Riassunto*: i rapidi cambiamenti tecnologici che interessano la nostra società hanno profonde ripercussioni sul mercato del lavoro, dove sempre maggiore è la richiesta di qualifiche elevate e nuove competenze: la natura dei lavori cambia, emergono nuovi settori – basta pensare alla green economy. Affrontare questi cambiamenti è una sfida per tutti, ma soprattutto per i lavoratori più anziani, i quali, dato l’invecchiamento demografico, costituiranno una componente preponderante della futura forza lavoro. Per rimanere attivi nel mercato del lavoro, è dunque fondamentale per loro accedere a programmi d’istruzione e formazione, in una prospettiva che coniuga lifelong learning e invecchiamento attivo. Nell’ottica del lifelong learning, principio portante delle politiche UE per l’istruzione dell’ultimo decennio, vari documenti, in particolare l’Action Plan on Adult Learning (2007), hanno promosso iniziative a favore degli adulti. Se la recente crisi ha messo in primo piano la necessità di interventi per i giovani, non per questo gli adulti sono venuti meno dall’agenda europea: il programma «Education and Training 2020» (ET 2020) stabilisce che entro il 2020 almeno il 15% delle persone tra i 25 e i 64 anni partecipi all’apprendimento permanente; attualmente la media europea è del 9,1% e si abbassa per i senior (50-64 anni). Cosa fare? La nuova Agenda Europea per l’Apprendimento degli Adulti (novembre 2011) formula alcune priorità specifiche per gli over 50: sviluppare programmi di apprendimento specifici; promuovere il volontariato e l’apprendimento intergenerazionale, ad esempio utilizzando i senior come tutor e formatori per le nuove generazioni così da valorizzare la loro esperienza. L’Anno europeo del 2012, dedicato all’invecchiamento attivo e alla solidarietà tra generazioni, sarà la cornice entro cui dar seguito agli orientamenti dell’Agenda; d’altra parte, è importante capitalizzare e diffondere le esperienze già realizzate, come le buone pratiche che in questo ambito vanta il Lifelong Learning Programme (le più significative sono citate nel presente articolo).

Parole chiave: Education; Older adults; EU Policy

* Il riassunto in italiano e in inglese è a cura di Anna Maria Senatore.
Education later in life brings multiple benefits

Dealing with change is the challenge for any society, the 21st century society may not be original in this, but the changes are coming at a tempo never experienced before.

Rapid technological change requires all of us to keep up-to-date with at least basic technology. Even tax declarations and ballot papers, not to mention banking applications and travel documents, are nowadays in electronic format. Everybody should, therefore, possess at least the very basic digital skills. On the labour market, the proportion of jobs that require medium and high-level qualifications is expected to increase. However, we still have an extremely high number of those of working age in Europe who have either low or no qualifications. The nature of jobs is changing, necessitating changes in the skills that are required of workers and employees. Some of these new requirements are brought about by the greening of the economy. Such changes make it ever more important to empower people to be able to adapt to new developments, both in their private and their working lives.

These changes can be daunting for people of any age but particularly those who feel they have worked hard and are now ready for a quiet/er life. Coping with change in modern life makes the case quite convincingly for lifelong learning and vindicates the messages that «it is never too late to learn» and learning must be for all. The recent crisis has also highlighted the importance of education and training at all stages of life, in particular for young adults striving to find a first job, and for older adults as a response to or to avoid unemployment. Learning has been recognised as an important element of active ageing in a number of important ways:

- **Employment and the labour market**: populations are increasingly being expected to work for longer, making participation in the labour market an important aspect of active ageing. This phenomenon is highlighted through the fact that there are less and less young persons to enter the labour market. If people are to remain engaged in meaningful and productive activities as they grow older, there is a need for continuous training in the workplace and lifelong learning opportunities in the community. This requires older people to maintain and update the skills they have, particularly in relation to new technologies. Continuous learning and development of an ageing workforce are important for employers' survival in competitive markets, as well as for maintaining older people's employability.

- **Health**: low levels of education and illiteracy are associated with increased risks of disability and death among people as they age, and higher rates of unemployment. The WHO suggests education in early life combined with opportunities for lifelong learning can help people develop the skills and confidence they need to adapt and stay independent, as they grow older. Recent research has shown that community-based adult learning courses structured around wellbeing, creative expression and healthy living

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1 According to Eurostat (2011), in 2010 74 million persons aged 25-64 years have at most completed lower secondary education.


can be effective as a low cost way of reducing mental health disorders, such as depression and anxiety\textsuperscript{4}.

- **Caring**: the majority of European family carers are in the age group 45–64, often caring for both their parents and their children\textsuperscript{5}. Despite the significant economic value of family caring and the fact that it is essential for the maintenance of those members of society in need of care and assistance, the attention granted to carers’ needs in the fields of policy and practice has until recently been low. However, the ageing population has brought the issue of family care onto the policy agenda and research suggests that learning is especially important for carers in order to progress or return to work\textsuperscript{6}.

- **Economic sense**: having a healthy silver economy also means that savings can be made, for example in the health services for the ageing population which become increasingly costly for public coffers as this section of the population grows. But equally for the older people themselves good health means they can save money on medicines and care and put them to use in other areas of the economy.

- **Active participation**: active ageing refers not just to employment and health issues, but to participation in social, economic, cultural, religious, and civic affairs\textsuperscript{7}. Older people are known to be a major group participating in informal adult and community learning (IACL), which is recognised as playing an integral role in developing social and economic capital. It has proven benefits for individual, family and community wellbeing, as well as bringing demonstrable improvements in mental and physical health\textsuperscript{8}.

- **Closing the digital divide**: digital exclusion disproportionately affects older people in many areas of life such as employment, health, participation, and quality of life. Internet use diminishes with age and learning can facilitate the use of ICT and consequently digital technologies can facilitate learning, for example through distance learning or accessing online resources which could compensate for older people’s disabilities or lack of mobility.

Traditionally, older people have had less access to secondary and tertiary education. Universal primary education and more regular secondary education only became a reality in Europe in the 20\textsuperscript{th} century, which is why today’s older generations have lower levels of formal qualifications. Many built successful careers in trades and crafts following apprenticeship or learning on the job (sitting by Nellie, as an English expression says) but today these sectors are in decline and jobs are moving to sectors in which higher skills levels are required. However, statistics show clearly that participation of older people in education and training is the lowest of all age groups confirming that adult education is the weakest link in the lifelong learning chain.

\textsuperscript{4} Mental Health Foundation, *Learning for Life: Adult Learning, Mental Health and Wellbeing*, 2011.  
\textsuperscript{6} EUFAMI, *Family Carer Education in Mental Health*, 2010.  
\textsuperscript{8} BIS, *Review of Informal Adult and Community Learning*, 2011.
Education later in life is now part of EU policy

From the beginning of its short history in the field of education, the European Union has taken the view that learning should not be limited by age or time and recognised the learning needs of older people in various policies. The lifelong learning perspective has been actively promoted in EU policy over the last decade and has put the spotlight on learning over the life course and the joined up approach to education and training, allowing flexible progression. The Lifelong Learning Programme was introduced to help support countries and organisations to promote and develop lifelong learning.

The EU policies are concerned with the participation in learning of persons of all ages, as a means of reaching higher levels of competence and to give more individuals the chance to participate in education and training. These policies are now considered central to Europe 2020: the strategy for smart, sustainable and cohesive growth, agreed on in 2010 as Europe’s response to crisis and to succeed the Lisbon Strategy of 2000. Education and Training 2020⁹, as well as its predecessor Education and Training 2010, propose more specific measures for the education sector, including benchmarks on adult participation in lifelong learning, upper secondary participation, mathematics, science and literacy levels, etc., as well as headline targets on reducing early school leaving and participation of 30-34 year olds in tertiary education.

Most of the EU Member States have not reached the target of 85% participation in upper secondary education which was set for 2010 as part of the Lisbon strategy. Though signi-

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Figure 1. Participation in education and training in 2010 by age EU27 (%)

Source: Eurostat Labour Force Survey (last update: 2011)

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EU policies targeting the younger generation while not forgetting the old

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significantly, many of the newest Member States have reached a level of over 90%. Dropout rates are still a concern which the new strategies seek to reduce from the current 14.1% to 10% by the year 2020. While according to the latest PISA data from 2010, 25% of today’s fifteen-year-olds now experiencing problems with literacy and numeracy will be inadequately skilled when they reach the age of 25 in 2020, it is estimated that only 16% of jobs will require low skilled workers by this same date\textsuperscript{10}.

The current crisis has put much emphasis on young people. Youth unemployment and fears of a «lost generation» are the target of several EU policies and initiatives, such as the Recommendation on early school leaving\textsuperscript{11} or the Youth on the Move Flagship Initiative. Adult learning which has always struggled to achieve visibility on the education and training playing field, alongside giants such as schools and universities, has an even bigger battle on its hands in trying to develop in a time of crisis. But the Member States through the Council of the European Union have taken up the gauntlet. In addition to action targeting youth, much is being done in the field of education and training level in the European Union as well as in the Member States in order to respond to the need to activate older citizens.

Adult participation in lifelong learning is one of the benchmarks pursued in the European Union. By 2020, 15% of adults (aged 25–64) are expected to participate in learning, in any four week period. While some European countries have reached this benchmark, the average participation rate in Europe lags considerably behind (about 9.1%)\textsuperscript{12}. The participation of adults aged 50 to 64 is considerably less than even this already poor average. However, the relatively high participation rates, for example in Denmark and Sweden where participation more than double the set benchmark, show that it is not impossible to reach this benchmark. On the other hand, lack of monitoring and data deprives policymakers and researchers of a strong evidence base on senior participation in learning. Eurostat, through its surveys\textsuperscript{13}, processes data only up to the age of 64 and there is not any evidence or analysis of the participation of the «oldest old» in learning, with the exception of a few countries that have added the cohort up to 70.

What can, then, be done to increase the participation of older citizens?

Firstly, the training offer should be better adapted to their needs and training delivery should better take into consideration the way older persons learn. For some, it might be useful to receive training that is delivered at a slower pace. New communication technologies might prove to be very helpful, as could other flexible modes of delivery. This might also be a solution to encourage those older citizens who are still in the labour market to participate more. Learning possibilities should be available at times and places that best suit the learners.

New ways of learning as well as a new learning population (= older persons) require different skills of teachers and trainers. It is important to develop the skills and competences of trainers to better deliver training for the ageing population and in order to use


\textsuperscript{11} European Council recommendation on policies to reduce early school leaving, 2011.


\textsuperscript{13} Labour Force Survey and Adult Education Survey.
the possibilities of new technologies. One way of benefitting from the experience of older and/or retired workers would be to use them as teachers or tutors for the younger generation and thus not to let their knowhow become lost to society.

The experience that older workers have gained from their working career, or even through participation in civil society activities, might help them participate in further learning or move on to new functions. Therefore, it would be important for them to get their previous experience validated. Validation of prior learning is already a current practice in many countries in Europe, but there is still a lot of room for improving this practice.

Research has shown that changing careers at a later stage might have an invigorating effect on persons and their careers. Therefore, encouraging mid-career change could help people to stay longer in working life. This could be particularly helpful for those who are in physically demanding jobs. Career change should, in most cases, be accompanied by training and guidance. This applies especially to those older workers who are likely to face transitions at the labour market.

The European Commission's 2001 Communication *Making a European Area of Lifelong Learning a Reality*\(^\text{14}\) and the 2002 Council Resolution on lifelong learning stressed the importance of lifelong learning\(^\text{15}\) for competitiveness and employability, but also for social inclusion, active citizenship, and personal development. Adult learning has been set as a vital component of lifelong learning which has the potential to be a partial counterbalance to an ageing population and to meet skills and labour shortages in certain sectors, but also addresses different circumstances or conditions, for example the need for new forms of literacy such as ICT, health or financial literacy.

The need to lift the barriers to and to address the imbalances in participation in learning in order to achieve a more equitable picture was recognised successively by European Commission Adult learning communications *Adult Learning: It Is Never Too Late to Learn*\(^\text{16}\) and *Action Plan on Adult Learning*\(^\text{17}\) endorsed by national education ministers in May 2008 in Council Conclusions\(^\text{18}\) which drew attention to the lifelong learning and training requirements of older workers and migrants. The Action Plan called upon all Member States to build an efficient adult learning system and key messages included increasing equitable participation possibilities for adult learning, concentrating on the quality of learning approaches for adult learners, recognition of non-formal and informal learning, investments in the education of older people and migrants, and the importance of data gathering on adult learning. The Bruges Communiqué\(^\text{19}\) which contains strategic objectives for vocational training for the ten-year period of 2010-2020 was adopted in December 2010. It includes a 4-year action plan with clear priorities for the first years of implementation. This


\(^\text{15}\) Lifelong learning is defined for the purpose of 2001 Communication as «all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective».


\(^\text{18}\) OJ C140, 28.05.2008, 10.


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action plan includes an agreement of the Member States to take a closer look at how incentives are used in order to encourage participation of older workers in continuing vocational training. In particular, it urges Member States to modernise their training systems through measures described earlier in this section.

Renewed European Agenda for Adult Learning 2012–2014

A Resolution adopted by the Education Council on 28 November 2011 lays out a renewed European Agenda for Adult Learning. The Resolution provides specific priorities for the adult learning sector as part of the overall ET2020 strategy for European cooperation in education and training. It continues the work set in motion by the Action Plan on Adult Learning 2008–2010 to increase adult participation in learning. In the medium term, 2012–2014, outreach, guidance and access for those who are disadvantaged because of their low literacy levels, inadequate work skills and/or skills for successful integration into society is highlighted. This focus on providing basic skills and second chance opportunities from those furthest from learning complements the many other EU initiatives aimed at making lifelong learning a reality for all.

The European Agenda for Adult Learning underpins three of the Europe 2020 Flagship initiatives in particular:

- an Agenda for New Skills and Jobs, which calls on Member States to ensure that people acquire the skills needed for further learning and the labour market through general, vocational and higher education, as well as through adult learning;
- the European Platform against Poverty, which proposes the development of innovative education for deprived communities in order to enable those experiencing poverty and social exclusion to live in dignity and to take an active part in society;
- Innovation Union, which promotes excellence in education and skills development in order to ensure future growth from innovation in products, services and business models in a Europe faced with an ageing population and strong competitive pressures.

It also complements Youth on the Move and the EU’s targets to get the early school-leaving rate below 10% and more 30–34 year olds in tertiary education (at least 40%). Placing the priorities within the four strategic objectives of ET2020 brings adult learning into the overall policy framework where it belongs. It also makes easier the task of ensuring complementarity and coherence with other policy initiatives – particularly the Copenhagen process on VET, the modernisation of higher education, and reducing early school leaving – which the Resolution entrusts to the Commission.

While the Council Resolution in its renewed European Agenda for Adult Learning strives for continuity and building on previous policy documents, there is in all of this one issue which emerges stronger in the Agenda and that is learning later in life. In the longer term vision for adult learning up to 2020 set out in the Agenda, it foresees that the adult learning sector should achieve:
• well-developed learning provision for seniors, in order to promote active, autonomous, and healthy ageing, and which uses their knowledge, experience, social and cultural capital for the benefit of society as a whole;

• a strong commitment to promoting adult learning as a means of fostering solidarity between different age groups (for example, by means of an «intergenerational pacts») and between cultures and people of all backgrounds.

Among the priorities for the next cycle of ET2020, 2012–2014, under the strategic objective Promoting equity, social cohesion and active citizenship through adult learning is: «Enhancing learning opportunities for older adults in the context of active ageing, including volunteering and the promotion of innovative forms of intergenerational learning and initiatives to exploit the knowledge, skills and competences of older people for the benefit of society as a whole».

**European Year of Active Ageing and Solidarity between Generations 2012**

The adoption of a renewed European Agenda for Adult Learning and the launch a month later of the European Year of Active Ageing and Solidarity between Generations is a happy coincidence and one which the Commission hopes to exploit to give due airing to this important topic – learning in later life. The European Year provides an excellent opportunity to define the field of learning for active ageing and to place it in the context of overall active ageing policy. It should encourage and support the efforts of Member States, their regional and local authorities, social partners and civil society to promote learning for active ageing and to better mobilise the potential of the rapidly growing population in their late 50s and above.

With this initiative is hoped to stimulate a debate and develop mutual learning between Member States and stakeholders at all levels in order to promote active ageing policies, to disseminate good practice and to encourage cooperation and synergies while offering a framework for commitment and concrete action.

**Giving back to society: volunteering and intergenerational learning**

Learning for and in retirement will be the growth sector of adult learning in the years to come as this population is increasing at an unprecedented rate. This is in stark contrast to the situation at the end of the 19th century when retirement was first introduced. In 1898 when Bismarck introduced pensions for 70 year olds, few people reached the pension age, while today pensioners can expect to live for as long as 30 or more years in retirement. Not only are people living longer, they are on average better off than ever before. The question can justifiably be posed as to what contribution they can give back to society and the
economy during at least part of their retirement. Learning for the transition to retirement and for possible new roles in life should therefore be developed.

Volunteering offers opportunities to people of all ages to contribute to their local communities. In the case of seniors, it is a beneficial way to participate in local affairs and continue to have an active role in society. More and more the value of volunteering as an opportunity for young and old to meet and exchange is being acknowledged, and hence its growing role as a learning opportunity and vehicle for intergenerational learning.

In 2009, senior volunteering was added to the Grundtvig actions to give European citizens, 50+, the opportunity to take part in volunteering projects in a European country other than their own, allowing them to learn and share their knowledge and experience.

Related to this is the role seniors can play in education and training as tutors and mentors and in helping to pass on their skills, knowledge and experience to younger people. This can be in the family, at work or in the community. But equally, they have a significant contribution they could make in providing learning opportunities for the migrant population, for example helping them to learn the language in the host country, and by so doing getting to know immigrants and their culture better, and hence contributing to their integration and to social cohesion more generally.

The contribution of the Lifelong Learning Programme

With a budget of nearly €7 billion for the period 2007-2013, the Lifelong Learning Programme (LLP) funds a range of actions, including mobility, projects and partnerships, exchanges, study visits and networking activities. The LLP contains four sub-programmes, each supporting different areas and levels of learning:

- Comenius – for school learning;
- Erasmus – for higher education;
- Leonardo da Vinci – for vocational education and training; and
- Grundtvig – for non-vocational adult education.

The Grundtvig Programme was initially launched in 2000, in the framework of the Socrates II Programme. The aim of this programme was to provide more and better learning opportunities to adults, to provide adults with pathways to improving their knowledge and competences, aid their personal development and improve their employment prospects, whilst also tackling problems associated with Europe’s ageing population.

Although Grundtvig is open to the adult population, it has a specific focus on those with particular needs: people lacking basic education and qualifications; people living in rural or disadvantaged areas; people who are disadvantaged for socio-economic reasons; people with disabilities or severe learning problems; and social groups which are «hard to reach» and which do not generally tend to take part in educational initiatives. In this context, it is particularly well placed to address the particular social needs of the ageing population. Since 2007 the Grundtvig Programme has founded more than 400 projects aimed at learning for older people and intergenerational learning thus providing senior citizens with
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more ways to improve their knowledge and skills, facilitate their personal development, and boost their employment prospects.

The Leonardo da Vinci Programme funds practical projects in the field of vocational education and training. Initiatives range from those giving individuals work-related training abroad to large-scale co-operation efforts. The people able to benefit from the programme range from trainees in initial vocational training, to people who have already graduated, as well as VET professionals and anyone from organisations active in this field. Leonardo da Vinci enables organisations in the vocational education sector to work with partners from across Europe, exchange best practices, and increase their staff’s expertise.

The following examples of good practice demonstrate the contribution of the Grundtvig and the Leonardo da Vinci Programme to the active ageing agenda.

**Face it! Families and Active Citizenship Training Handbook (2006)**
Introducing the Face it! approach to active citizenship and family learning, the training handbook aims to promote wider provision by adult education organisations and, as a result, to encourage increased levels of civic participation amongst isolated, hard-to-reach and disadvantaged groups. The handbook is directly targeted at teachers, trainers, tutors and facilitators in adult learning and, across 6 individual chapters, includes concepts and methodologies, evaluation examples, materials and collaborative learning ideas, case studies and a range of support materials (the latter provided in original partner languages on an accompanying CD-ROM).

Available at: <www.faceitproject.org/resources_bank.htm>.

**Handbooks for Senior Volunteers and Hosting Organisations involved in International Voluntary Service Projects (2003)**
A series of handbooks, in 4 languages, targeting both older people (interested in spending time abroad as a volunteer) and potential volunteer host organisations. The developed handbooks, in addition to introducing the general concept of volunteering, cover the practical aspects of going abroad or hosting a foreign visitor, as well as mutual expectations from both parties. Handbooks are each complemented by examples of good practice from different European countries.

Available at: <www.lunaria.org/downloads/archivio/?dl_cat=2>.

The Training Toolkit developed by the Empowering Health for the Elderly project aims at improving the skills and competences of persons working with the elderly. Guided by a training handbook, which also presents the overall training concept, the toolkit is divided over 2 key sections and covers training for health professionals and the teaching of elderly people to live healthier lifestyles. Links to course materials are provided in the form of active (embedded) links within the handbook text with the handbook itself provided in the 4 partner languages.

Available at: <www.ehle-project.eu/en/project-tools.html>.
**seVen - Senior European volunteering exchange network: promoting international voluntary service in Europe as an educational and lifelong learning tool for senior citizens**

This network of 29 partners wants to create a European space where all the organisations involved in senior volunteering will be supported in the implementation of their mobility and exchange projects. SeVen’s members include NGOs, local governments, universities and research centres with at least 5 years’ experience in the co-ordination and management of senior volunteer programs.

Available at: <www.seven-network.eu>.

**SenEmpower**

The SenEmpower project intended to combine two aspects of civil society and the roles that seniors can play in it. On the one hand, the number of seniors who need support in being an active member of the local community will increase. Single, older women are particularly at a high risk of social isolation, but the same is true for other vulnerable groups of older people in marginal social contexts. Besides poor health and poverty, the most important risk factor for social exclusion is a low level of formal education. For these seniors, ways have to be found and developed to utilise their hidden strengths to enable them to participate in community life. On the other hand, a growing number of seniors are ready to work in self-help groups and initiatives on issues of public welfare, including the re-integration of isolated seniors into community life. Their contribution to social welfare is tremendous but needs to be acknowledged and supported by educational offers and cooperation at community level. Given this background, the project aimed at offering training courses to members of seniors’ self-help groups and voluntary work initiatives to improve their skills in empowering seniors, with weak family and social networks, to take a greater role in society.

Available at: <www.senempower.eu>.

**www-golden-age**

The main topic of the project was introducing seniors to information technologies. The partners focussed on different aspects of the teaching/learning process and also on how to improve the functioning of older citizens in the Information Society. The work was centred around 8 seminars, one in each partner-country. Each partner was responsible for planning and running one seminar devoted to one subtopic, and to run an Internet activity involving all partners.

Available at: <http://goldenage.felk.cvut.cz/index/index_cz.html>.

**Teddybear**

Teddy Bear was an intergenerational learning project which offered benefits for all those involved. This Partnership involved older people (50+) from all sectors of the community, including those who were disadvantaged or suffering from disabilities or mild dementia/Alzheimer. They were invited to share their life stories with young children between 6 and 12 years old in primary schools. Teddy Bear is the project which most closely responds to Europe’s changing demographics. The concept is that older learners have the opportunity to take part in reminiscence programmes and are given special opportunities to work
directly with children and tell them their own stories. Ideas relating to celebrations, games, crafts and food were chosen as initial stimuli for the story telling. Later, activities such as skills demonstrations by the older learners based on their previous experience and visits to places associated with their memories, featured as part of the programme in all project areas. The project has had a positive impact on the older people who now more readily see themselves as learners and who have increased in confidence, built new relationships with young people, acquired new IT skills and in some cases become more civically engaged.

Available at: <http://www.e-c-a.ac.uk/teddybear>.

*Mature@eu - Supporting employers in recruiting and selecting mature aged persons*

Age-diverse recruitment is a challenge as many standard recruitment practices and selection criteria are age-related. The objective of the Mature@eu project is therefore to enable recruiters and human resources management to introduce age neutral recruitment procedures. The ICT sector, with its youth oriented image, serves as a pilot sector for developing and testing the e-learning environment and training materials.

Available at: <http://en.elearning.mature-project.eu>.

*ROMEO*

The ROMEO project (Reinforce the Organizational competences of young salaries and women by enterprise MEntOr) helps people aged 55 or more to get involved as company mentors. The role of these company mentors is central in the process of acquisition of key competences by younger staff as well as by women coming back to the labour market after a break in their professional careers. The ROMEO project develops online training modules specifically designed to support the mentoring activities. Consolidating the jobs of younger workers and keeping senior workers at work are not contradictory but, on the contrary, can be considered as complementary resources for economic and social development.

Available at: <http://www.romeo-project.eu>.

*Ageing at work*

Health, wellbeing and lifestyle behaviour of the ageing workforce tend to receive little attention from HR professionals. The Ageing at work project addresses this problem and promotes the integration of age-related physical, psychological, and social health issues into a strategic HRM perspective. The project has lead to the development, testing, and promotion of a new training concept for HR professionals: Integrated Work, Health and Age Management (I-WHAM). Thanks to this approach, workers will be able to prolong their careers and improve the overall quality of their working lives.

Available at: <www.ageingatwork.eu>.

*SKRAT - Strategic practices for Know-how Retention and Transmission within organizations*

The SKRAT project has a holistic approach to facilitate the intergenerational transfer of know-how in the metal industry. The objective of the project is to improve the retention rate of older workers but also to help to transfer experiences and knowledge to younger workers, thereby improving the learning system of companies. A systematic learning system and
know-how transfer is carried out through mixed project groups and supported by learning facilitators from training services and consultancy providers.

Available at: <http://www.know-how-retention.eu>.

4Leaf Clover Quality Model for Senior Service Sector (2007)
In order to emphasize the changing requirements of the future care sector, the project develops the concept of «senior service sector», which covers different branch and competence profiles, from cleaning and housing assistance to care and nursing professions. The project partners study and describe the current challenges and job profiles within the senior service sector in each of the 6 participating countries as well as in 14 other European countries. By proposing concrete models and good practice examples which can be used by continuous vocational training providers, the project contributes in developing training solutions.

Available at: <http://senior-service-sector.eu>.

50+ Citizens’ participation in creation of their lives - SAGE+ (2009)
The main idea of the SAGE+ project is to transfer the approach and products of the previous SAGE project (2006) to Slovakia. The project responds to demographic change and low social and economic activity of the 50+ citizens by creating competency based training and a set of assessment methods for organizations and individual citizens who work with people in their mid or later life. Course participants successfully completing the pre-course assessment and subsequent training programme will be qualified as «participation facilitators», who can work in a variety of settings to encourage active citizenship amongst people aged over 50. By doing so, it is anticipated that those people will be empowered and more able to shape services to meet their needs.

Available at: <http://www.sageplus.eu>.

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