Older people, learning and the ageing society: an introduction to the Leicester ESRC Research Seminars

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Abstract

The impact of the demographic changes occurring in many countries will be far-reaching and will affect many different dimensions of economic, social, cultural and political life. These include work, pensions and retirement, mental and physical health and the costs of providing care. This article considers some of the features of the ageing society and the implications for individuals, their partners, families, wider society and the state. Much discussion of the ageing society tends to be negative but there are good arguments for a more positive view. As well as challenges, the changes provide opportunities for older people to make positive contributions – as workers, volunteers, consumers, grandparents, community activists and in other ways that draw on their experience and wisdom. One way of enabling this is through lifelong learning. The article reports on a series of seminars concerned with learning in later life held at the University of Leicester between 2007 and 2009 and introduces five papers from the seminars revised for this issue of the IJEA. A number of areas in which learning in later life may bring benefits are elaborated, including work, health and well-being, participation, volunteering and community involvement and spirituality and self-discovery. Despite these benefits, learning opportunities for older people in the UK fell sharply during the last decade. The paper concludes that government investment in learning in later life could bring real dividends.

Introduction

The United Nations has drawn attention to the ‘profound, pervasive and enduring consequences of population ageing’ that are ‘transforming the world’ (United Nations, 2002, p. xxxi). The ageing population is affecting many aspects of life, including the economic, medical, moral, political and social (Benyon, 2010). The likely effects of ageing on societies have been called ‘revolutionary’ as we are moving into ‘new territory for which we need to plan and prepare’ (Kirkwood, 2001).
In Europe it is estimated that over half the population will be over the age of 50 by 2030. Gains in life expectancy at birth are currently running at about three years every decade. In the United Kingdom, in 2000, about a quarter of the electorate were over state pensionable age, but by 2021 it will be one third, with over half the voters being 45 or more. The number and proportion of older people in Britain is increasing with a wide variety of consequences for individuals, their partners and families, wider society and the state.

Many argue that lifelong learning has the potential to play a positive role in the effective management of the changes that the ageing society entails. Older people are a heterogeneous group, differentiated by many variables such as income, wealth, education, health, lifestyle, expectations and occupation but there is evidence that education and learning can help many older people to improve their quality of life and assist them to ‘age well’ (Phillipson, 2010; Soulsby, 2005; Tuckett & McAulay, 2005).

A variety of definitions and age ranges are used in discussions of ageing and public policy. The majority of studies and policy pronouncements take older people to be those aged 50 years and over. Some analysts take the ‘third age’ to be those aged 50 to 84 with the ‘fourth age’ being those aged 85 and over. This article adopts these definitions.

**Ageing societies**

The demographic change is driven by falling fertility rates and rising life expectancy and the effects grow ever more evident (Benyon, 2010). Figure 1 shows comparative trends in age groups in the UK population over time.

**Figure 1: UK resident population trends**

Source: Office of Health Economics (2007)
In 1950, only about one in ten of the UK population was aged 65 or over but now it is one in six. By 2035 it is estimated that one in four people will be 65 and over. In 2007, there were about 9.8 million people in the UK aged 65 and over, making this a larger age group than those aged 16 and under – for the first time in history. There are currently 1.3 million people aged 85 and over in Britain and the ‘oldest old’ is the fastest growing group now making up two per cent of the population. This is projected to grow to 3.2 million people, constituting five per cent, by 2033. It was reported by the UK’s Department for Work and Pensions (DWP) in early 2010 that centenarians are the fastest growing section of the population – there are around 12,000 people aged over 100 and by 2050 the DWP estimates there will be 250,000 centenarians.

Figure 2: United Kingdom population – the changing age distribution

Source: Office for National Statistics (2010)

Figures from the Population Division of the United Nations show that ageing populations are occurring across the world and the trend to older populations appears to be irreversible. It estimated that in 1950 across the world there were some 200 million people over 60, by 2000 that had reached 600 million and by 2050 it would be at least 2 billion (United Nations, 2002). Similar figures were reported in the US Census Bureau report *An Ageing World: 2008* which found that by 2019 people aged 65 and over would out-number younger people for the first time ever (Kinsella & Wan, 2009).

The United Nations further reported that the global population of older people over 60 was growing by two per cent each year, much faster than the population as a whole, and this was set to continue and increase. However, there were considerable differences between different countries and regions. In the developed regions, about 20 per cent of the population in 2000 was aged 60 or more, compared to just eight per cent in the less developed regions, although the figure was expected to reach 20 per cent by 2050. The UN also found that, as in the UK, across the globe
the older population is itself ageing – the fastest growing age group in the world in the oldest old, aged 85 and over. The majority of older people are women, as female life expectancy is longer with women constituting two-thirds of the over eighties.

Features of the ageing population

- The United Nations reported four major findings about the ageing population:
  - It is without historical precedent
  - It is a global phenomenon affecting every person and society
  - The effects will be profound, with major consequences for all aspects of society
  - It is enduring, with the proportion of older people set to continue to rise.

There are a number of related effects on society and the economy, of which three are particularly evident. First, there are likely to be declining numbers of children; second, there is predicted to be a continuing upward movement in the age profile of the working population; third, pensioners are getting older. In many countries, the black and other ethnic minority populations have a younger age profile than the white population, as a result of patterns of immigration and different birth rates. However, there are significant and growing numbers of older people amongst the ethnic minority communities.

The changing demographic profile has many implications for individuals, their partners and families, wider society and public policy (Laslett, 1989). Some of the effects are amplified by other social changes, such as the increasing period many people spend in education and training. As a number of authorities have noted (Reday-Mulvey, 2005; Schuller, 2005), people pass through three phases in their lives: education – work – leisure. The balance between these phases is changing with the first and third phases lengthening and the second work phase intensifying. There is also a blurring of the transitions between the phases. Thus, as education becomes more prolonged so the age of first entering the labour market rises and young people take longer to set up independent homes and have children.

On the other hand, the position of older workers in the labour market has become more uncertain, with a significant minority of people in their mid-fifties and older not in work. However, the trend towards greater economic inactivity amongst over fifties seems to be reversing. In the UK, the proportion of men aged 50 to 64 in employment rose from 70 per cent in 1996 to 77 per cent in 2009, while for women aged 50 to 59 it rose from 61 per cent in 1996 to 73 per cent in 2009. There is also evidence of increasing numbers of people continuing to work beyond their retirement age.

**Learning and the ageing society**

Research has been undertaken on various aspects of ‘the longevity revolution’, but that dealing with learning and education and the ageing society seems to be relatively limited. There is a need for more analysis of the role education and learning
can play in helping individuals, families and society, as a whole, to manage ageing, and also the forms that such learning might, or should, take (Withnall, McGivney & Soulsby, 2004; Withnall, 2009).

With the aim of taking this research agenda forward, the Institute of Lifelong Learning at the University of Leicester received funding from the British Economic and Social Research Council (ESRC). The grant was for a series of research seminars on the theme Older People, Learning and Society. These were intended to enable participants to delve more deeply into different dimensions of learning activities for older people, to explore the range of service providers who interact with older people and could assist in promoting learning in later life, and to explore what benefits learning activities could bring in different areas of public policy.

The seven meetings, held between 2007 and 2009, brought together academics, researchers, practitioners and users from a variety of backgrounds to exchange research findings, information and ideas. The presentations involved experts from across the United Kingdom and also from Brussels, the Netherlands and the United States. In total, 53 people participated in the seminars and they were drawn from the following categories: academics/researchers: 19; practitioners: 17; civil servants: 11; PhD students: 2; overseas participants: 4. Women constituted 29 of the participants and there were 24 men. There were 4 participants drawn from ethnic minority groups. 27 of the participants presented papers, with 3 of them giving more than one paper. A full list of the papers and presenters is provided in the Appendix.

The practitioners came from a wide variety of occupations and interests, including groups such as Age Concern and Help the Aged (now combined together as Age UK), the University of the Third Age, National Institute for Adult Continuing Education, Association for Education and Ageing, and TUC Union Learn. There were also a small number of practitioners involved in delivering particular projects for older learners, including First Taste, based in Derbyshire. One participant came from a local authority adult skills and learning division and another came from a group known as L4A – Learning for the Fourth Age which organises programmes on various topics in care homes.

The civil servants were drawn from a number of departments of government concerned with policies for the ageing society and thus having interests in learning for older people. These included the Department for Work and Pensions, the Department for Innovation, Universities and Skills (which became the Department for Business, Innovation and Skills during the lifetime of the seminars) and the Department for Communities and Local Government. In addition, one participant was from the Learning and Skills Council Adult Learning Team and two others came from the Health and Safety Laboratory. The academics, researchers and PhD students were drawn from 11 different universities and from a number of different disciplines including education, epidemiology, gerontology, health studies, labour market studies, lifelong learning, political studies, sociology, social policy and social work.

A revised version of one of the papers given at the seminars, by Brice Dickson and Lisa Glennon, was published in the first issue of this journal (Dickson &
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Glennon, 2010). Dickson and Glennon discussed recent UK legislation and EU directives on age discrimination and argued that laws should allow discrimination in favour of older people in such a way that particular needs are provided for and social inclusion is promoted. Five more articles based on seminar papers are included in the current issue of the journal. Susan Benbow and Louise Taylor write on the mental health of older people, particularly dementia and depression, and the positive contribution that learning activities, including contributions to teaching programmes, can make. Catherine Hennessy examines lifelong learning and different forms of civic engagement in the USA, Europe and the UK while Tony Maltby explores the effects that lifelong learning and workplace training, and particularly the Work Ability approach, can have on ‘older workers’. Charles Musselwhite focuses on the role learning and education can play in helping older people to come to terms with giving up driving and Jo Walker considers ageing and notions of spirituality, continuity, sense of self and meaning in life and the possible contributions of lifelong learning.

These articles focus on quite different areas of public policy and personal development – human rights, mental health, civic engagement, older workers, transport and mobility, and spirituality. They do, though, include a number of common themes and concepts such as well-being, healthy ageing, self-respect and the benefits that lifelong learning activities can bring. In short, they all consider different aspects of the increasingly important policy and personal field of older people, learning and the ageing society.

Work, retirement and learning

The effects on work, and the associated issues around pensions, are some of the most discussed aspects of the ageing population (Economist, 2009; Loretto, 2010, Van Dalen et al., 2009). These discussions often invoke the ‘dependency ratio’ which is defined as the ratio of those aged under 16 or over state pension age (SPA) to those aged from 16 to the state pension age (DWP, 2005a, p. 8). In simple terms, the dependency ratio shows the proportion of the population in work compared to those who are considered to be too young or too old to be in work. It is taken as a measure of a country’s capacity to produce the resources necessary to maintain the whole population. Some consider it is a relatively crude device, given that many people remain economically active beyond the state pension age and, of course, significant numbers of people are economically inactive at various points between 16 and retirement age.

In the United Kingdom, as elsewhere, a number of factors are combining to affect retirement behaviour and the position of older people in the labour market (McNair, 2005). One is that over the past decade or more the labour market has needed more people. Another is that early retirement leads to lost earnings and taxation, and increased welfare benefits amounting to billions of pounds. The costs of financing a longer period of retirement have been placing considerable stress on private as well as public pension funds with the great majority of final salary pensions being closed to new entrants. Many public and private pension funds are deeply in deficit.
In common with other countries, the UK government has increasingly recognised the need to encourage people to continue to contribute to the economy up to and beyond the current state pension ages, of 65 for men and 60 for women. The pension age for women rose to 61 in 2010 and will then rise by one year every two years to 2020. In 2006, in response to the report of the Pensions Commission, the Labour government decided that the state pension age for men and women would gradually rise to 66 in 2026, 67 in 2036, and 68 in 2046. In 2010 the new Conservative–Liberal Democrat coalition government announced that it wanted to see these rises happen earlier and set 2020 as the date for the state pension age to rise to 66 years of age. In the future it seems likely that many people will work until they are 70 or even beyond this age.

The UK Pensions Acts 2004 and 2007 introduced reforms designed to encourage people to continue to work and to ensure better pension provision. These include financial incentives for delaying taking the state pension and changes to the rules for occupational pensions. Under the Employment Equality (Age) Regulations 2006 unjustified indirect and direct age discrimination in employment and vocational training was outlawed. Legislation has also been announced to help to provide greater flexibility for people who want to continue working beyond normal retirement age. The Commission for Equality and Human Rights has responsibility for monitoring these new employment rights. The government also underlined the importance of providing more training, and enabling the development of new skills, for older workers (DFES, 2003). However, studies have shown that most employers do not consider that lifelong learning activities are their responsibility (Van Dalen et al., 2009).

In his article Maltby considers the role that learning and training in the workplace can play in improving not just the employability of older adults but also their health and well-being. He advocates the Finnish approach known as Work Ability which attempts to adopt a holistic strategy to age management, including physical and mental health as well as skills and motivation, and seeks to tailor work individually to each older worker. Education and training can be important means of enabling individuals to extend their working lives as well as improving their well-being.

**Learning, ageing and well-being**

A 50-year-old man living in Britain was recently estimated to have a life expectancy, allowing for future changes in rates of mortality, of a further 33.3 years and a woman a further life expectancy of 36.6 years (POST, 2006). Put another way, the probability is that people at age 50 still have well over a third of their lives ahead of them. In 2002, a 65-year-old male could anticipate, on average, a further 12 years of good health and a female 14 years (Office for National Statistics, 2006). However, though people can anticipate longer healthy lives, the fact that overall life expectancy has lengthened so much means that for many people the number of years towards the end of life spent in poor health has increased.

The issue of poor health in old age has come to be of increasing concern to individuals, their families and governments which have to find the resources for
increased health care. As such, the ageing population is leading to increasing health and social care costs although some have disputed the extent of this. Recent research has drawn attention to significant improvements in the diagnosis and treatment of illnesses such as heart disease, stroke, respiratory disease and cancer, leading to greater disability-free life expectancy. However, as Benbow and Taylor point out in their article, there is growing concern about the extent of mental health problems amongst older people, including dementia, memory loss and depression. They show that there is evidence that learning activities can play a beneficial role in promoting older peoples’ mental and physical health and well-being.

The concept of well-being has been employed with increasing frequency in discussions of social welfare and government policy and has been applied to a wide range of issues, including ageing (Lupien & Wan, 2005). It has been said that ‘well-being is not just about passive happiness; it is also about an active engagement with life and with others’ (Marks & Shah, 2005, p. 505). Learning activities can lead to such an engagement and this relationship links long-held adult education values and goals of lifelong learning with a range of contemporary concerns about the ageing society.

The English Longitudinal Study of Ageing (ELSA) is designed to increase understanding of the variety of experiences of people over 50. It collects data on various aspects of people’s lives, including health, employment, income, wealth, housing, social and cultural activities and quality of life. ELSA produces findings on concepts such as well-being using the CASP 19 quality of life scores. It has found that self-assessed psychological well-being is closely associated with better cognitive functioning, such as memory, time orientation and verbal fluency (Banks et al., 2008). Learning activities are likely to improve such cognitive functioning and so again are associated with well-being amongst older people.

Another dimension of the demographic changes concerns intergenerational relations. There appears to be a growth in multi-generational families (Dench et al., 1999) and grandparents exist in growing numbers. Despite some predictions to the contrary, the evidence suggests that many families continue to care for family members from different generations. The figures show that in 2006 caring for a family member was an important aspect of life for many people over 50, with 17 per cent of women aged between 50 and state pension age looking after someone. As Schuller (based on Schuller & Watson 2009) argued in the first issue of the IJE A, just as grandchildren can teach their grandparents so investment in opportunities for learning in older life is often of benefit to younger generations (Schuller, 2010).

Other potential benefits of learning

Evidence from the ELSA research indicates that participation in families and the wider community has a positive effect on a person’s quality of life. As Catherine Hennessy reports in her article on civic engagement in later life and lifelong learning, learning activities can play a significant role in enabling older people to make a greater contribution to life in their communities. Many people aged 50 and over do participate in volunteering activities. The ELSA research found that 21 per cent of
people aged 55 to 69 took part in some voluntary activity, compared to 15 per cent of those between 50 and 54 and seven per cent of those aged 75 to 79 (Banks et al., 2008). Learning opportunities are a means of facilitating increased numbers of older people taking part in community organisations and undertaking other voluntary work. Figure 3 below indicates the nature and extent of such participation in England in 2006.

**Figure 3: Participation in organisations by people aged 50 and over in England**

The ELSA collects data on a number of indicators of social detachment and loneliness, including participation in recreational, cultural and social activities, contact with other people, and social involvement. The ELSA study found that frequent contact with people declined with age and around one in ten people aged over 50 said they did not have anyone able to support them strongly when they were in need. The provision of opportunities to undertake adult education is a way of promoting greater social capital and stronger communities, thereby helping to combat loneliness and exclusion of older people, and leading to increased community cohesion and voluntary activity.

In his article on older people ceasing to drive, Musselwhite examines how learning and training can help them to adjust to the loss of their car and to become comfortable with alternative ways of travelling. He notes the difficulties and anxieties that many older people face in this transition. These range from feelings of isolation and loneliness to practical problems in shopping and visiting friends and family (Fonda et al., 2001; Musselwhite & Haddad, 2010). Musselwhite reports
that learning in groups offers a valuable way of helping older people gain the practical information and the confidence necessary to use alternative methods of transport. The increase in many people’s confidence seems to be an important result of lifelong learning activities. In a study carried out in 2000 for the DfEE, 80 per cent of learners aged 50 to 71 reported that their learning had a positive impact on, for example, increased self-confidence, enjoyment of life and an ability to cope with events (Dench & Regan, 2000).

In her article on spirituality and ageing, Joanna Walker life reviews different concepts of spirituality – including continuity and meaning in life and the journey towards self-discovery – and considers the extent to which they cohere and might be understood to be part of ‘successful ageing’. She explores the possible contributions of lifelong learning and considers in what sense learning can be regarded as ‘an integral part of spiritual ageing’.

Provision of, and participation in, later-life learning

The five articles from the ESRC Older People, Learning and Society seminar series, published in this issue of the IJEA, all highlight potential benefits to individuals, families, communities and the state arising from lifelong learning in an ageing society. However, there is a variety of evidence that the lifelong learning challenge is not being effectively met in the United Kingdom, with a reduction in provision of opportunities for older learners and only a small proportion of older adults participating in such activities. According to the UK annual National Institute of Adult Continuing Education survey, older people’s participation in learning increased up until 2000 – but has since declined. Figure 4 shows the findings from the survey on participation in adult learning by age in 2009.

Figure 4: Recent participation in adult learning in the UK by age

Source: Aldridge and Tuckett (2009)
Data from a labour force survey have also shown that the rate of participation in adult learning is significantly lower amongst older than younger people (Mason, 2010). Adult learning is defined broadly to include self-directed study, ‘keeping up to date with developments’ at work, and courses in an art or craft, sport or practical skill. As reported in Independence and Well-being of Older People: Baseline Report (HM Government, 2006), the figures for 2004-05 showed that while 75 per cent of people aged 16 to 49 participated in some form of adult education, the figure was 48 per cent for people over 50. For people aged 65 to 79 some 31 per cent took part in learning, falling to 19 per cent for those over 80 years of age. Mason’s more recent analysis has shown similar differences (Mason, 2010).

There is clearly much more that could and should be done which would bring considerable benefits for older people and also for their families and the wider society (Schuller, 2010). Provision funded by the UK government, which has in the past enabled many older people to participate in learning activities, is decreasing or only available in prescribed areas. In both higher and further education older learners are generally a neglected group (Phillipson, 2010). The number of courses available for older learners appears to have fallen sharply during the 2000s and looks set to fall further from 2011 onwards. This fall in public provision has been accompanied by a rise in other opportunities, such as those offered by the University of the Third Age and the voluntary and private sectors. However, the rises in voluntary and private-sector opportunities pale by comparison with the cuts in public provision.

The principal aim of the Leicester ESRC research seminars was to bring together a mixed interdisciplinary group of researchers and practitioners to share knowledge and understanding about ageing and adult learning. The seminars aimed to strengthen the research foundations of educational and social gerontology and of related policy studies. The series also considered different forms of provision and modes of delivery, and organisational and funding issues.

The discussions demonstrated how older people, and the agencies that support them, are concerned with a wide range of issues. It seems clear that there are various themes and topics which older people and others need and want to learn, but for which the means of doing so effectively are little understood and poorly developed. A recurrent theme in the Leicester seminars was how learning could enable older peoples’ voices to be expressed, heard and responded to, particularly when key services are under review and social policy changes under consideration.

Older people, learning and the ageing society

The demographic changes that are bringing about the ageing society are indeed profound. In October 2009, from data from 30 countries, it was predicted in The Lancet that more than half the babies born now worldwide will live to be 100 (Christensen et al., 2009). Much of the discussion about the ageing society tends to be couched in negative terms, but there are strong arguments for seeing the changing demography as a positive development. One could argue that British society, for example, is, literally, becoming more mature and that can and should lead to various economic, social, cultural and political benefits (Benyon, 2010).
Education and learning offer the prospect of assisting individuals, families and communities to adapt and adjust to different dimensions of the ageing society. As Feinstein & Sabates (2007, p. 10) report, there is ‘substantial evidence that adult learning is very important for people’s lives’ and the skills people develop through different forms of provision ‘are key for a large number of social outcomes’. The potential role of learning in responding to the impact of ageing is occasionally noted in UK policy statements, addressing issues such as health, social exclusion and isolation, poverty and civic engagement (DWP 2005a). Other potential benefits of learning in later life include understanding financial and legal questions (Soulsby, 2005), learning to live effectively and independently on one’s own, developing new skills and interests, understanding social, political and technological change, and enjoying a more fulfilling life.

Despite these potential benefits, the word ‘decimated’ was recently used in the UK Parliament to describe the fall in both higher and further education opportunities available for older learners. The last UK Labour government failed to understand the considerable benefits that lifelong learning could bring for older people, for their families and community, and indeed for the government itself, and there is little evidence that the new government will appreciate that investment in learning opportunities for older people could pay handsome dividends. Although the character and quality of the life styles of older people vary greatly, and are affected by many factors, there seems little doubt that the capacity to shape and manage them can be significantly enhanced by education and learning.

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References


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Key words

Appendix

ESRC Research Seminar Series at the University of Leicester
Older People, Learning and Society

Papers and Presenters

First Seminar – Tuesday 4 December 2007

1. Introduction to the Series and the Issues
   John Benyon and Jim Soulsby (Institute of Lifelong Learning, University of Leicester)

2. Different Forms of Learning in Later Life
   David Wilson (Institute of Lifelong Learning, University of Leicester)

3. Working with Elders: Mapping a Field of Practice through Publications?
   Peter Jarvis (Professor of Continuing Education, University of Surrey)

   Tony Maltby (National Institute of Adult Continuing Education)

Second Seminar – Thursday 13 March 2008

5. Combating Social Exclusion: Learning, Older People and Skills for Life
   Amy Swan (Help the Aged)

6. Older Drivers, Travel and Later Life Learning
   Charles Musselwhite (University of West of England)

7. Shaping the Way Ahead: The 2008 Informal Adult Learning Consultation
   John Gibson (Senior Policy Adviser, Department of Innovation, Universities and Skills)

Third Seminar – Tuesday 23 September 2008

8. Health, Ageing and Lifelong Learning
   Carol Jagger (University of Leicester)

9. Older People, Mental Health and Learning
   Susan Benbow (Staffordshire University)

10. Planning Session for Forthcoming Seminars
    John Benyon (Institute of Lifelong Learning, University of Leicester)

11. The DIUS Informal Adult Learning Consultation – How’s it shaping up?
    John Gibson (Senior Policy Adviser, DIUS)

12. Learning in Later Life: Benefits and Barriers
    Andrea Baron (Age Concern England)
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Fourth Seminar – 6 November 2008
International Session

13. Older People and Learning – An International View
Stan Miller (President, International Association of Universities of the Third Age)

14. Older People and Learning – A View from America
Mary Alice Wolf (Director, Institute of Gerontology, St Joseph College, Hartford, CT)

15. Older People, Learning and Society – Looking at the Benefits
Elizabeth Mestheneos (President, AGE, the European Older People’s Platform)

16. Older People, Learning and Society – A View from the OECD
Tom Schuller (Director, NIACE Inquiry into the Future for Lifelong Learning; former Head, Centre for Educational Research and Innovation, OECD, Paris)

Fifth Seminar – 8 June 2009

17. In from the Cold? Lifelong Learning in Residential Care
Alex Withnall (Lifelong Learning and Health, University of Warwick Medical School)

18. Lifelong Learning – Do we mean what we say?
Shirley Davidson and Estelle Morris (First Taste – educational arts charity)

Jo Walker (Chair of the Association for Education and Ageing)

20. Civic Engagement in Later Life and Adult Learning
Catherine Hennessy (Professor of Public Health and Ageing, University of Plymouth)

Sixth and Seventh Seminars – 17 and 18 September 2009

21. Learning and Older People: Recent Research Agenda and Findings
Keith Percy (Professor and Director of the School of Lifelong Learning and Widening Participation, Lancaster University)

22. TOPIC: Learning in Care Homes
Andrea Walker Patrick (First Taste – educational arts charity)

23. Making Older People Equal: Reforming the Law on Access to Services
Lisa Glennon and Professor Brice Dickson (School of Law, Queen’s University Belfast)

24. Learning and a Society for All Ages
Hugh Pullinger (Head of Older People and Ageing Society Division, Department of Work and Pensions)

25. Learning Later in Life: A Clubhouse Model using the Web
Jatinder Sandhu (School of Law, Nottingham Trent University)

26. Learning in Later Life: European Approaches and Issues
Jumbo Klercq (Stavoor, Dutch adult education; CEO, Elephant Learning in Diversity)

27. Critical Reflections on the Seminar Series
John Benyon and Jim Soulsby (Institute of Lifelong Learning, University of Leicester)

28. Moving Forward: Research, Dissemination, Change
John Benyon and Jim Soulsby (Institute of Lifelong Learning, University of Leicester)