

## EAEA RECOMMENDATION FOR ACTIVE AGEING THROUGH ADULT LEARNING

- a. To secure access to high quality learning for older persons, we need**
  - awareness raising campaigns about the benefits of learning at an older age
  - clear, concise and understandable information on learning aimed at older persons
  - guidance services for older learners
  
- b. To promote Intergenerational learning, we need**
  - best practice identification and exchange in order to create models for adaptation
  - awareness raising campaigns demonstrating the benefits of intergenerational learning
  - models for intergenerational learning within the curricula
  - funding and legal frameworks
  
- c. To support the learning of older workers, we need**
  - to develop innovative work practices and learning measures
  - to listen to the voices and support the initiatives of older workers themselves
  - to involve social partners in order to plan learning and employment strategies for older workers in an integrated manner
  - accessible lifelong learning opportunities up until retirement
  - improved flexibility as well as systematic organisation and provision of training (e.g. sabbaticals)
  - mentoring schemes for sharing skills, competences and know-how between generations
  - to recognise and document older workers' core competences
  
- d. To promote the health and wellbeing of older persons through learning, we need**
  - proactive health policies focusing on adult learning
  - awareness raising of the benefits of learning in care settings
  - to extend and enhance learning opportunities for older people care settings
  - to enhance the skills of the tutors and adult educators working with older people in care settings
  
- e. To bridge the digital gap, we need**
  - older persons to be proactively targeted within ICT strategies and policies
  - to tailor IT equipment, curricula and training methods to the needs of and be in line with the life interests of the senior learner.
  - transfer of good practice examples in intergenerational learning involving ICT skills

## To make the lifelong learning needs of older learners a priority,

### a. EAEA recommends adult education providers to

- look at the barriers to learning opportunities for older learners
- develop outreach activities for older people and partnerships, including the (potential) learners themselves
- listen to, involve and facilitate older learners' voices when planning, designing, offering and evaluating learning processes of adult education
- value the wisdom of older people and draw upon during the learning process
- create a learning environment that is safe and supportive, confidence is nurtured, praise and encouragement given and a group learning approach is taken
- design appropriate learning offers, which are accessible in terms of venue, cost, timing and duration as well as relevant to their day-to-day lives.
- provide clear, concise and understandable information, guidance and counseling services for older learners
- recognize different experiences of people, different learning styles and the different levels and types of progress in learning process.
- consider a mixture of targeted learning groups, both heterogeneous and homogenous groups
- improve, adapt and widen informal adult learning for older people in care settings
- invest in the competences and skills of trainers working with older adults
- raise the awareness and positive attitude of adult educators for working with older learners

### b. EAEA recommends national governments to

- implement national strategies for the elderly with a strong focus on adult learning
- ensure that older people (in particular those from a disadvantaged background) have access to financial and economic learning resources, as well as structural support
- consult and involve older people in policy development
- work with social partners and civil society to deliver effective services for older people
- establish partnerships with care homes, learning providers and health institutions
- initiate national awareness campaigns for the benefits of learning
- collect more participation data beyond the age of 64 and extend EUROSTAT surveys to at least 70

### c. EAEA recommends companies to

- invest in, provide and encourage learning for everyone across the age groups (through training measures, coaching and guidance for older staff)
- encourage older employees to act as mentors to younger staff and also to contribute to the company's corporate training schemes to pass on knowledge

### d. EAEA recommends social partners to

- establish partnerships and cooperation with adult education providers
- extend and transfer learning models in which the social partners play active roles (e.g. shop stewards as learning counselors) with a particular focus on older workers

### e. EAEA recommends the EU to

- require institutions on the European level to consider and promote active aging strategies
- put an emphasis on older learners in the next Lifelong Learning Programme
- promote and support the mobility action on 'senior volunteering'
- promote awareness raising campaigns on the benefits of learning at an older age across Europe
- promote learning of older people through the provision of grants and funding schemes
- include concrete objectives and the monitoring of the participation of older learners within the framework of the renewed European Agenda