



University of
Strathclyde
Centre for
Lifelong Learning

The Role of Lifelong Learning and Older Workers: In Theory and Practice

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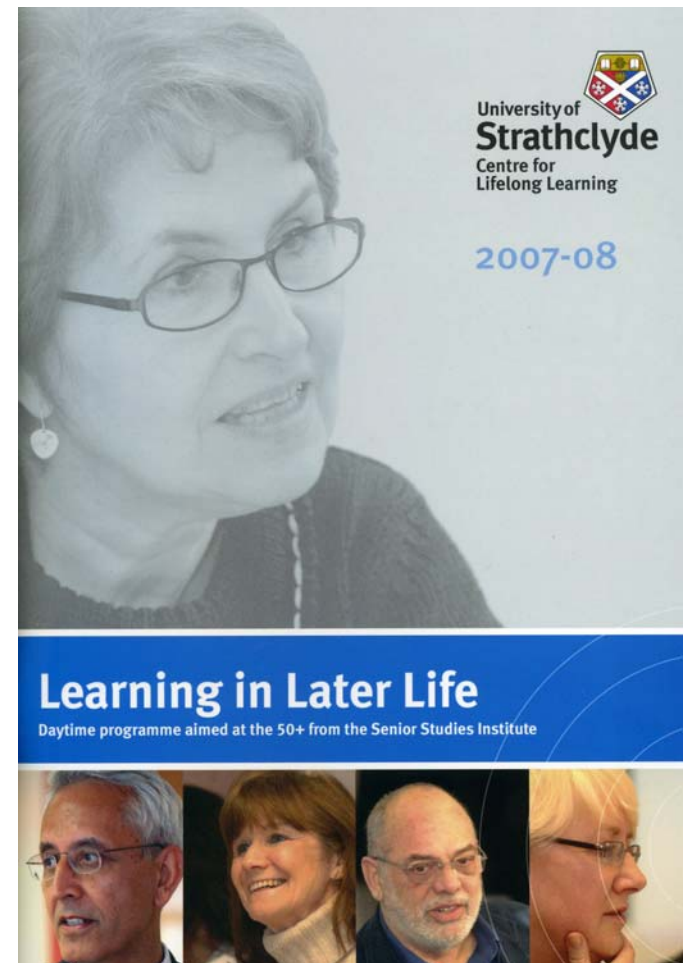


Located in the City Centre of Glasgow, the Senior Studies Institute, University of Strathclyde was formalised in 1991 as a European centre of excellence for lifelong learning for people over 50. Today, the Institute has 4 key areas.



Learning in Later Life

- Around 3,000 students per year
- 4,000 student registrations
- 250+ classes
- Students aged from late forties-early nineties
- 70% female
- 40% of students not involved in learning in the last ten years
- Students Association with around 1,000 members





Useful Learning Opportunities

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



Opportunities include:

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



Widening Access

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

Funding for projects comes from a variety of sources:

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



Employability

Creating opportunities, realising potential of older workers

Senior Studies Institute
50+ Employability

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



Areas for discussion

1. Setting the scene – what are the issues?
2. Identifying the challenges
3. Creating the business case
4. Lifelong learning as a vehicle
5. Potential solutions
6. Group discussion



Setting the Scene: Increasing life expectancy

UK 1901

➤ M = 45 F = 49

Scotland 2007

➤ M = 74.6 F = 79.6

Germany

➤ M = 76.1 F = 82.2

Glasgow

➤ M = 70.5 F = 77

(East End Glasgow = 63.5 for men – lower than Iraq = 68.3)



Bismarck's Old
Age and
Disability
Insurance Bill,
1889.

Introduced in the
UK in 1908



Healthy life expectancy

- Defined as the number of years people can expect to live in good health.
- The discrepancy between healthy and total life expectancy therefore indicates the length of time people can expect to spend in poor health.
- E.g. Glasgow male HLE 57.3/70.5 (LE) = 81%



Factors affecting healthy life expectancy

Smoking
Drinking
Poor diet
Lack of exercise
Drug abuse
Environment
Unemployment
Poor education

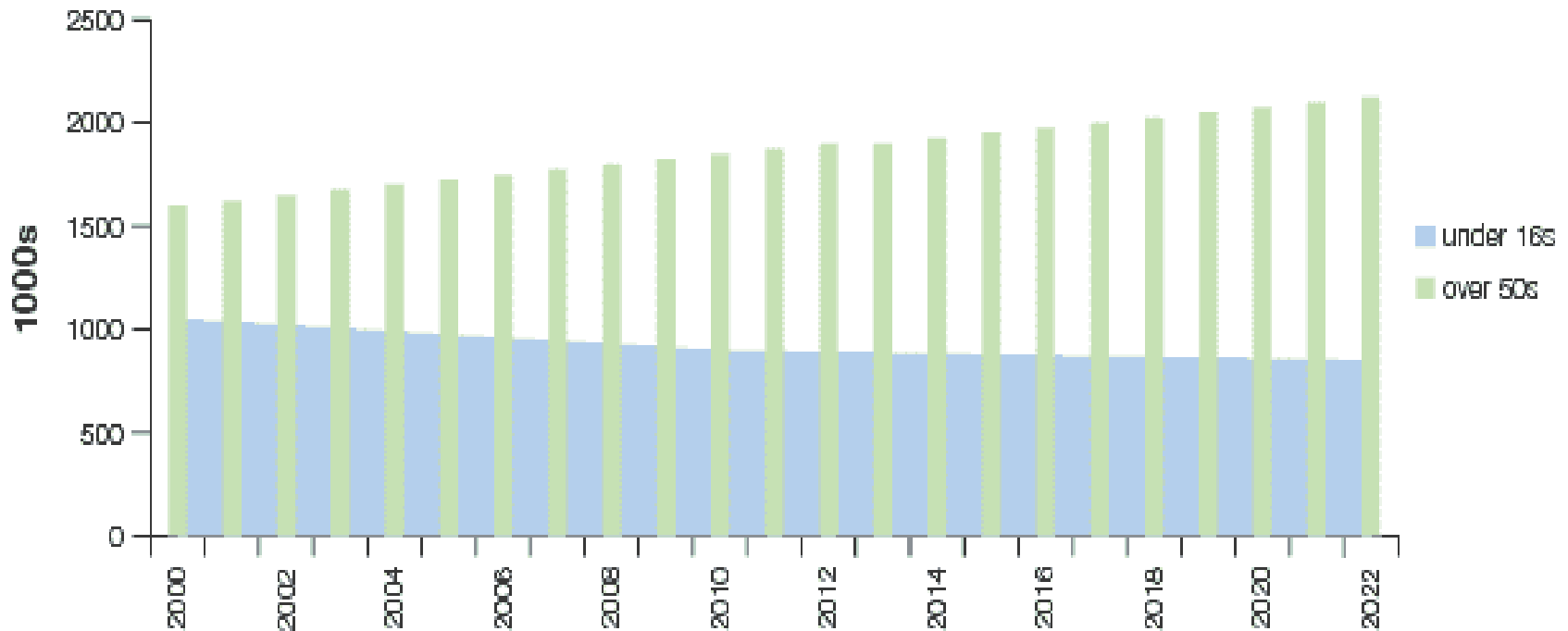
Socio-economic class has been linked to health inequalities for many years.

"the deprived lose fifteen years of life compared with the more affluent"

NHS Scotland



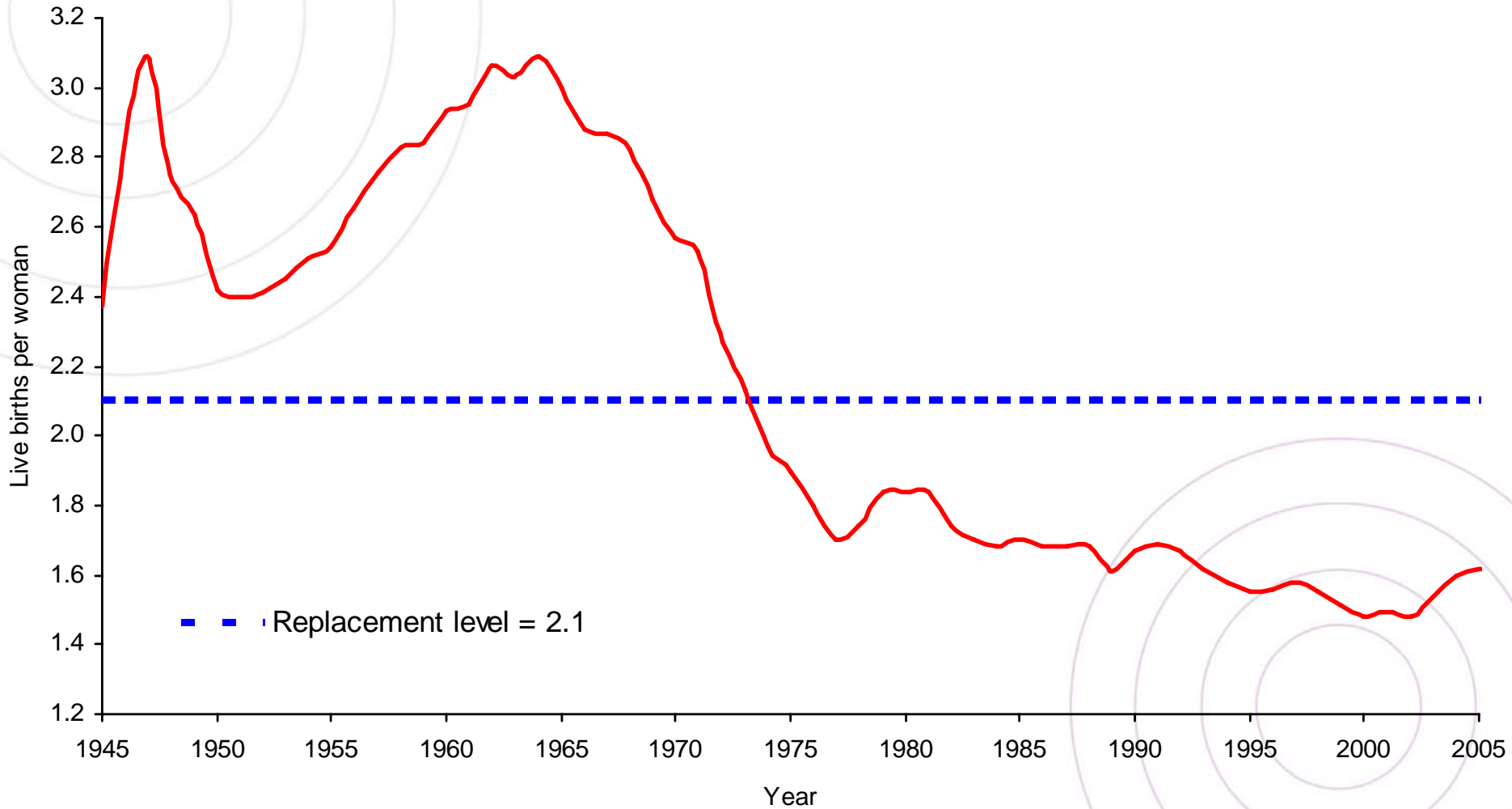
Changing demographic profile Scotland: 2000-2020



The over 50s population is projected to increase from 33% in 2002 to 42% in 2022. Also Scotland's population is expected to experience a falling birth rate over the next 20 years.



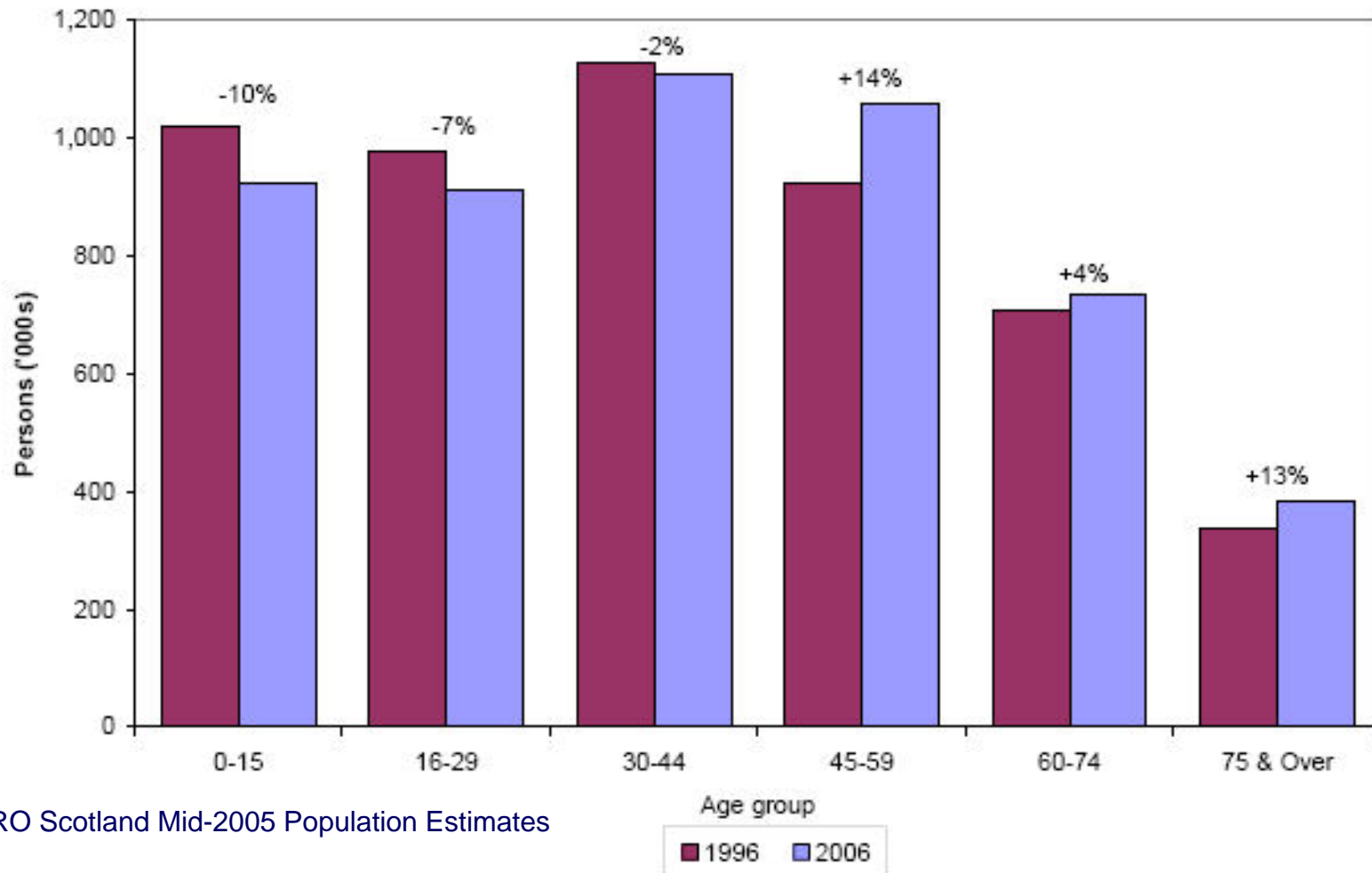
Figure 1
Total Fertility Rate
Scotland, 1945-2005





Changing demographic profile

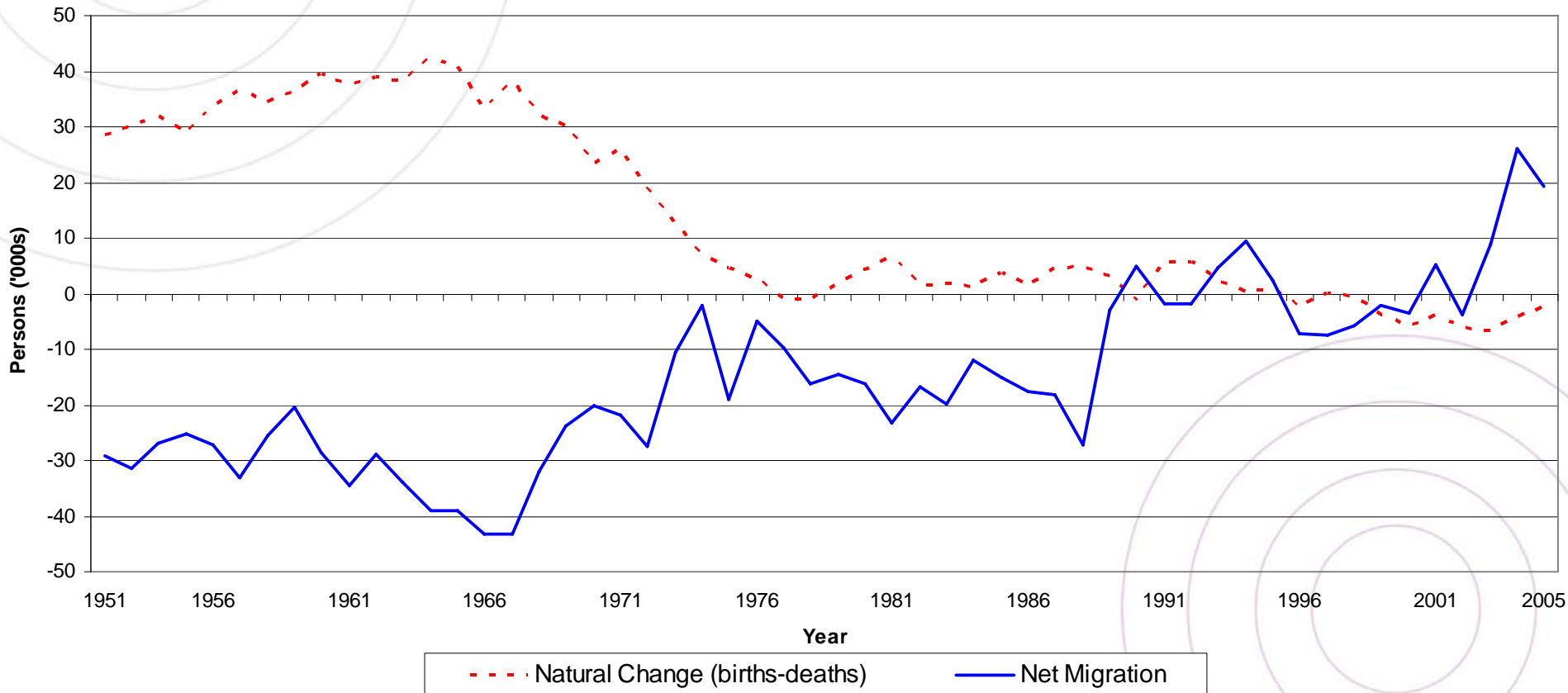
Figure 4 The changing age structure of Scotland's population, 1996-2006





Changing demographic profile

Figure 2 Natural change and net migration, 1951-2005





Local issues – breakdown of population

Area %	Under 16	16 to 64	Over 65	50 to 64 (% of wa)
Scotland (5,094,800)	18.2% (928,994)	65.4% (3,332,712)	15.4% (833,394)	28.3% (944,404)
Highland (213,590)	18.5% (39,593)	63.9% (136,517)	17.5% (37,480)	33.3% (45,520)
Glasgow (578,790)	17% (98,364)	68.2% (394,677)	14.8% (85,749)	21.9% (86,411)



Summary of issues

Current demographic situation in Scotland:

- Increasing life expectancy + Below replacement level fertility = Ageing Population
- Threat of zero or low net migration (i.e. No. of immigrants = No. of emigrants)



Identifying the challenges – what does it all mean?

Economic consequences:

- Changes in the demand for health services
- Changes in the demand for housing and residential services
- Changes in the demand for state-supplied pensions and other age-related benefits
- Changes in the supply of labour



Identifying the challenges – what does it all mean?

The Government?

- When pensions were introduced in the early 1900's there were 22 working age people for every retired person – by 2024 there will be less than 3.

(ELSA, 2008)

Employers?

- In 1950 the average life expectancy for men beyond the date of retirement was 10.8 years. In 2004, this had risen to 20.1 years.

(TAEN, 2008)

Individuals?

- Cost of retirement estimated at £413,000 per couple living into their 80's. This rises to £700,000 for centenarians.

(CEBR, 2008)



Identifying the challenges: changing mindsets

RF/philip.com



Sir Menzies (Ming) Campbell CBE, QC, MP

- Born in Glasgow, 1941
- Successful political career as MP for over 30 years
- Competed in 1964 Olympic and 1966 Commonwealth Games
- Leader of the Liberal Democratic Party from 2003 to 2007
- Overcame non-Hodgkins lymphoma in 2002

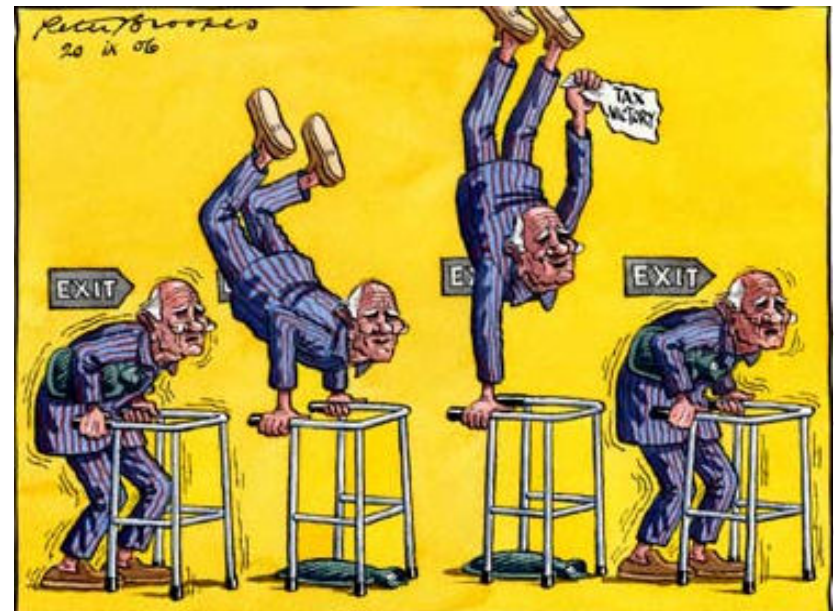


Identifying the challenges: changing mindsets

Media portrayal:



The Guardian, Sept 2006



The Times, Sept 2006



Identifying the challenges: contrasting perceptions

Wisdom

Knowledge

Sacred



Evil

Death

Omens



Identifying the challenges: contrasting perceptions of older workers

Perceptions

- Expensive to employ
- Reluctant to learn
- Uninterested in career progression
- Health affects performance
- Less productive

Reality

- Older workers keen to learn
- Lack of encouragement restricts participation
- SME's less likely to be 'ageist'
- Increased retention of corporate knowledge
- Less likely to be off sick



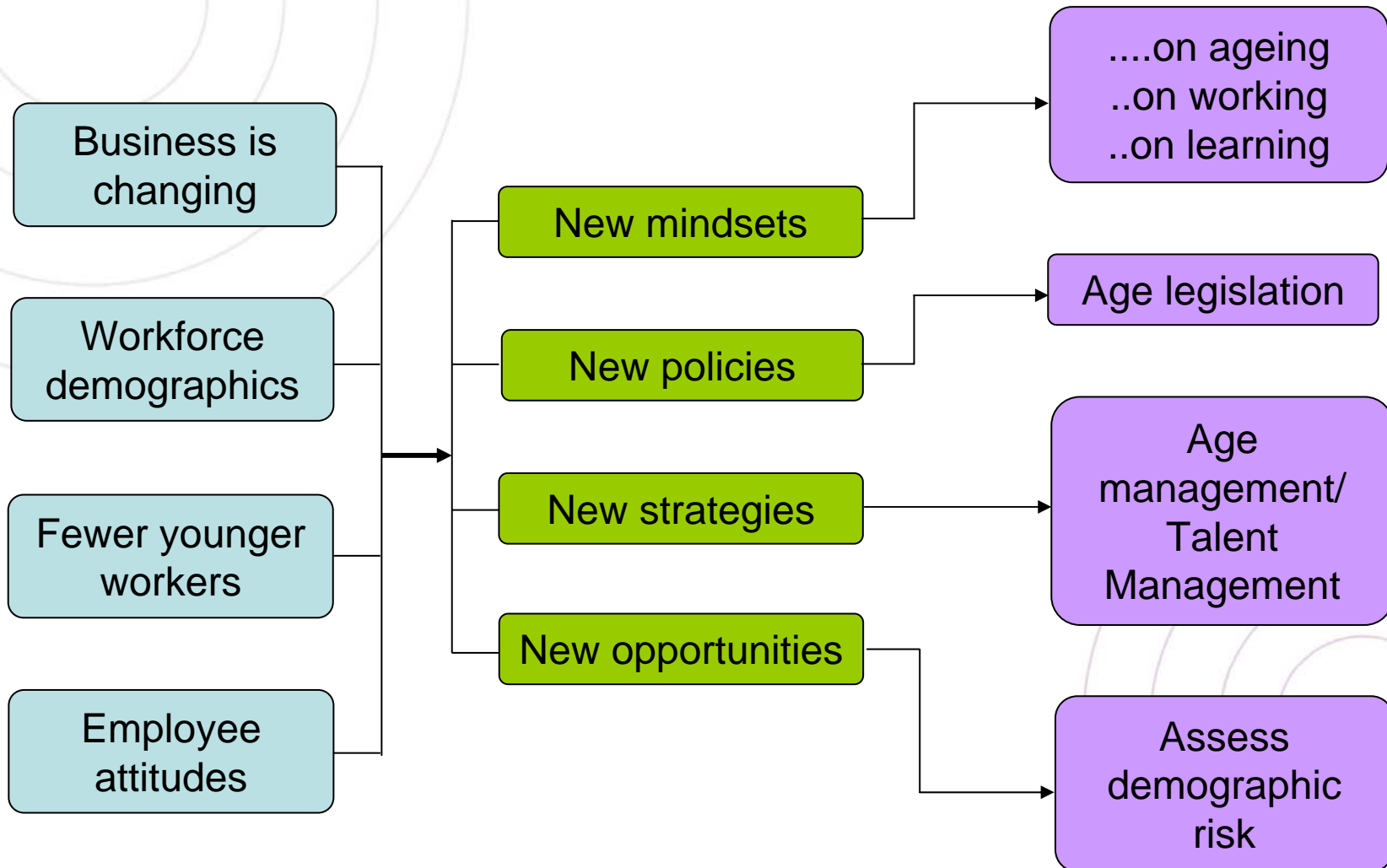
Creating a business case

Important to educate employers on the key risks they face, including:

- an increase in competition for labour
- increased competition for younger people
- a growing skills shortage



Creating a business case: a changing climate





Creating a business case: summary

- Important to make employers aware of the changing demographics
- Speak their language, for example the opportunity to increase profitability (the “grey pound”), save costs through lowering retention
- Investment in the development and training of older workers = a greater likelihood of them remaining with the company longer
- Promote the value and benefits of age management practices



Lifelong learning as a vehicle: predicting participation in later life

The length of initial education is considered to be the best single predictor of participation in adult learning. The more initial education and training people receive, the greater the likelihood of their learning later on in life.

Observation:

More than 50% of older learners at the Senior Studies Institute are:

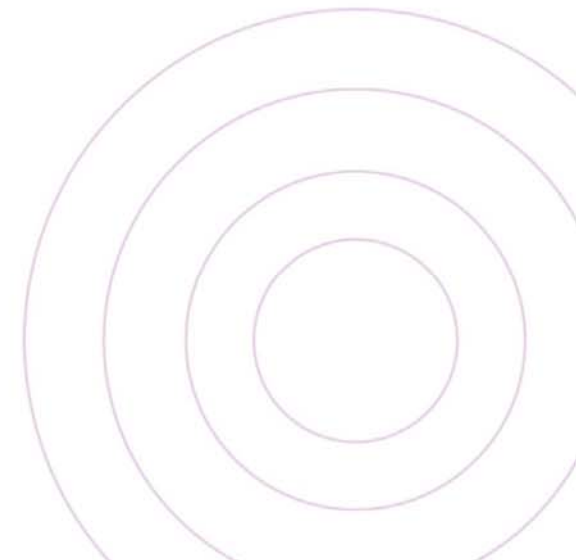
- People with University level education
- Professional career backgrounds
- Motivated to learn



Lifelong learning as a vehicle: barriers to participation

What are the barriers to participation?

- Time
- Cost
- Perception of relevance
- Perception of ability
- Ownership of the learning
- Need for support





Lifelong learning as a vehicle: Individual learning theory

Lifelong Learning

X

Y



- Low skilled, low paid
- Poor educational experience
- Low self perception of ability to learn
- Lack of opportunity to learn and develop through employment

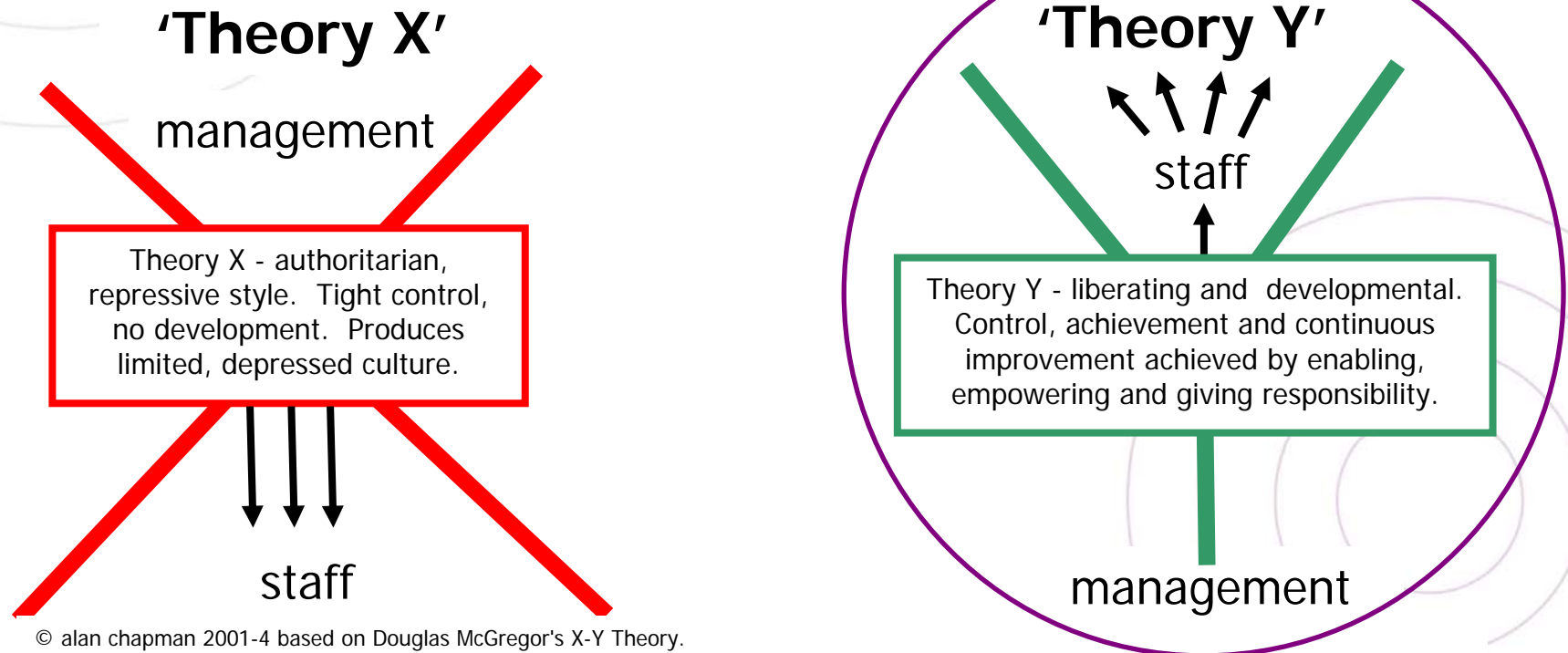
**G
A
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- Relatively low financial problems
- Longer educational experience
- Opportunity to learn and develop through working life
- Greater degree of confidence in ability



Lifelong learning as a vehicle: McGregor's motivational theory

McGregor (1960) maintained that there are two fundamental approaches to managing people. Many managers tend towards theory X, and generally get poor results. Enlightened managers use theory Y, which produces better performance and results, and allows people to grow and develop.





Potential solutions: the OWL model

European funded research project into new approaches of engaging and empowering older adults through learning.

- Piloted in 3 regions of Scotland, covering both rural and urban areas
- Targeted at non traditional learners
- 12-week learning programme designed
- Programme placed great emphasis on reflective learning
- Peer support embedded
- Exploration of personal interests / potential
- Essentially a 'study circle' approach

Why join up as an OWL learner?

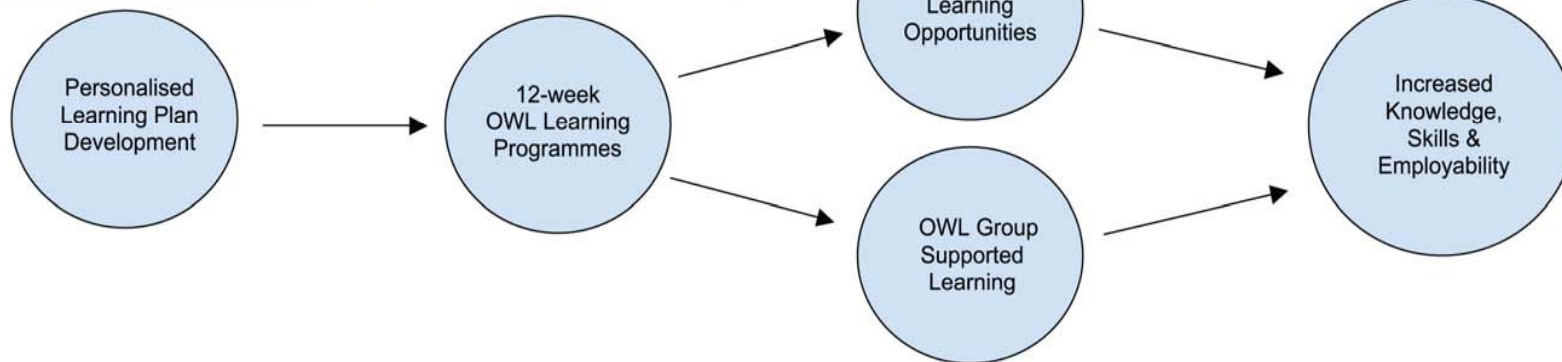
- Access to free learning opportunities for up to 18 months
- Learn at your workplace or central location
- Free guidance and peer assisted support

OWL will support learners to progress into further learning matching their interests and skills. Courses may be taken at local universities, colleges or other educational providers.

By the end of the project, OWL learners will have developed a detailed personal learning plan, a range of new skills and be involved in ongoing lifelong learning.

Realise your potential and explore your interests, aptitudes, skills and knowledge, through personalised support and guidance.

An individually tailored, weekly study programme preparing learners for further lifelong learning. Subjects include: motivation, IT, business skills, team working, time management and core skills.



- **Eligibility:** aged 50 or older, interested in learning for personal growth, new skills or career progression
- **Commitment:** 5 hours/week for 3 months initially

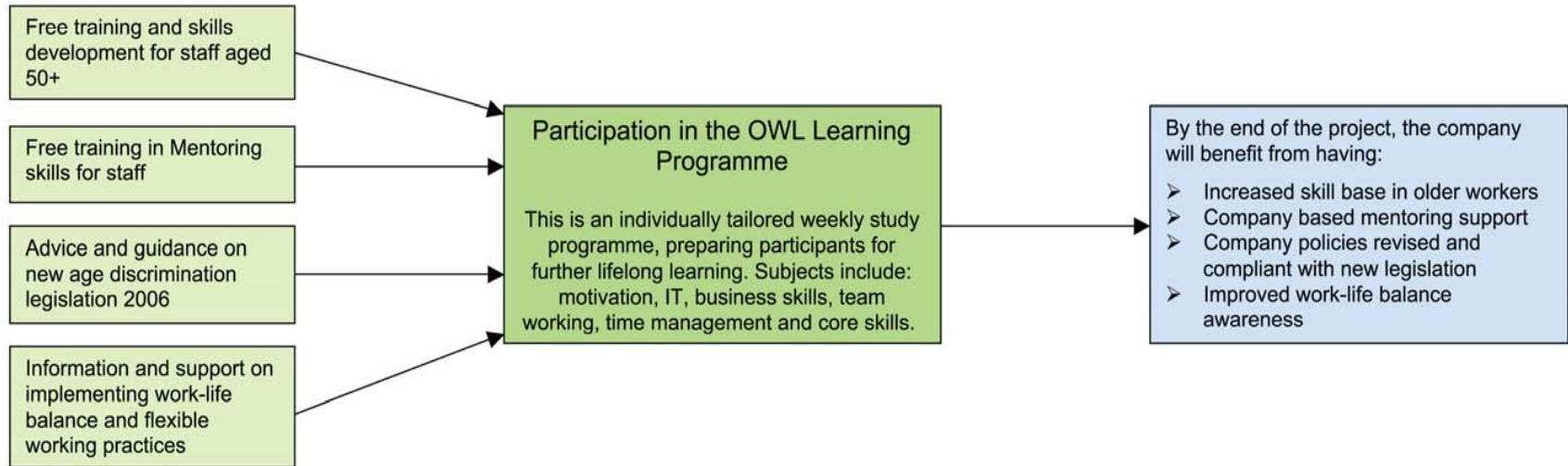
An integral part of the OWL project is the support provided by OWL Learning Groups. Programme participants meet regularly to go on study visits, discuss progress and provide support.

For more information contact:

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Benefits to Companies



- **Eligibility:** Participating companies need to be located in one of the pilot areas, interested in retention, recruitment or development of older workers
- **Commitment:** Support development of OWL group through provision of facilities or HR staff support

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Potential solutions: findings

- Older workers are keen to learn new skills
- Reflective learning is a powerful tool for building confidence, particularly among less educated individuals
- Groups have an optimum size; more than 5, less than 15
- Participation: 75% women / 25% men
- Rurality reduces participation
- Flexibility in delivery crucial (ability to adapt programme)



Potential solutions: findings

- Some things older adults learn better together
- Peer support provides a strong impetus for learning
- Participation must be natural – not forced
- Motivation can be strongly linked with learners self-image
- Learning should be delivered by someone who can relate to the groups feelings, fears and apprehensions – normally someone of a similar generation
- Social interaction – vital



Conclusion

- The challenges faced by demographic change are real
- The changing pool of labour means employers will have to consider older workers as a viable resource
- Older workers should be encouraged to continue learning into later life

However,

- There has to be recognition that older adults learn differently from younger adults



Discussion

1. Any questions?
2. Reflect on the differences/similarities between Glasgow and Nuremberg.
3. In what ways can employers engender a culture of Lifelong Learning?
4. What challenges do you see in using Lifelong Learning to assist older workers remain in employment longer?



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Thank You

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