



Why later life learning is important?

Why do we need MATURE?



- In 2010 the population of the 27 European member states was
331,000,000
- In 2020 it is estimated to be
340,100,000
- By 2050 it is estimated to be
346,800,000



- In 2010 of the European member states population
18.3% was aged 65 or over
- In 2010 it is estimated that there will be
21.1% aged 65 or over
- By 2050 this percentage is estimated to be
29.6% aged 65 or over.



- So!
- In 2010 the number of people within the EU aged 65 or over was
60,570,000
- By 2020 the number of people aged 65 or over is estimated to be
71,760,000
- And by 2050?
102,650,000



- And how many of those 6057,300 people aged 65 or over were engaged in learning activities in 2010?
- We do not know?
- The Commission has traditionally only collected participation data up to age 64!



- But engagement in learning activities has health, social and economic benefits.
- The evidence tells us this.
- Older learners' stories and testimonies confirm this and some European policies further enhance the arguments for more, better and different later life learning opportunities.



- What statistics do we have?
- In 2009 less than 5% of adults in the 27 EU states aged between 55 and 64 had participated in education and training during the 4 weeks prior to be surveyed. [Eurostat]
- In 2012 4.5% of adults in the 27 EU states aged between 55 & 64 and 4.5% of those aged between 50 & 74 had participated in education and training during the last 4 weeks. [Eurostat]



- So –
- Participation in education and learning decreases with age. [Eurostat and NIACE]
- A guestimate is that less than 4% of adults in Europe aged 65 and over are engaged in education and training. **Only 1 in every 25.**
- In 2012 that represents 2,422,800 people aged 65 or over!



- Which means approximately 58,000,000 are not engaged in education and learning.
- 24 out every 25 people aged 65 or over within the 27 European member states is NOT engaged in education, training or learning.



- We know a lot about the 4% of people aged 65 or over who are current or recent learners.
- We have their testimonies to the value of their experiences.
- We have research evidence of the wider health, social and economic benefits of that learning.



- Just because we know what 4% wants does not mean to say that we know what the other 96% want or need.
- That is where MATURE is important.
- We wish to reach some of that 96%, not by building on the stories and research evidence of the 4% but considering the reasons why older adults come into education.



- Europe is festooned with projects aiming to reach ‘non’ older learners – with varying degrees of success. Those initiatives have not been effectively analysed – but the ForAge network hopes to make that task easier.
- www.foragenetwork.eu



- Few initiatives focus on the teacher or the trainer.
- MATURE does.
- But MATURE recognises that the teacher/trainer is not the most important agency/individual on that older person's learning journey and adventure.



- How do those 96% of people aged 65 or over reach us?
- Through intermediaries?
 - Family
 - Health professionals
 - Friends, colleagues and neighbours
 - Information, help, advice and guidance agencies
 - Role models.



So: -

- How can learning providers collaborate with intermediaries and vice versa?



- In today's world of financial constraints and austerity and where the evidence of over 10 years of Grundtvig funding have revealed a wide range of agencies – not just main stream education providers attempting to work with potential older learners it is obvious that any approaches **MUST** be collaborative.



Therefore: -

- What areas of teaching and learning practice *and* intermediary practice might be influenced by cooperative work?