer

10.45 – 11.15  Coffee

11.15 – 11.45  Keynote Address presenting the conference memorandum
Prof. Stephen McNair, Director, Centre for Research into the Older Workforce, NIACE

11.45 – 12.30  Response to the memorandum
Ms Dana Bachmann, Head of Unit, Adult Education; Grundtvig, DG Education and Culture, European Commission
Ms Andrea Waxenegger, President, EUCEN
Mr Christian Lettmayr, Acting Director, Cedefop

12.30 – 13.15  Achievements of the European Year 2012 and the way forward
Facilitator: Mr Antonio Silva Mendes, Director, Lifelong Learning: policies and programme, DG Education and Culture, European Commission
Mr Gyula Hegyi, Member of Cabinet, Employment, Social Affairs and Inclusion, European Commission
Irish Presidency
13.15 – 14.30  Light lunch and departure
Annex 2 Conference Memorandum

Professor Stephen McNair summarised the key messages from the conference workshops as follows:

1. Learning for older people has a critical role to play in the achievement of a wide range of social and economic objectives, including extending and improving working life, reducing dependency costs and improving health and well-being. Governments should therefore write into their policies a broader vision of lifelong learning, which fosters common understanding across ministries and sectors, is inclusive of people beyond working age and enables and encourages flexible forms of non-formal learning, as well as informal and formal ones. The EU should support lifelong learning which is truly lifelong, including through its funding programmes.

2. Often an “educational” intervention can be a very cost-effective way of achieving these social and economic objectives. Structures may already be in place – NGOs, libraries, health services, community centres, religious organisations, workplaces, families, associations and clubs, sport venues etc., and often they can be very effective at reaching hard-to-reach target groups. However, many people and agencies do not see these activities as “learning”, and the expertise is not formally recognised or accredited. Addressing the needs effectively calls for more collaborative working between agencies and services. It is critical that this is done at local level, but often it will need support, encouragement and stimulation from national level, for instance through the promotion of positive role models and learning ambassadors.

3. Older people represent an under used resource for society. Through intergenerational learning they can contribute to the learning of younger people, and they can in turn learn from younger people, providing a cost-effective “virtuous circle”. Through self-organising learning groups they can also play a major role in providing learning opportunities for other older people.

4. Although age brings changes in capacities and aspirations, the timing of these changes varies greatly between individuals, and there is no simple point at which people become "old". Individuals differ greatly in what they can and want to achieve, and stereotypes of ageing are damaging to older people, and reduce their capacity to contribute to society and to live satisfying lives. Policies need to recognise that life stages can be more important than chronological age, and to recognise individual diversity, the changing nature of the life course, and the contribution which older people can make through employment, self-employment and voluntary work. They also need to recognise that different countries and ethnic and cultural groups have different expectations of age and retirement.

5. All older people have a right to be consulted and engaged in the development of their own learning. Often they know best what, where and how, they need to learn. Self-organised approaches to learning are powerful and economical ways of providing opportunities to do so. However, many of those with serious and urgent needs do not recognise them, and professionals are also needed to develop outreach strategies, and learning opportunities which will attract and engage them.

6. If learning is to meet the needs and aspirations of older people, intermediary structures are needed, to bring together the diverse range of agencies (local authorities, adult learning institutions, health and social care agencies, and NGOs) to identify and meet needs and to facilitate learning. This may, but does not necessarily, involve providing courses, since many needs can be met by other means, or through support for self-organised activities. However, resources will often be required to build capacity and for functions like securing accommodation and teaching resources, and to develop the teaching and facilitation skills of agencies and individuals.
7. A key role for intermediary agencies is to review the adequacy of learning opportunities available to older people at local and regional level, to share and develop good practice and to devise strategies for addressing gaps and weaknesses. Reviews of this kind could usefully build on previous work which has developed frameworks and models of key competences or learning needs.

8. In an ageing and shrinking labour market, making better use of older workers is a matter of competitiveness, not charity. However, work is required to convince employers of the business case for retaining older workers longer; of the value of investing in their training and of the potential of intergenerational learning in the workplace. This also needs to extend to intermediaries who support HR in SMEs. Older workers are less likely to be trained than younger ones, although the payback time for investment in training can be substantial, given the lower mobility, and greater loyalty of older workers. Employers should especially recognise the potential of older workers as “trainers” and mentors, using their experience and knowledge to support the learning of younger colleagues, by formal and informal means. Employers should be encouraged to develop lifelong age management strategies, which include training for, and by, older workers as a central element.

9. After the age of 50, unemployment often becomes permanent. This is a major policy concern, since it represents a loss of productivity and experience to the economy, a cost to the state and a risk to the mental health of individuals. Although training and qualification programmes can increase the opportunity for people to return to work, preventative strategies, involving training of those in work but potentially at risk of unemployment, are more cost-effective.

10. Career guidance and counselling is often seen as something only for young people, yet it can play an important role in enabling older people to continue to make a productive contribution to the economy, and to the voluntary workforce. Ideally, people should have opportunities to review their career aspirations and options throughout life, but this is particularly important in mid and later working life (perhaps around the age of 50), when they begin to make decisions about the timing of retirement, about changing job or work arrangements, and about aspirations and opportunities in retirement. Better informed decisions at this stage will often produce better outcomes for the individual, the employer and the economy.

11. Much is known about good ways of supporting and delivering learning to, for and with older people, through local and national programmes and individual projects, including projects funded by the Commission. However, this knowledge is not widely shared among the agencies who might benefit from it. In addition, the experience of work with those who do participate is not necessarily a reliable indicator of the needs of the majority who do not see themselves as “learners”. Distillation, dissemination and critique of good practice should be a priority for future development.