



**ENCELL**  
Nationellt kompetenscentrum för livslångt lärande

Encell – the national centre for lifelong learning



## Knowledge dissemination:

- Active webpage with daily newsflow
- Twitter & Facebook
- Monthly newsletter
- Essay competition
- Conferences & workshops
- Research reports (in Swedish)

[www.encell.se](http://www.encell.se)



## The Aging Population in and after Working Life

The changing demographics with an aging population has increased the interest for a prolonged working life. At Jönköping University, we have been collaborating in this area for many years. The two main groups involved are ARN-J and Encell/Lifelong learning. We have established international networks and the next step is to prepare a larger application for funding. Examples of projects are:

- ActivAge (2012 – 2016) Jönköping County Council's center for development of improvement, the School of Health and the School of Education & Communication
- Bridge employment (2016 – ongoing): Transdisciplinary research collaboration
- BLSF-Sustainable Working life (2020 – 2021) Project in the Baltic Sea region (ESF)
- Age@Work - seed money application 2020, interview study with HR-managers and employers about age management 2019 – 2020, development of material for a larger application for age management-research, practice and policy





Images in the  
presentation from  
Encell and Pixabay

## **Learning later in life – an anthology**

In an upcoming book, we bring together Swedish research on older adults learning to create an overview of current knowledge about formal, non-formal and informal learning contexts. Central in the book is that there is an existential dimension of learning later in life that is about acquiring new insights that may not have been possible before, but which you as an older person can have access to based on your age and experience.

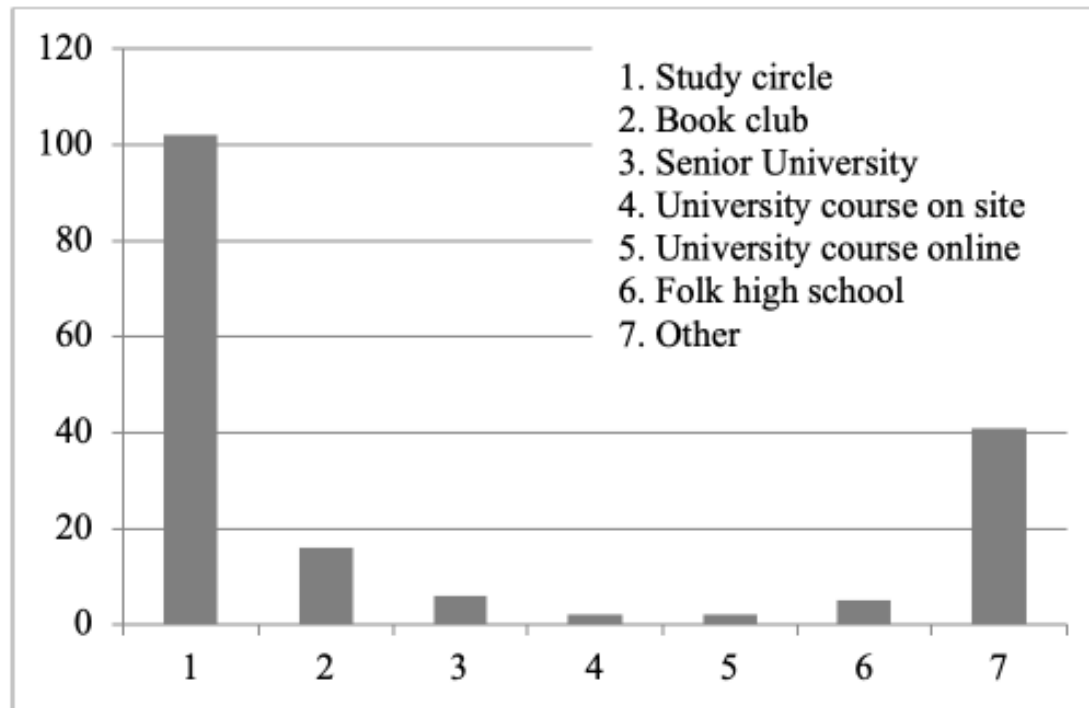




## **Participation in non-formal learning later in life in Sweden**

- Senior Universities (U3A:s): 30 organizations with a total of over 25 000 members
- Study Circles: about 600 000 people participated in study circles, 41 % were 65 years or older
- 155 Folk High Schools, Senior courses, PRO:s folkhögskola

Figure 1. Participation in formal and/or non-formal education activities (multiple responses were possible).



(Bjursell, 2019)





# Lifelong learning later in life

Lifelong learning is a big issue in society and if we are to take lifelong learning seriously, **the latter parts of life should be included.**

Unlike childhood, there is no compulsory education in the latter part of life, but still a large part of the population participates in courses and learning of various kinds. **What is the reason for this?**

Table 1. Arguments why the respondents participate in formal and non-formal education activities (multiple responses were possible)

Ranking	Statement	Number of responses
1.	I think it is important to participate in various activities.	93
2.	I get an opportunity to meet new people.	74
3.	I want to learn more about an area of interest.	67
4.	I get an opportunity to meet old friends.	45
5.	I am in need of new knowledge in an area.	34
6.	I want to share my knowledge in an area.	23
7.	I am in education for a job/an assignment.	13
8.	I participate to support a partner or a friend.	7
9.	Other reason	7





## Motivation to learn later in life

- To meet other people
- To gain new or deeper knowledge of a topic



## Narratives about participation at Senior University

When my wife retired in 2008, we decided together to apply to become members of the Senior University.

My husband was a member before I was and so I followed along too when I retired nine years ago.

I knew about Senior University even before I retired. Some of my older work colleagues told me about the fun courses and excursions.

I was tipped off by a friend.





HollyBAG

## To sum up – why older adults participate in educational activities:

- Benefits (well-being, platform for continued development).
- A way to stay active – mental and social dimension
- Flexibility – a condition for participation
- Social class

## Educational needs of older adults (McClusky, 1982):

- Coping Needs: dealing with changes in the condition of the individual and to overcome obsolescence in dealing with societal changes.
- Expressive Needs: activities undertaken for their own sake and allowing the person to express herself or himself, with enjoyment as the reward.
- Contributive Needs: a response to altruistic desires to assist others in coping with problems or in achieving their developmental tasks.
- Influence Needs: getting involved in the general functioning of society and community groups, which promote a sense of generativity.
- Transcendence Needs: gaining deeper understanding of the meaning of life and a review of what life has been.





More information can be found on our webpage (in Swedish): [www.encell.se](http://www.encell.se)

And on Youtube: <https://www.youtube.com/user/livslangtlarande/videos>

But the most active channel is Twitter: <https://twitter.com/Encell>