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