

***Later-Life Learning for All***

***The MATURE Advice Booklet***

***July 2014***

**What is MATURE?**

*The MATURE project*(October 2012 – September 2014) is about Making Adult Teaching Useful, Relevant and Engaging - <http://matureproject.eu/>

Funded through the European Union Lifelong Learning Programme (Grundtvig), MATURE is a multi-lateral project with partners from: Austria, Germany, Greece, Poland, Portugal, Slovenia, Switzerland and the UK.

MATURE partners have built on significant previous work and experience to consider how best to engage disadvantaged older adults in learning groups. Aware that participation in learning declines with age, and marginalisation increases under the impact of disadvantage, MATURE partners set out to raise awareness of different approaches to finding and engaging older people who do not normally take part.

At the heart of MATURE is the acknowledgement of the role played in learning by ***all*** agencies with connections to older people. Making learning providers aware that the most relevant practice arises from collaborative work is a feature of the MATURE training programmes. Making other agencies aware of their potential in improving well-being through learning is an aspiration of this booklet.

**What are MATURE’s main messages?**

***About later-life learning***:

Learning has a positive impact on the well-being of older people – it helps them to participate in social life and to overcome age-related barriers. Learning encourages inclusion. Long-term independence is reliant upon older adults’ continued ability to learn.

***About joining a learning group***:

Being part of a learning group can have a vital and immediate impact on the lives of older people and will underpin efforts by others to empower.

***About disadvantage in later-life***:

Age-related disadvantage might be defined as an accumulation of set-backs caused by a succession of events with which the individual is ill-equipped to cope. The individual’s ability to function effectively and successfully is seriously undermined and, in extreme circumstance, independence is lost.

***About working together***:

Resources to address later-life issues come from within the individual and from agencies that can offer support and strategies for successful interventions. Given the range of interventions possible, a joined-up approach between the individual and a number of different agencies is the most likely route to a successful outcome.

**So who is the booklet for?**

The MATURE partnership believes that adult educators need to recognise and work with agencies and community organisations better placed to reach and gain the trust and confidence of older people than learning providers. These agencies and organisations we have called ‘intermediaries’ as they have the responsibility for signposting marginalised older people towards services which can help empower and enable them to solve their own issues. Many of these ‘intermediaries’ remain unaware of the potential of learning as a tool to solve problems.

**Are you an intermediary?**

You might be a social worker, a health worker, a journalist, a government official; you might work in an employment centre, in a resident´s association, a trade union, a school, or a housing association; or you might be in a voluntary or community organisation, a faith group, a cultural organisation, a theatre group, a women´s or parents group; or you might work for an advice or help line or a charity. You may simply just be interested in older people. You may even be thinking about the older members of your own family!

* Do you know older people who experience barriers to participation in learning as the result of their cultural background or the attitudes, prejudices and stereotyping of others?
* Do you know older people with health problems who need support from other people?
* Are you interested in older people, do you work with older people, do you have elderly family members or friends?
* Are you faced with the disadvantage experienced by older people and have you already thought how to support them better, how to overcome barriers, or how to their better inclusion in the world about them?

If the answer is yes, then you have certainly already thought about what older people need to be able to do to age well and to live independently. Learning is a key factor in that process.

**Who are ‘older people’?**

For the purposes of this booklet an older person is usually 50 years of age or over. Research into age-related discrimination in various areas of life indicates that 50 is a significant age. Older people carry many labels – seniors, elderly people, the elderly, the silver or grey economy, or the demographic time bomb. These labels are not always helpful and lend themselves to stereotyping. MATURE suggests that rather than have society label older people we use learning to help ‘older people’ better determine their own identity.

**Why do we need a MATURE advice booklet?**

* To raise awareness among organisations other than learning providers of the potential of learning as a force for good in the lives of older people and, in particular, in the lives of those labouring under disadvantage.

‘*Adult Learning: It is Never Too Late to Learn’,* the European Commission communication on adult learning, calls for “action to reduce poverty and social exclusion through the promotion of adult learning to improve skills and personal autonomy”.

The MATURE project partnership recognises that actions to overcome social exclusion and the reduction of poverty through learning must recognise the key (age) related factors which lessen the likelihood of relevant learning occurring.

These include: -

* Health – deteriorations and changes which can be age-related but are more likely to be linked to lifestyle, poverty and social exclusion.
* Dependency – due to social exclusion, low levels of employment (in terms of duration and quality) and reliance on family or state for survival.
* Attitude – developed over a life course of being on the margins of society. Also age-related ‘myths’ created and believed by society and the media which might apply to previous cohorts and generations of ‘older’ people but should not apply today. “I am too old to learn anything new!”
* Cultural difference – significant passages of populations into and across Europe have resulted in dispossessed and displaced older people without ‘roots’, striving to live their later lives with dignity in societies that do not (and, on occasions, do not wish to) understand them.

The MATURE process puts those disadvantages centre stage not as stigmas of failure but as starting points. Concepts such as life stages, rites of passage and life crisis issues become building blocks for learning.

Learning as an adult takes many forms. Learning with others happens in different ways: in a learning group; in a club or faith group; in an informal gathering of friends and neighbours. The group is an ideal context in which to share experience; to learn from others who have adapted and built on a lifetime of skills and competences; to reflect on ways that experience can be worked upon to address current issues. The sociability of learning together is important for marginalised adults reigniting skills of communication, social interchange and reconnecting them with a network that can offer support.

**Why should you use this booklet?**

You are already in direct contact with older people and your aim is to support them. One option is to help older people to help themselves (sometimes called ‘empowerment’).

Encouraging your clients to take part in a learning group or activity could enhance other actions you take to promote their autonomy, confidence and competence, reducing dependency on you and on others. Co-operative action with learning providers can bring long-term benefits for you, for your organisation and for the people you work with.

Use this booklet:

* As a starting point or stepping stone for your journey of collaboration with other agencies.
* To stimulate further reflection about what really makes a difference in the lives of marginalised seniors.
* As a reference point for new information and ideas emanating from: the work of the MATURE project (<http://matureproject.eu/>); the statistics, contacts and case studies made mention of here.

**Why should intermediaries and adult learning organisations work together?**

* Working links between learning and other activities promote independence, autonomy and participation in later life and are of long-term benefit to the individual, the organisations involved and the wider society.
* Intermediaries play an extremely important role in reaching and engaging older adults who find participation challenging. These seniors may not understand the benefits of participation and may be reluctant or suspicious about learning. Intermediaries are better placed to explain benefits and, through their established relationships with the older person, can provide the security and continuity vital in approaching a new experience.
* Adult education organisations need support in understanding why people don’t participate. There’s little point in asking those who do attend about the learning needs of those who do not.
* Intermediary organisations can provide invaluable information from their clients about the kinds of learning that might be attractive. Co-operative action with adult education can result in learning that meets the specific needs of marginalised groups and adds value to the work of each participating partner.
* Learning is overlooked as an action to improve the well-being of older people. Making it part of other agendas can enhance the total experience for the older person and impact positively on the work of intermediary agencies.
* Networking and cross-sectorial work enhances opportunities for: the exchange of good practice; future co-operative opportunities; lobbying and influencing; securing funding through joined-up approaches. Properly managed it is a win-win situation for all involved.

**How does working together start?**

1. ***Knowledge***
* Research opportunities for participation by older people in learning and in other group activities in the locality. For learning, sources of information may include leaflets and brochures advertising courses, media publicity about provision.
* Look for agencies other than your own that have older people or later-life issues in their remit. National and regional organisations (such as those identified in the contacts list in this booklet) may help you broaden the range of agencies with which you could partner.
* Research existing collaborations around later-life issues (committees or groups that promote civic engagement or seniors’ rights, for example)
* Find a named contact in the organisations you might wish to target and discover the best means of getting in touch (email; phone)
1. ***Action***
* Advocate within your own organisation on behalf of cooperative action for seniors using information and statistics in this booklet and from the MATURE website (<http://matureproject.eu/>).
* Think about ways to demonstrate your organisation’s capacity for co-operation and willingness to do so: joint publicity for an event or activity; inclusion of information about linked organisations in newsletters, magazines or flyers; offer of space for meetings or events; targeted invitations to potential partners.
* Gain agreement to use your research and local contacts to set up an initial meeting between agencies and individuals with a common interest in the promotion of later-life learning and the well-being of older adults to debate what can be achieved together.

**Making the point**

You know what you want to say – how do you go about getting the message across?

***Use the media***

In the majority of countries the media is structured in the following way:

* national press agency;
* national public broadcasting service, magazines, weekly newspapers;
* local, regional public and commercial radio-television broadcasting services, magazines, weekly newspapers;
* academic newsletters;
* newsletters of adult associations;
* information technology where also most of the printed media is available electronically;
* social media – Twitter, Facebook etc.

The media can be a powerful tool in involving more people and organisations in later-life and learning issues.

* Create as extensive a media contact list as possible.
* Seek out, in particular, the names of journalists covering education and social welfare matters.
* Use press releases or press conferences to introduce a topic to public and commercial media sources.
* Check out the community pages of local and regional media for opportunities to share information.
* Make sure your contact details for interested parties are included in anything that is issued via the media.

Don’t forget the potential of the media as a direct means of engagement with disadvantaged older people.

* Remember that radio is a medium extensively used by older people.
* Understand how the use of regional or local radio might widen access in a particular locality.
* Research the profile of the current audiences of radio stations to discover which might most closely match your target group.
* Make use of free announcements or paid publicity to invite target groups to events.
* Offer case studies for broadcast or publication that illustrate your target groups and topics and with which others might associate.
* Find contacts to support you in presenting material in ways that will attract broadcasters and publishers.
* Use information technology as a means of channelling learning (an alternative learning environment).

***A good story*.**

Some decision-makers are influenced by good emotive success stories. Below is an example from MATURE’s Austrian partner:

REIFER LEBENSGENUSS was a health promotion project in a rural area in Austria. Project activity included finding ways of enabling groups of older adults to meet together in small villages. All the groups were managed by seniors from the respective village. The different groups chose activities that fitted with their respective needs.

One group decided that they wanted to learn computer and internet as they believed this would allow them to stay better included in society. They informed the project coordinator and asked for help.

The coordinator approached the mayor and the university seeking support with finding a computer room with internet connection. The coordinator also sourced a specialist trainer with experience of working with older people.

The group now runs a weekly computer-café in their village using facilities offered for free by the mayor. Other older people have joined. Café members help each other with computer and internet problems in a sociable and relaxed environment.

It is easy to collect inspiring and motivating stories. Simple questions like: -

* Why did you get involved in learning?
* What do you think you have achieved?
* How do you think this experience might have changed you?
* What might you do next?
* What words of encouragement would you give to someone else to encourage them to get involved in learning?

These ‘sound bites’ can be used in press releases, media articles, promotional leaflets and newsletters. Giving these older learner achievers a platform to talk themselves about what they have done is even better!

***Equality***

In most countries there is legislation about equality of access to services. Examining your own equality agencies’ websites may give you evidence to strengthen your arguments.

***Supporting the case***

An argument frequently made – particularly at times of economic difficulties – is about the need for ‘evidence’ and ‘evidenced-based policies’. Some knowledge of relevant statistics is essential. Emotive and equality arguments are rarely sufficient.

* *Policies and research evidence.* You need to familiarise yourself with relevant policies and national or international research that will help to contextualise your point of view. Pointing to national policy omissions may equally lend weight to your argument.
* *Statistics.* Below we list SOME of this data and point to sources where you may be able to access your own local, regional, national and European statistics.

***Population data***

The number and proportion of ‘older’ people in our communities, regions and countries – now and in the future.

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| EU | In 2010 - of the total EU 27 countries population: -19.1% was aged between 50 and 64 (9.3% male – 9.8% female).12.7% was aged between 65 and 79 (5.7% male – 7.0% female), and4.7% was aged 80 and over (1.6% male – 3.1% female).Eurostat 2011By 2020 it is estimated that 21.1% of the EU partner country population will be aged 65 or over.By 2050 this will rise to 29.6%! |

Eurostat. <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

A rich source of data on population trends, life expectancies, health and morbidity, and migration.

**Participation in lifelong learning**



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| Germany | 49% of people between 18-64 years have participated in learning in one year (AES, 2012, including continuous vocational training, informal offers). For people 65 years and older, the CiLL study (national supplement study of PIACC) shows participation of 39%, more women than men. The probability of participation decreases, if the level of formal education is low. In this age group, participation by migrants is even lower.Project CiLL: <http://www.die-bonn.de/cill/> |
| Greece | Only 3% of the general adult population participates in educational activities. There is no data for individuals aged over 65.  |
| Slovenia | **Participation** in formal and non-formal education in 2011:50 – 64 years – 114.537; 5.57 % of the population* 49.00 % men; 51.00 % women

65– 69 years – 11.910; 0.58 % of the population* 44.5 % men; 55.5 % women

No data were collected for those aged 70 and over. |
| EU | In 2009 only 3.3% of people aged between 55 and 74 in the 27 EU partner countries had participated in education and training. Eurostat 2011Participation in formal or non-formal education and training by people aged between 25 and 64 in 2011.Germany 7.8%Greece 2.4%Austria 13.4%Portugal 11.0%Slovenia 15.9%United Kingdom 15.8%Switzerland 29.9%*Source: Eurostat 2012* |

Other sources of useful data are:

PIAAC. <http://www.oecd.org/site/piaac/> The OECD collects and analyses data to assist governments in assessing, monitoring and analysing the level and distribution of skills among their adult populations. The recent survey (2013) was implemented in several – but not all EU partner countries. The age related data should help develop relevant arguments.

CONFINTEA. <http://uil.unesco.org/home/programme-areas/adult-learning-and-education/confintea-portal/> The UNESCO Institute for Lifelong Learning produces data on adult education participation from around the world. It produces regular updates on relevant policies and actions as well as supporting participation data.

EAEA. <http://www.eaea.org/> The European Association for the Education of Adults regularly produces recommendations for European action to increase and improve educational opportunities for ALL adults.

European Commission Directorate General for Education and Culture <http://ec.europa.eu/dgs/education_culture/index_en.htm> is responsible for the various adult learning funding programmes including the new Erasmus + programme as part of its 2020 policy strategy.

EPALE. <http://ec.europa.eu/epale/en/home-page> is the new e-platform for adult learning ‘professionals’ to share information.

***Ageing and Health***

There is increasing evidence of the wider benefits to all aspects of society from the engagement of older people in later-life learning. The argument that ‘minimal’ expenditure on education for olderpeople could provide savings in the future on health costs is very strong.

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| Slovenia | Slovenia has a low fertility and mortality rate. Health statistics show that in the last decade the probability of older people (70 years of age and over), being hospitalised is increasing. Health issues in this group include: cardiovascular diseases, aneurysm, diabetes, certain physical (age-related) injuries (falls) and dementia.In the year 2010 male life expectancy was 76.3 years and for women 82.7.Sources:<http://www.nijz.si/Mp.aspx/tukaj.pdf?ni=164&pi=5&_5_Filename=1962.pdf&_5_MediaId=1962&_5_AutoResize=false&pl=164-5.3>. <http://www.stat.si/> |
| Switzerland | The number of older people (64 and over) in Switzerland has more than doubled since 1950 and the number of 80 plus year-olds has increased four times. As per the *Bundesamt für Statistik* population scenario, this trend will continue over the next few decades.

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| Life Expectancy in years | Women | Men |
| 65 years & over | 22.1  | 19.9 |

Source: <http://www.bfs.admin.ch/bfs/portal/en/index/dienstleistungen/publikationen_statistik/statistische_jahrbuecher/stat__jahrbuch_der.html> |
| United Kingdom | Life added years life expectancy for men and women at age 65 and 80, 1960 and 2010 compared. 1960 2010 Age 65Men 9.36 14.45Women 13.85 18.02 Age 80Men 1.32 3.36Women 2.47 5.74<http://mortality.org>*Human Mortality Database (2012), University of California, Berkeley, USA & Max Planck Institute for Demographic Research, Germany.* |

***Older people’s policies***

Demographic change is a well- known fact. How European partners cope with this change is not fully understood. Are older people seen as a problem or part of a solution? Do countries and regions consult with older people? What policies have been created to encourage the spread of later-life learning to more older people, not just those who already participate and benefit?

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| Austria | Older people’s policies* National policy for the elderly since 1998
* National senior advisory board
* Senior council
* Styria: latest “Generation report of Styria” 2009/2010
* Styria: Department for Society and Generations since 2011
* City of Graz: Service Department for Senior Citizens since 1996

Sources: <http://www.sozialministerium.at/site/Soziales/Seniorinnen_und_Senioren/><http://www.verwaltung.steiermark.at/cms/ziel/74837524/DE> <http://www.graz.at/cms/beitrag/10021019/245601>  |
| Poland | The Ministry of Labour and Social Policy produced a special package of documents regarding older people’s policies that included recommendations for a long-term policy for the period 2014-2020; a programme of social activity of older people (ASOS) 2014-2020; objectives for the programme "Solidarity between generations - measures to increase labour market for people aged 50 +". More information at the following links:[http://www.firma.egospodarka.pl/103633,Seniorzy-w-Polsce-pakiet-MPiPS,1,11,1.html](http://www.firma.egospodarka.pl/103633%2CSeniorzy-w-Polsce-pakiet-MPiPS%2C1%2C11%2C1.html)<http://www.grundtvig.org.pl/aktualnosci/zalozenia-dlugofalowej-polityki-senioralnej-w-polsce-na-lata-2014-2020> |
| Portugal | Programme of Action by the Government under the European Year for Active Ageing and Solidarity between Generations 2012<http://www.igfse.pt/upload/docs/2012/Programa%20A%C3%A7aoAnoEuropeu2012.pdf>In the Portuguese National Health Plan, 2012 (Plano Nacional de Saúde, 2012-2016), there is a specific section addressing active ageing (p.6), from age 65.<http://pns.dgs.pt/files/2012/02/Contextos-saud%C3%A1veis-ao-longo-da-vida.pdf>The National Strategy for Active Ageing (2006)<http://www.socialgest.pt/_dlds/ENEA_Estrategia_Nacional_Envelhecimento_Activo.pdf> |

The European Age Platform: <http://www.age-platform.eu/> The Age-Platform monitors and reports on all aspects of older people policy emanating from the European Commission.

***Issues of disadvantage***

The promotion and realisation of later-life learning for more and different older people in communities is not just an issue for education providers. It is a shared responsibility across all areas of government at all levels. Use arguments of disadvantage to fortify the case for action.

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| Germany | As in health and participation in AE, it can be shown that disadvantages in older age (e.g. income, access to infrastructure, mobility, cultural activities) are closely related to the educational background and the vocational status of a person. . |
| Greece | The dependency ratio is estimated to reach 51% by the year 2050.Today 21.3% of adults over the age of 65 are at risk of poverty. 1/3 live alone. |
| Portugal | Around 26% of Portuguese older people (over 65) are at risk of poverty. This is due to the poor economic conditions, low pensions, poor housing, difficulties in accessing services and, in many cases, increased expenditure in various fields, particularly in the health field, contribute to the vulnerability and dependency of such people. |
| United Kingdom | “Loneliness affects people all year round with 30% of older people saying they would like to go out more often, while 41% say their pet is their main form of companion. 12% feel cut off from society.” “By the end of the 2020s more than a million older people in the United Kingdom will have no adult children to care for them, a report by the Institute for Public Policy Research think tank predicts”Age UK May 2014: [www.ageuk.org.uk/](http://www.ageuk.org.uk/)  |

European Anti-Poverty Network. <http://www.eapn.eu/en> a network that attempts to address issues of poverty across Europe and how the Commission can better alleviate them.

European Older Women’s Network <http://www.own-europe.org/> is a long established network that pursues gender equality issues as they impact on older women.

**Contacts - Knowing the people to talk to and influence**

We provide a list below of SOME agencies in the MATURE partner countries that may offer advice and support in your collaborative practice around later-life issues and learning. Some are government agencies, fund holders or policy makers; some are providers of learning opportunities; some are intermediary agencies.

When wishing to influence local and regional decision makers and elected officials:

* Associate them with your success.
* Make them feel as though they were part of your achievements not barriers to them.
* Celebrate your own successes and invite them to take part.
* Co-opt them as champions to enlist ongoing support.

***Austria***

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| **Organisation** | **Purpose** | **Contact details** |
| National Agency for Lifelong Learning | Erasmus+ National Agency in Austria | [www.lebenslanges-lernen.at](http://www.lebenslanges-lernen.at)  |
| Bildungsnetzwerk Steiermark | Coordinates Styrian further education | [www.bildungsnetzwerk-stmk.at](http://www.bildungsnetzwerk-stmk.at) |
| Senior Office of the City of Graz | Service point for seniors. Linking offers for Seniors, coordinating senior volunteering | <http://www.graz.at/cms/beitrag/10022350/374944/> |

***Germany***

Hamburger Volkshochschule, ([www.vhs-hamburg.de](http://www.vhs-hamburg.de/))

* Deutscher Volkshochschulverband, c/o krause@dvv-vhs.de, website: [www.dvv-vhs.de](http://www.dvv-vhs.de)
* Bundesarbeitsgemeinschaft der Seniorenorganisationen (BAGSO), website: <http://www.bagso.de/>, contact: bagso@easynet.be
* BMFSFJ, German Ministry of Family, older persons, women and youth; website: <http://www.bmfsfj.de/BMFSFJ/aeltere-menschen.html>; contact: poststelle@bmfsfj.bund.de

***Greece***

Hellenic Adult Education Association, National Kapodistriakon Univesity of Athens

Department of Communication and Media Studies, Aristotle University of Thessaloniki

City College (Thessaloniki)

Alzheimer Disease Association

ΑKTIOS Elderly Care Unit

Municipalities (Hrakleion Attikis, Amaroussion, Hlioupoli, Elefsina, Aspropyrgos, Mandra)

Day Care Centres for the Elderly (KAPI) of Tinos and Syndos

NGOs (Citizens in Action (NGO)

Αchaean Institute of Adult Education (NGO)

***Poland***

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| **Organisation** | **Purpose**  | **Contact details** |
| Ministry of Health | Public Institution | kancelaria@mz.gov.pl  |
| Ministry of Administration and Digitization | Public Institution | mac@mac.gov.pl |
| Office of Electronic Communication | Public Institution | uke@uke.gov.pl |
| Urban Centre for Family Support in Gdansk | Public Institution | dyrekcja@mopr.gda.pl  |
| City Culture Institute | Municipal cultural institution | ikm@ikm.gda.pl, <https://www.facebook.com/IKMgdansk> |
| Universities of Third Age Foundation | Foundation for Jagiellonian University  | biuro@fundacja.uj.pl |
| Association of Academic E-learning | The Association established for promoting and developing e-learning in academic education | kontakt@sea.edu.pl |
| Seniors in Action | A nationwide grant competition carried out by the Association of Creative Initiatives „ę” , thanks to funding from the Polish-American Freedom Foundation. | <http://www.seniorzywakcji.pl/?p=258>info@seniorzywakcji |
| Akademia e-seniora | A social programme implemented by UPC Poland | dagmara.krzesinska@upc.com.pl, <http://www.facebook.com/akademiaeseniora?v=wall> |
| Się zrobi | The Social Initiatives Foundation “Się zrobi” | fundacja@siezrobi.org, <https://www.facebook.com/siezrobi> |

***Portugal***

Ministry of Solidarity, Employment and Social Security

<http://www.portugal.gov.pt/en/the-ministries/ministry-of-solidarity-and-social-security/about-this-ministry.aspx>

RUTIS, Universities of the Third Age Network Association

[*http://www.rutis.org/*](http://www.rutis.org/)

*APRe! Association of retired and pensioners*

[*http://apre-associacaocivica.blogspot.pt/*](http://apre-associacaocivica.blogspot.pt/)

***Slovenia***

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| **Organisation** | **Purpose** | **Contact details** |
| Third Age University | The Third Age University of Slovenia is a voluntary educational organisation for people over 50+, mostly retired. Its purpose is to provide access to culture and education for the elderly, stimulate inclusion and develop new educational programmes for older adults . It has 35 universities all over Slovenia  | Doc. dr. Dušana Findeisen<http://www.univerzazatretjeobd-drustvo.si/> |
| Institute of Adult Education of Slovenia | Institute of Adult Education of Slovenia is the main national institution for research and development in the field of adult education. Founded in 1991, with its numerous activities, it is one of the most outspoken promoters of lifelong learning in Slovenia. | Mag. Zvonka Pangerc Pahernik<http://www.acs.si/> |
| Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes | CMEPIUS is a Slovene public institution founded in 2003. Its main purpose is to provide support to national organisations and bodies who implement projects from the Lifelong Learning Programme. They also coordinate educational programmes and trainings from other European Programmes. | Borut Korada<http://www.cmepius.si/en/> |
| Association of Slovenian Adult Education Centres | ZLUS is a membership NGO of 28 organisations working in the field of adult education. Main activities include developing expert work in adult education and integration and work with its members. | <http://www.zlus.si/si/index.aspx> |

***Switzerland***

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| **Organisation** | **Purpose** | **Contact details** |
| VOLKSHOCHSCHULE BEIDER BASEL | Swiss National University Basel, Nicolas Füzesi is Head of Language and Essential Skills Department | Dr. Nicolas Füzesi, nicolas.fuezesi@unibas.chwww.vhsbb.ch |
| Pro Senectute Region Bern  | Independent regionally -based organisation concentrated on higher and better life quality for older people.Regina Gerber is French course teacher at Pro-Senectute in Bern | Regina Gerber-Pfäffligerberstextservice@belponline.ch[www.pro-senectute-regionbern.ch](http://www.pro-senectute-regionbern.ch/)  |
| EB Zürich | EB Zürich is one of the biggest public institutions for further education, for more than 40 years. Eva Müller – Kälin is Educator –Coach- Project leader at EB Zürich | Eva Müller-Kälin, [**eva.mueller@eb-zuerich.ch**](file:///C%3A%5CUsers%5CJim%5CAppData%5CLocal%5CTemp%5Ceva.mueller%40eb-zuerich.ch)<http://www.eb-zuerich.ch/> |
| CH-GOCh Stiftung | **ch Foundation for federal Cooperation promotes cooperation between cantons and with the Confederation.** Based on its mandates from the Federal Office of Culture to conduct intra-Swiss exchange programmes, and from the State Secretariat for Education, Research and Innovation to implement the European "Lifelong Learning" and "Youth in Action" programmes, ch Foundation offers a wide range of exchange programmes, as well as advice tailored to different target groups. | Susanne ScheiwillerProject coordinator Grundtvigs.scheiwiller@chstiftung.ch[www.chstiftung.ch](http://www.chstiftung.ch) [www.ch-go.ch](http://www.ch-go.ch) |

***United Kingdom***

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| **Organisation** | **Purpose** | **Contact details** |
| NIACENational Institute for Adult & Continuing Education | Adult education NGO with overview of UK practice, some specialism around later life learning & key relationship with UK government education department. NIACE has the secretariat for a national older learners’ advisory group. | 21, De Montfort Street, Leicester, LE1 7GE, UK [www.niace.org.uk](http://www.niace.org.uk/) [www.niacedc.org.uk](http://www.niacedc.org.uk/) |
| ECORYSThe British Council | UK Erasmus + national agents alongside the British Council. {Kevin Robinson spoke at the 1st ForAge meeting in Leicester. Respective roles not yet completely clear | <http://www.uk.ecorys.com/><http://www.britishcouncil.org/home-information-centre-our-services.htm> |
| Age UK | Main, but not sole, lobbying agency for and about older people. Has worked on learning in later life issues | <http://www.ageuk.org.uk/work-and-learning/further-education-and-training/> |
| WEAWorkers’ Education Association | Independent regionally based adult education provider that has a tradition of trying to work with marginalised communities and in non-traditional learning settings. | <http://www.wea.org.uk> |
| BISDepartment for Business | The UK government department with responsibility for adult education. Has led various initiatives – practice & research around later life learning. BIS funds the national older learners’ advisory group | <https://www.gov.uk/government/topics/further-education-and-skills> |
| ForAge | ForAge is a Grundtvig funded network tasked with sharing data about later life learning across Europe | Madie Armstrong |
| CPACentre for Policy on Ageing | An NGO with an overview of various aspects of ageing | <http://www.cpa.org.uk> |

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