



***‘Promoting pathways to learning through
senior learning’***

Rob Mark, University of Strathclyde

**Glasgow- 2020- A Global Vision
The EcCoWell Approach**

University of Glasgow 5 December 2013

The World is Ageing

“Between 2000 and 2050, the proportion of the world's population over 60 years will double from about 11% to 22%. The absolute number of people aged 60 years and over is expected to increase from 605 million to 2 billion over the same period.”
World Health Organisation.

- global population ageing is not only one of humanity's greatest triumphs but simultaneously it is one of our greatest challenges
Active Ageing – a Policy Framework.

Global Challenges

The 21st century phenomenon of the ageing population places increased economic and social demands on countries worldwide. Local government, educational institutions, health systems, employers, the work place, tourism, enterprise development, transport services, social welfare benefits – all will have to adapt to this change in population structure.

need to increase the numbers of healthy, well-educated older adults with accumulated life experiences and skill sets, seeking a 'life with purpose' .



‘Ancora Imparo’

‘I’m still Learning.’

Michelangelo

*Aged 87, 16th Century Italian Architect,
Sculptor, Painter & Poet.*



Europe is Ageing

Increasing numbers of older people provides new challenges for active ageing, essential to meet demographic challenges



Learning in Later Life Programme





Learning in Later Life Programme



All our Future Planning for a Scotland with an Ageing Population (2007).

By 2031 the numbers aged 50+ is projected to rise by 28% and those 75+ by 75% by 2031

Ageing is a gender issues- as ageing increases so does the proportion of women in each age band.

priorities to improve health and well-being

Improve participation in learning both vocational and for personal development

Enable older people as workers and as volunteers

Tackle ageism if potential of old people is to be maximised

Scottish Government -Riaghaltas na h-Alba (2007) 'All Our Futures: Planning for a Scotland with an Ageing Population'

<http://www.scotland.gov.uk/Topics/People/Equality/18501/Experience>

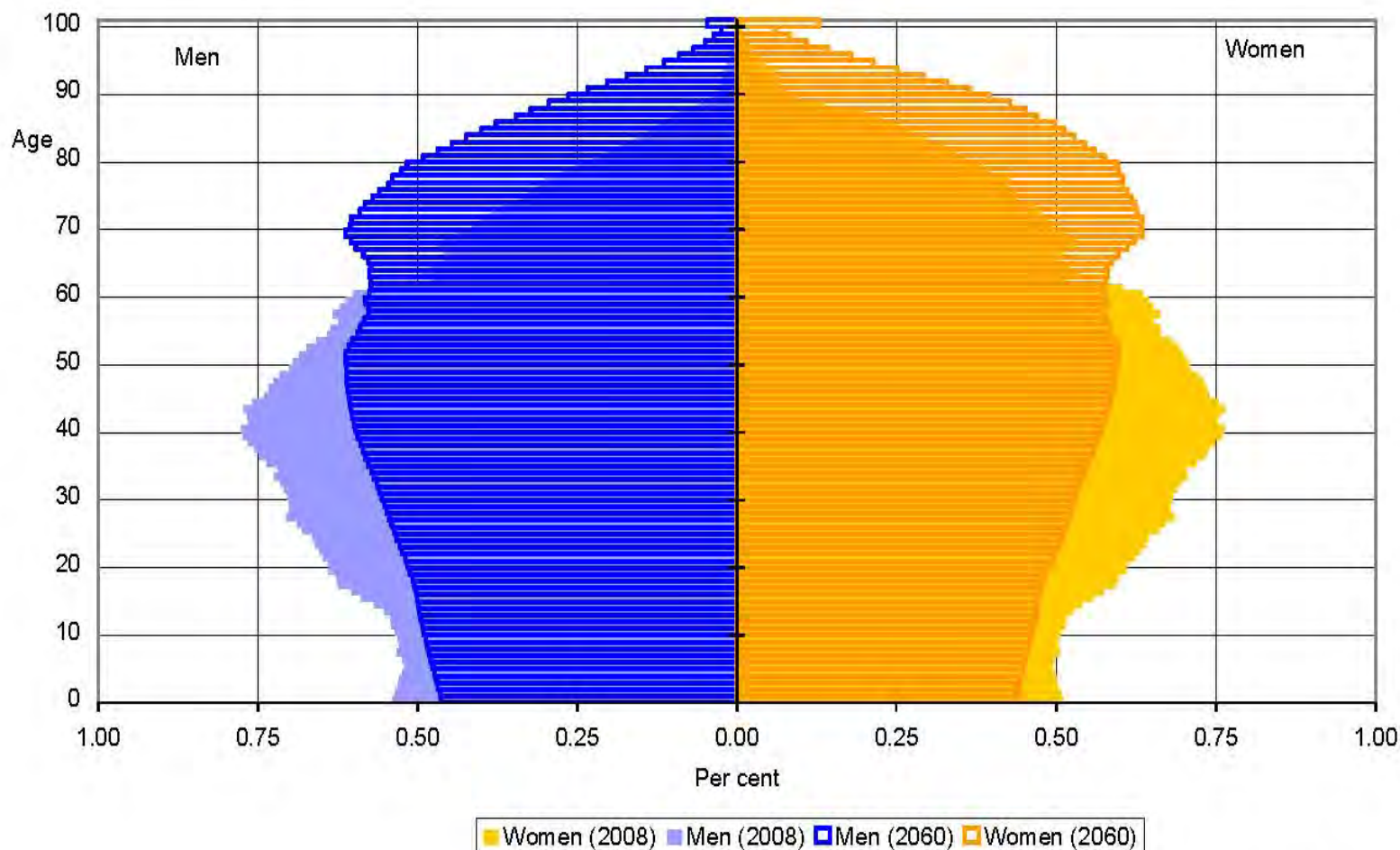


The European Context



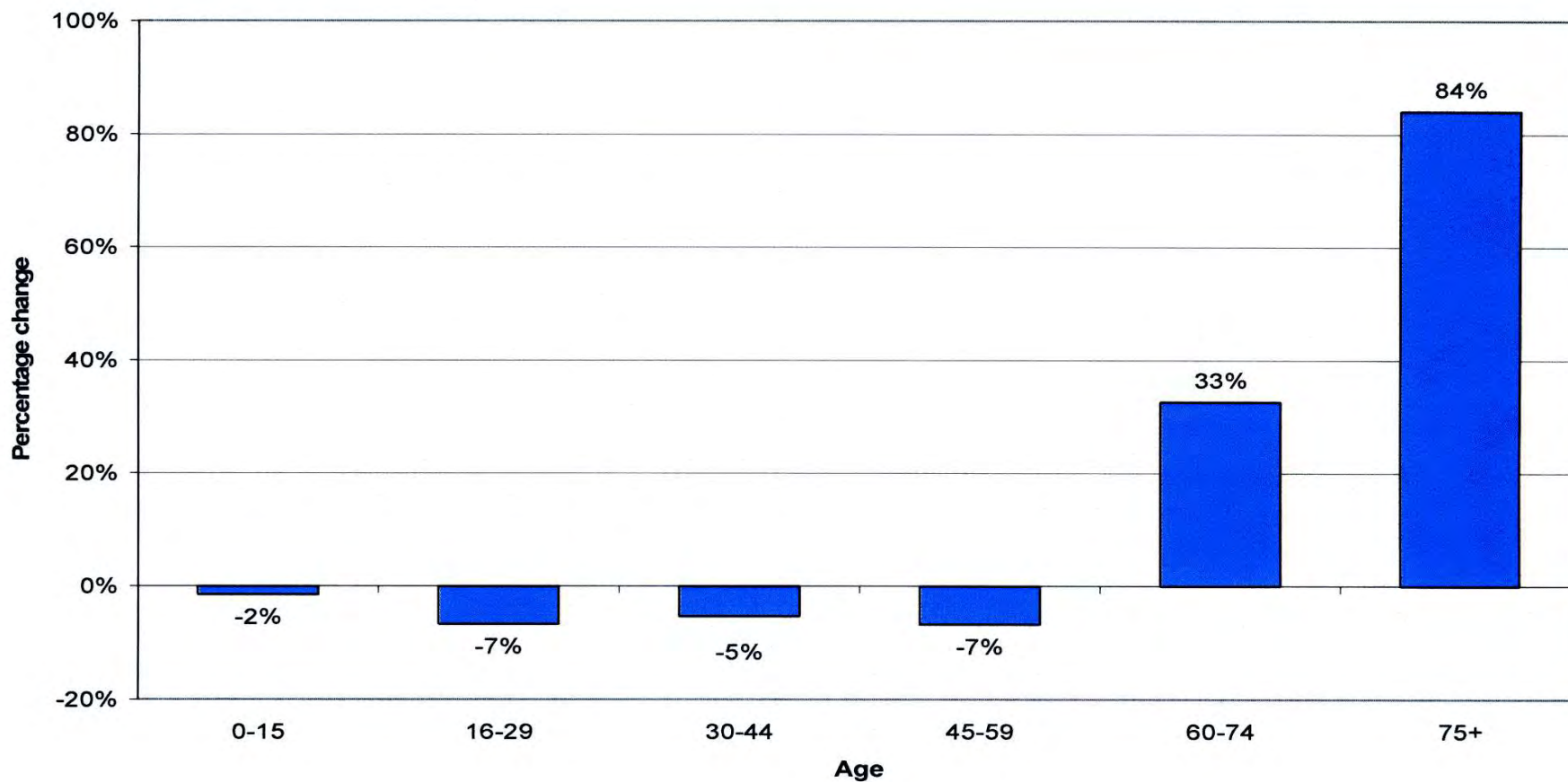


EU's Changing Demographic profile





The projected percentage change in age structure of Scotland's population, 2008-2033



EU Policy on Adult learning: It is never too late to learn (2006)

- Investing in in the ageing population
- “active ageing” policies addressing life both before and after retiring from formal work
- ensure a longer working life, there is a need for up-skilling and increasing lifelong learning opportunities for older workers supported by government, professional bodies and sectors.
- mid career education.
- expansion of learning for retired people is needed (including increasing participation of mature students in higher education),



Facts about the ageing population in Europe

Employees/workers (aged 55 to 64) will rise from 15% in 2010 to 23% in 2060 (EC, 2012, p. 83). Increase of older workers in the labour force by around 50%

Only 3.6% of older people aged 55-74 participate in education and training compared to 10.4% of adults aged 25 to 54 (Labour Force survey).

Between 2010 and 2030 the number of people over 80 will rise by 57.1%- or 12.6 million more people over 80 with implications for health and care services.

Role for Universities

- European Commission invited universities to “be more open to providing courses for students at a later stage of their life cycle”. Such provisions will have a vital role in keeping, retired people in touch with their social environment. ”
- education systems not yet to addressing needs of citizens, who have enormous potential in terms of what they can contribute
- the growing numbers of retired people in Europe should be regarded as a potential source of educators and trainers for adult learning. (intergenerational learning?)

What can universities do?

Universities can embrace opportunities to address the needs of a growing cohort of older learners (50 years + age group) to include:

- Generating additional income streams
- Creating international collaborations
- Enhancing institutional reputation
- Designing and offering new forms of education and service to the local, national and international community



Principles for Age Friendly Universities: Arizona, Dublin City & Strathclyde



Age Friendly Principles (2013)

1. To encourage the participation of older adults in all the **core activities** of the university, including educational and research programmes.
2. To promote personal and career development in the second half of life and to support those who wish to pursue “**second careers**”.
3. To recognise the **range of educational needs** of older adults (from those who were early school-leavers through to those who wish to pursue Master’s or PhD qualifications).
4. To promote **intergenerational learning** to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to **online educational opportunities** for older adults to ensure a diversity of routes to participation.

Age Friendly Principles (2)

1. To ensure that the university's **research agenda** is informed by the needs of an ageing society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
2. To increase the understanding of students of the **longevity dividend** and the increasing complexity and richness that ageing brings to our society.
3. To enhance access for older adults to the university's range of **health and wellness** programmes and its **arts and cultural activities**.
4. To engage actively with the university's own **retired community**.
5. To ensure regular **dialogue** with organisations representing the interests of the ageing population.

Benefits of Learning : Learning & Wellbeing Trajectories Among Older Adults in England (2012)

- Informal learning can contribute to the individuals overall well-being
- informal learning consisting of participation in education, music and arts groups and evening classes as well as participation in sports clubs, gym and exercise classes
- obtaining qualifications linked to wellbeing
- Men e found to be less likely to engage in formal and informal learning activities
- learning participation may have a useful role to play as a contributor to the wellbeing of older adults

Benefits of Learning (England 2012)

English Longitudinal Study of Ageing (ELSA) - adults aged 50 to 69 years living in private households in England.

Details about the research can be found in the report Learning and Well-being Trajectories Among Older Adults in England. Research Paper 92. November 2012.

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/12-1242-learning-and-wellbeing-trajectories-among-older-adults.pdf>

Engaging Older Men in Learning

- Examines early withdrawal of predominantly working-class men from paid work; concerns about men's functional literacies & health and wellbeing
- Findings from 9 countries illustrated with case studies.
- presents evidence and builds a case for breaking intergenerational cycles of aversion to learning for some men in some communities.
- **Men Learning Through Life** Barry Golding, Rob Mark & Annette Foley
NIACE 978-1-86201-828-0 February 2014

DIALOGUE Project

- European-funded project to promote links between academic research on lifelong learning and teaching practice
- Developing an understanding of the importance of research-informed teaching and learning
- role which networks can play in knowledge exchange and promoting synergies between research and practice
- share ideas and examples of good practices from different regions of Europe
- bridges between research and practice in university lifelong learning
- Involvement older adults in researching participation in learning
- *EU Grundtvig Project: bridging the gap between academic research on University Lifelong Learning (ULLL) & practice*

Older Adults Researching Learning

<http://dialogue.eucen.eu/symposium>

<http://www.youtube.com/watch?v=9KvuD5jfPMA>

Case Study: ***Centre for Lifelong Learning, University of Strathclyde, Scotland***

Senior Studies Institute, University of Strathclyde was established in 1991 as a Centre of Excellence for Lifelong Learning for people Over 50.

Re-named Learning in Later Life Programme



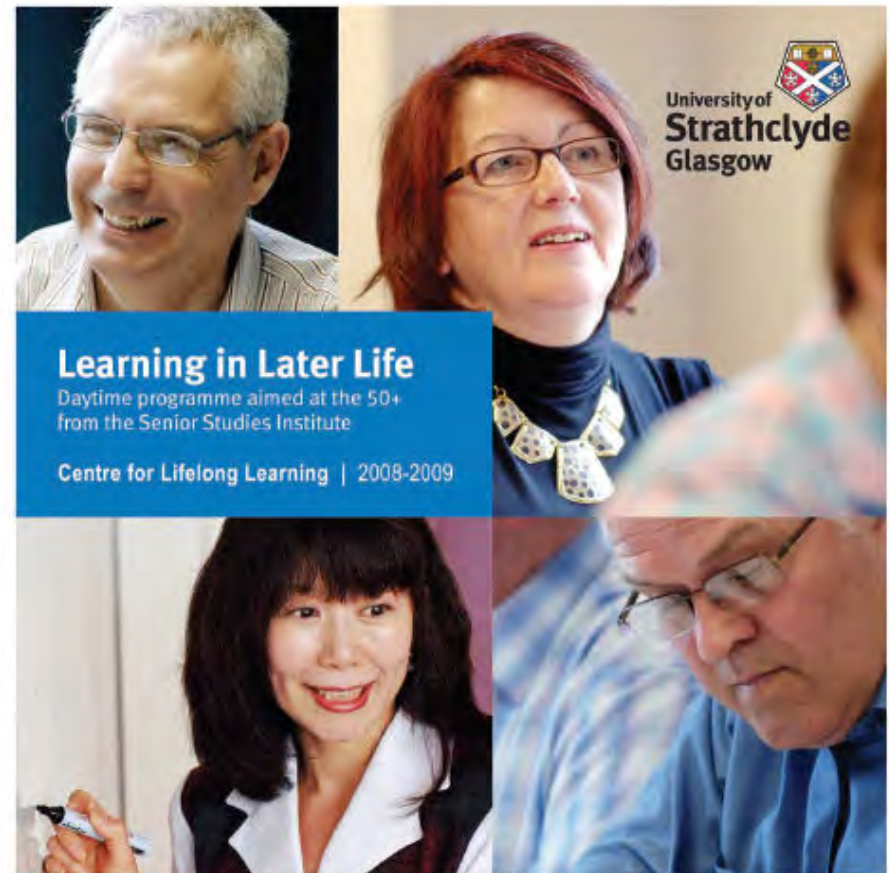
Learning in Later Life Programme





Learning in Later Life

- Around 3,000 students per year
- 4,000 student registrations
- 250+ classes
- Students aged from late forties-early nineties
- 70% female
- Students Association with around 1,000 members.
- 16 Student led clubs





Widening Access

Providing opportunities within the wider community, working collaboratively with social partners in engaging learners from less represented communities of place and interest.

Funding for projects comes from a variety of sources:

- Local Council
- Scottish Government
- Socrates – Grundtvig/Leonardo
- ESF/Equal
- Local Development Partnerships



Useful Learning Opportunities

Volunteering: opportunities for people over 50 to use their learning and life skills in a range of socially valuable contexts.



Opportunities include:

- University Tour Guides
- Computer Buddies
- Spinal Injury Network
- 3L's Students Association



Centre for Lifelong Learning

The Genealogical Studies Postgraduate Programme



Some of our MSc and PgDip graduates in 2010

Dr Bruce Durie

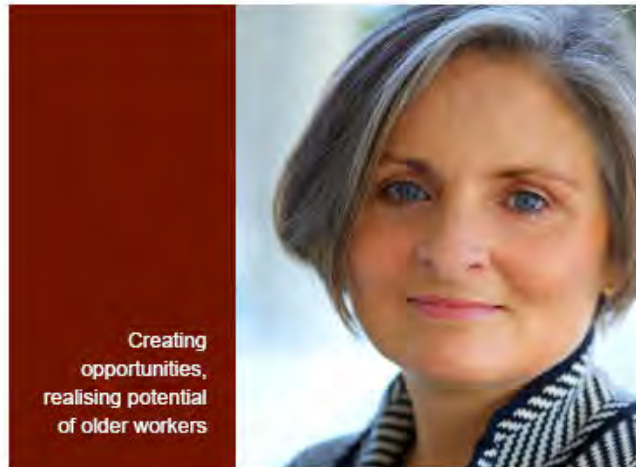
Genealogical Studies
Centre for Lifelong Learning

University of Strathclyde
Glasgow G1 1QE
Scotland

www.strath.ac.uk/genealogy



50+ Employability



Senior Studies Institute

50+ Employability

- Leading provider of consultancy, training and support for older workers and businesses in Scotland.
- Dissemination of the human resource value of the older population.
- Research into the issues of later life through project activity.

5 Key objectives

The key objectives are to assist older people in work or looking for work to:

1. Re-engage with learning
2. Update their existing skills and develop new skills
3. Assess current work ability and explore work potential
4. Enhance their future employability
5. Consider working longer and/or postpone retirement



Realising Your Potential

- Ever wondered if you have hidden skills or talents?
- Always wanted to try something new?
- Like the opportunity to discover your potential?

The 50+ Employability team can help!

Many people have unfulfilled potential and are keen to make life-changes by developing their skills and trying something new. The *'Realising Your Potential'* programme will allow you to reflect on past experiences and take time to help you explore new areas of interest.

To benefit from this, you must be:

- **Aged 50 or over**
- **Living in Glasgow**
- **Claiming Incapacity Benefit**

Attendance on this programme is **FREE** and **will not** affect your Incapacity Benefit.

To find out more and register your interest please contact
Lynda Scott on 0141 548 4974
or e-mail lynda.scott@strath.ac.uk



Realising Your Potential Project

- Target group 45 older adults aged 50+ living in Glasgow receiving Incapacity Benefit
- Aim to engage individuals furthest removed from the labour market
- Programme advertised as a learning programme not a back to work programme
- Mixture of tutor led sessions, individual advice and guidance, peer group support

Key issues for employers

- People are living longer and are healthier in later life. Extra 30 years life span over the last century.
- Birth rate is very low, meaning fewer younger workers.
- More older workers available than younger ones by 2016.
- Older workers will stay (or be forced to stay) in the labour market longer.
- What are the implications on staff demographic?

Strathclyde Learning in Later Life Student's Association

- 800 members;
- informal learning and social events;
- Conferences;
- Voluntary activities - schools; hospitals; inter-generational learning;
- Health and well-being;
- <http://3ls.tripod.com>



Learning in Later Life Students' Association

Need for continuing friendships formed in classes

Nineteen 3Ls Clubs:

Architecture & Design; Art; Drama; Computer; Current Affairs;
Debating; Bridge; French ;French Book Club;Genealogy; German
Italian; Music Appreciation; Spanish; Theatre;
Traditional Music: Tuesday ;Urban Walking

‘Tell’s more News’

3ls.tripod.com

CONCLUSIONS

- Attitudes to ageing are becoming more positive
- Developing policy context on ageing
- Wellness and work are major theme
- Lifelong Learning has a major role to play in promoting positive ageing.

www.strath.ac.uk/cll

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*‘You can never be too old
to set another goal or
dream another dream.’*

CS Lewis

Novelist - *Chronicles of Narnia*
poet, academic and theologian

Questions

- What should our vision for healthy ageing be for the future?
- How can universities contribute to healthy ageing and inclusive societies through
 1. Teaching ?
 2. Research?
 3. Community engagement ?