Intergenerational Equality and Higher Education: Towards an Age-Friendly Higher Education?

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> The really serious issue raised by HE [higher education] expansion is about polarization: about the growing gap between those with access to this good, and those without. Expansion of higher education has been demonstrated as a necessary but not sufficient condition of widening participation, and hence greater 'fairness'… However, as provision expands it increases the gap between the lifechances of those who participate and those who do not (Watson 2014: 75).

Introduction

Global demographic patterns point to a dramatic shift in population profiles as the proportion of older people grows relative to younger cohorts. In Europe the upward trajectory has been linear for over 150 years reaching a stage where the increase in life expectancy has come to average 12 months every 5 years (Futurage 2011: 7). Furthermore, this trend shows no sign of abating and the number of people in Europe aged 65 and over is set to increase by 45% between 2008 and 2030. By 2060 it is estimated that over 30% of the population will be in this age group (ibid.).

These trends are not just applicable to the advanced economies of the world. Appreciable changes in the age balance of populations are also taking place at a global level. It is estimated that: (i) 42% of the world's population now live in countries where there are not enough children to reach the replacement level; (ii) the worldwide population of people aged 60 or over is set to increase from 510 million in 2011 to 1.6 billion in 2050 and, by 2100, to 2.4 billion; and, (iii) while life expectancy overall remains lower in the developing world the pace of demographic change is actually more rapid in poorer countries (Ageing Well Network [AWN] 2012: 33). The problems facing the latter are particularly acute. The rapid ageing of the population in developing countries means that these countries will become 'old' before they become 'rich'; a situation even more challenging than that encountered by developed countries (Bloom et al. 2011: 32).

Much of the public policy discourse arising from this increased longevity at national and international levels focuses on medical and associated economic issues; specifically, how the number of healthy years a person lives might be enhanced and length of morbidity reduced- with associated implications for pensions, health costs, social care and new 'age friendly' approaches to urban and rural environment (World Health Organization [WHO] 2007, Jagger et al. 2008, European Community [EC], 2011). Higher education can play a significant role in shaping and informing these debates, contributing research across a wide range of disciplines

including medicine, pharmacology, economics, biology, technology, sociology, psychology and urban planning.

The field of ageing research is in fact one in which the potential benefits and synergies from inter- and multi-disciplinary approaches are highlighted. In Europe, for example, this approach underpins the European Union's extensive *Horizon Research Programme* (H2020) which highlights the importance of inter-disciplinary research across seven major societal challenges, the largest of which relates to the theme of *Health, Demographic Change and Wellbeing* (EC 2014). Basic and translational research on demographic change and population undoubtedly contributes to the 'ageing well' agenda at the individual, societal and global levels. Research, however important, is just one form of contribution which higher education can make to addressing this challenge. Knowledge dissemination and education lie at the core mission of universities and other tertiary institutions. Here, the ageing agenda poses somewhat different, perhaps more direct, challenges for higher education. These include, for example, implications for:

types of programmes offered;

infrastructure and systems geared towards the traditionally 'ideal type' student: young, full-time, direct from school, single/without domestic responsibilites;

forms of study patterns;

wider engagement between universities and civic society.

These are interconnected issues which this chapter explores from a social justice and intergenerational perspective. The case is made for an urgent policy response to extend access for adults (of all ages) to higher education over the lifecourse. In Europe, most universities and colleges are major public institutions which not only can, but it is argued here should, make a substantial contribution to addressing the issues raised.

At an EU level there are policy moves towards the establishment of an EHEA (European Higher Education Area) focusing on joint responses to common challenges. Yet higher education systems and institutions remain diverse in their capacities, resources and missions. In fact, contemporary comparative analyses reveal complex patterns pointing to elements of convergence and, simultaneously, divergence in institutional missions (Zgaga et al. 2013). In practice, therefore, there will be differential responses by individual institutions and national systems to the demographic changes outlined above.

Since Burton Clark's (1988) classic elucidation of the *entrepreneurial university*, different epithets, for example, the *engaged university* (Watson et al. 2011), and *ecological university* (Barnett 2011) have emerged to characterize different strategic approaches taken by tertiary institutions to contemporary challenges. Illustrating some of the general equity issues raised by demographic change and higher education expansion through the case of Ireland, the potential of one innovative, strategic response, the *age friendly university,* is explored in this chapter. This approach applies to higher education concepts developed in the context of health and age-friendly cities and communities (WHO 2007, Age Platform Europe 2012, Age Friendly Ireland 2015).

Engagement with higher education across the lifespan

A Bachelors level qualification, or equivalent, is increasingly seen as a prerequisite for employment and for attaining social understanding and involvement in the complexities of contemporary, globalised societies (Altbach, Reisberg, and Rumbley 2009, European Higher Education Area [EHEA] 2012, OECD 2009). Older people are active participants in society and, frequently, remain engaged with the labour market – whether by choice or necessity. Yet, most will have terminated their formal education at a relatively early age, predating the expansion of higher education opportunities in recent decades.

Significant learning is, of course, derived from work and life experience, formal and non-formal continuing education by people who did not have the chance to gain a higher education qualification (McNair 2012). However, the fact remains that those with the highest levels of initial education are also the most likely to return as adults for further study: in Europe it is estimated that those who complete some form of tertiary education are around three times more likely to participate in continuing education or training than those who have a lower secondary education (61.3% and 21.8% respectively) (Eurostat 2013). Additionally, the participation of younger adults (aged 25-34) is nearly twice that of those aged 55-64 (ibid.). Consequently, from an educational perspective, many older adults are at a significant disadvantage when compared to younger people who were able to avail of increasing opportunities for higher levels of formal education.

The call for a shift from the traditional 'front-loading' model to a lifelong system of education is hardly new. For some decades international bodies such as UNESCO, the OECD and the EU have promulgated concepts of 'education permanente'; 'continuing education', 'recurrent education', and 'lifelong learning' (Coffield 2000, Schuetze and Slowey 2003, Schuetze 2006, Field 2006, Brennan and Osborne 2008, Rubenson 2009). The landscape of post-school educational opportunities is varied and almost limitless if non-formal, self-directed learning is included. In this context, higher education forms just one, albeit important, element. In 2008, over half (54%) of European universities claimed they had a lifelong learning strategy in place, and a further 25% reported that they were in the process of developing such a strategy (Davies and Feutrie 2008).

What gives new and different emphasis to lifelong learning in the second decade of the 21st century is the impact of demographic changes, and associated major debates about intergenerational equality (Borsch-Supan et al. 2013, Albertini and Kohli 2013). Some contemporary literature in this regard focuses on intergenerational tensions. Heller and D'Ambrosio (2008) for example, discuss issues of fairness between the standard of living achieved by the 'baby boom' generation (born just after the Second World War) 'Generation X' (born in the 1960s and 1970s) and the 'Millennials' (born after 1980). The case is made that, in the Western world, the latter cohort have experienced increasing levels of unemployment and rising personal and social debt than their predecessors. These pressures crystallise around what has been termed the 'midlife Rush Hour' middle age groups who carry a potentially complex array of work and familial responsibilities, while at the same time it is argued that significant political power is concentrated in the hands of older people, with more states being characterised as potential gerontocracies (Tremmel 2010).

There is, however, another side to this narrative. Older generations transfer economic resources, in the form of savings and property, to younger generations and they assist with

balance may lie in economic terms, from a social and educational perspective this does *not* have to be a zero sum game of winners and losers. This is particularly the case if the potential of what has been termed the demographic or longevity dividend can be realised (Bloom et al. 2003, O'Neill 2013). Today, younger generations have greater opportunities to participate in higher education than previous generations, while older generations have longer and wider life experience. There is therefore a growing interest in the mutual learning that can be generated from this dynamic engagement (Facer 2011).

The survey of higher levels of skills and knowledge undertaken by the OECD Programme for the International Assessment of Adult Skills and Competencies (PIAAC) provides one indicator of the educational inequalities which result from the relative lack of access to formal education opportunities, in particular higher education, of older compared to younger adults (OECD 2013). PIAAC results are based on assessments of 166, 000 adults aged 16-65 across 24 OECD countries and sub-regions. This assessment includes tests of knowledge and competency across three domains: (a) literacy; (b) numeracy; and (c) problem-solving skills in technology-rich environments. Building on two previous international surveys, the International Adult Literacy Survey and the Adult Literacy and Life Skills Survey, the methodology remains open to critiques levied at previous surveys (Hamilton and Barton 2000, Hamilton and Hillier 2006). Furthermore, despite increased longevity discussed above, a major constraint of the survey is that people over 65 years of age are excluded. Allowing for these limitations, the results do point to significant intergenerational differences. Regarding literacy, for example, on average adults at the higher end of the age-range score lower than all younger age groups. Thus, for example, the average literacy score for people aged 55-56 is 255, compared to 268 for those aged 45-54, 279 for those aged 35-44, 284 for those aged 25-34, and 280 for the youngest group aged 16-24 (OECD 2013: 108).

Thus, from an intergenerational perspective and the promotion of age equality in higher education, three trends interconnect. First, *demographic trends* with significant shifts in the balance between older and younger people across the EU and wider OECD countries. Second, *higher education expansion* which means that younger people have increasing opportunities to participate in universities and other tertiary institutions, with a resultant relative increase in the intergenerational equality gap. Third, *lifelong learning patterns* which continue to show that those who have the highest levels of initial education are the most likely to become lifelong learners, engaging with different forms of continuing education and training at various stages over the lifecourse. The cumulative effect of these three trends means that, without strategic intervention at international, national and institutional levels, intergenerational educational gaps are set to remain entrenched, or even grow, in the coming years – with inevitable negative consequences for the wellbeing of both individuals and society.

Higher education is evidently not in a position to solve numerous societal challenges. It is just one player in a world which is "entering largely unfamiliar territory with respect to population ageing" (Bloom et al. 2011: 4). On the other hand, universities and tertiary institutions *are* significant players at regional, national and international levels. What synergies might be generated if a more systematic, strategic approach is attempted, harnessing the rich array of knowledge and resources of higher education institutions to address this

sought to become genuinely 'age friendly'? In the next section I outline one example of such a strategic, action research, initiative in the context of Irish higher education.

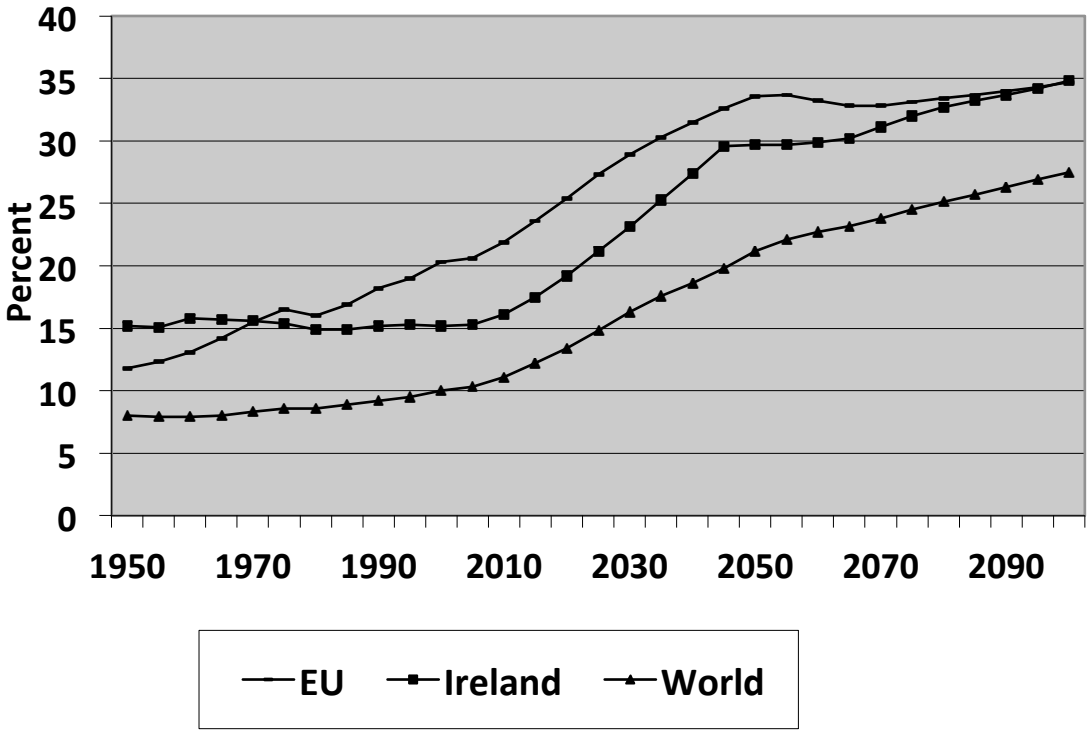
Towards an age friendly university: The Irish context

First, a few words by way of context about the socio-economic, cultural and historical context of higher education in Ireland. Free, comprehensive secondary level education, and hence also higher education, expansion took place relatively late in Ireland compared to many other western countries. In the mid-1960s a major OECD review was undertaken of the education system of Ireland (Department of Education [DE] 1965). The resultant report was based on empirical data which revealed that: by the age of 13, one-third of the population had left school; by the age of 14, more than half had terminated their formal education; and, at the upper end, less than 5% of the 17/18 year old cohort entered higher education (DE 1965: 139-140).

As a research based policy intervention *Investment in Education*, directly and indirectly, resulted in a significant expansion of secondary and higher education in Ireland throughout the 1960s and succeeding decades to a point where participation levels in higher education in Ireland grew to exceed the average for OECD countries (Department of Education and Skills [DES] 2011, Irish Educational Studies 2014). Some fifty years later, while major socio-economic inequalities remain, the educational patterns in Ireland are totally transformed: over 95% of young people complete senior secondary school, of whom approximately 65% progress to some form of higher education (Hyland 2011). The population of Ireland also changed dramatically over the half-century: growing from 2.82 million in the mid-1960s to 4.58 million in 2011 (Central Statistics Office [CSO] 2012).

Figure 1 shows historic trends and projections for the Irish population profile in both a European and global context. From an educational perspective, this demographic shift provides a new impetus to address the changing educational needs of people over their entire lifespan. New views of life course patterns are emerging as individuals, whether by choice or by necessity, work in a greater variety of roles and over a longer period of their lives than was previously the case.

Figure 1: Proportion of population over 60: trends and projections to 2050

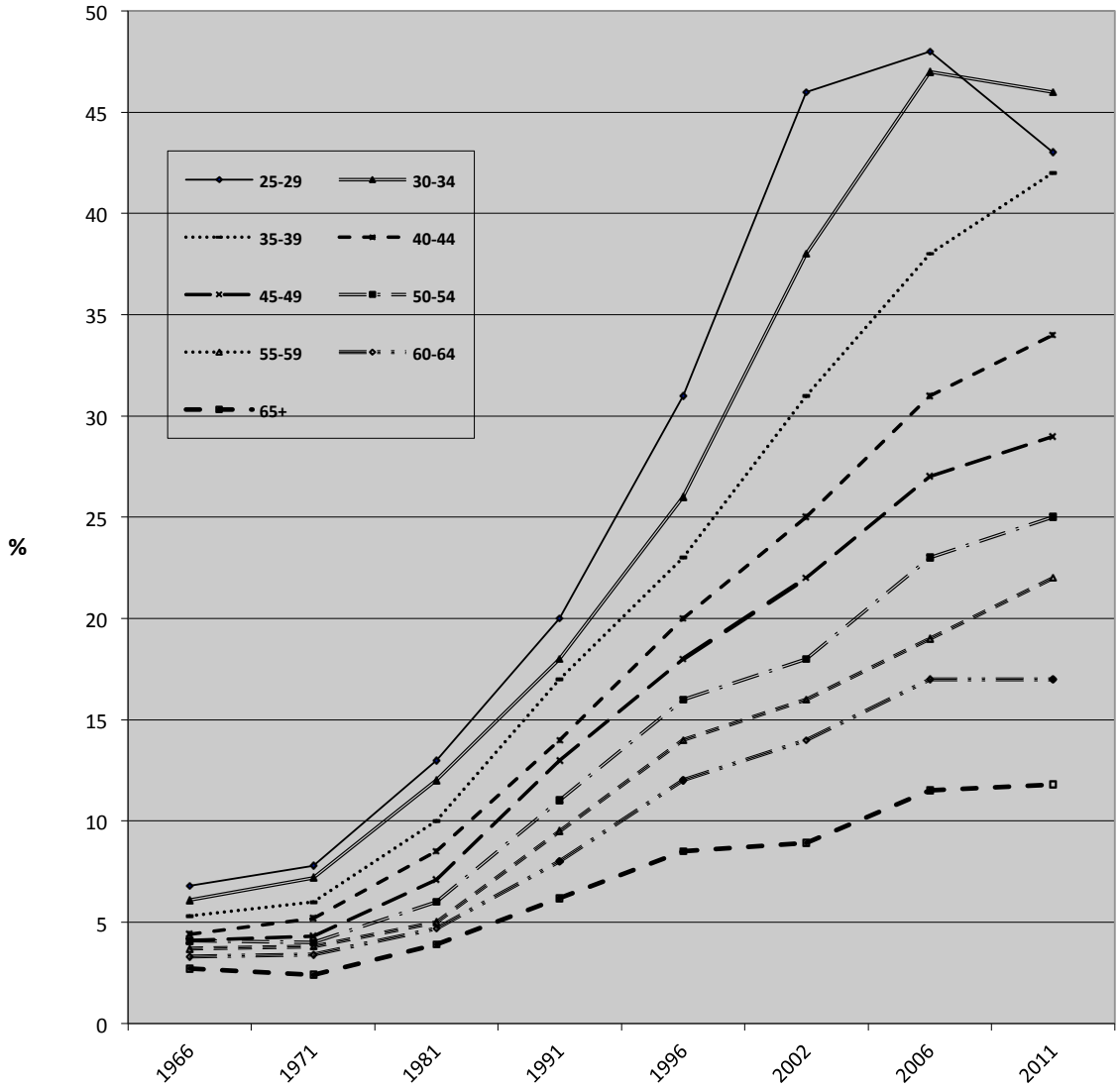


Source: Bloom (2012) based on UN World population prospects 2010.

In 2011, a new National Strategy for Higher Education in Ireland projected a continuing growth in higher education numbers from 43,000 to 65,000 in 2030 (DES 2011: 44). Behind these overall figures, recent studies confirm the earlier work by Clancy (2001) showing the persistence of structural socio-economic inequalities in shaping the likelihood of studying in higher education (Baker et al. 2009, McCoy 2011, McCoy et al. 2010, O'Connell et al. 2006, McCoy and Smyth 2011). However, it does appear that over a decade of policy initiatives, support structures and targeted funding aimed at widening access, some impact has been made in Ireland on improving the ratio of disadvantaged younger learners progressing to higher education (Clancy and Goastellec 2007, Clancy 2010).

The progress made in opening higher education to most young people is, however, not reflected amongst adult learners. This gap is evident from census data in Figure 2 below. This shows the proportion of the population in Ireland who had completed some form of higher education over the period from 1971 to 2011. The categories used in the census statistics reflect the changing structure of higher education over this period, as new types of tertiary higher education institutions emerged. Thus, until 1991, those who had attained a higher education qualification are reported under the combined heading 'university'. In subsequent years responses are recorded separately for those who had completed a 'non degree' higher education qualification and those who had completed a qualification defined as 'third-level degree or higher'.

Figure 2: Proportion of adult population of Ireland with higher education qualification by age group (1966-2011)



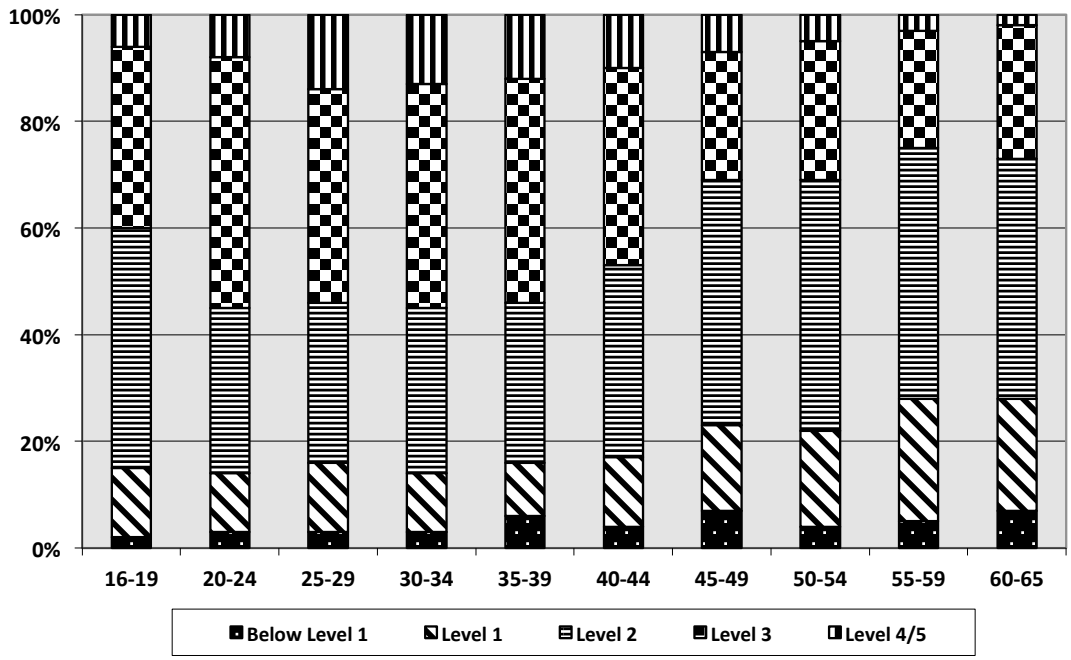
Source: Census data, Dublin: Central Statistic Office, 1970, 1987, 1996, 2003, 2012. http://www.cso.ie/

If we take 1996 as an example, those who were 14 or so around the time of the work on the OECD *Investment in Education* review (mid-1960s) would, by the mid-1990s , have been in the 46-50 age range. At that time, 18 percent of the latter age group had achieved some form of higher education; in many ways a remarkable indication of widening opportunities considering that around 5% of school leavers of previous generations would have progressed to higher education. At the other end of the age range, 31% of younger people aged 25-30 had gained a higher education qualification. Over succeeding time points, the intergenerational age gap grew between older and younger people. In 1996, just 12% of those aged 60-65 had some form of higher education compared to 31% of younger people aged 25-29. Over the

years, with the expansion of opportunities for younger people, the gap increased so that just before the economic crisis the intergenerational gap had risen to the extent that almost half (48%) of younger people had participated in higher education qualification compared to just 17% of the older age group.

Of course, at a time when most people did not attend higher education, the relative disadvantage was less; although other discriminatory factors, in particular in relation to women's rights, were major factors in relation to employment and other opportunities. Nevertheless, the lingering effects of intergenerational differences remain evident. For example, in the PIAAC survey mentioned above, 27.8% of Irish adults aged 55-65 perform at, or below, Level 1 compared to 12.9% of those aged 16-24 (CSO 2013, Figure 3.4). Additionally, performance across all ages is closely correlated with levels of formal education.

Figure 3. Ireland: levels of literacy proficiency (as assessed by PIACC) of adults by age group (CSO 2012)



Source: Central Statistics Office (2012d). A study of Education and Skills in Ireland. Table CD901. Accessed at: Accessed at:
http://www.cso.ie/px/pxeirestat/Statire/SelectVarVal/Define.asp?maintable=CD901&PLanguage=0

The idea of younger generations having greater opportunities for education is likely to seem 'natural' and young people leaving school and progressing directly to higher education no doubt face challenges in the transition from school to higher education. However, in Bourdieu's (1992) sense of a *habitus*, whereby people acquire and reproduce ways of

world of formal education. They are products of a social world which they largely take for granted; like 'fish in water' they are so at home in their environment, they do not feel the weight of the water.

An analysis of non-traditional learners in the UK by Reay et al. (2005) contrasts the higher education choices and careers of 'mainstream' school leavers with those who encounter higher education as an unfamiliar field such as mature students and those from working class and ethnic minority backgrounds. This study emphasises the enduring

> …influence of a range of contexts, familial, peer group, institutional and class culture, and their subtle, often indirect, but still pervasive influence on (HE) choices. It foregrounds the power of implicit and tacit expectations, affective responses and aspects of cultural capital such as confidence and entitlement, often marginalised in academic research (Reay et al. 2005: 27).

Adults seek to enter higher education at a later age for a wide variety of reasons; the decision is not a linear one. In Ireland, as elsewhere, it is usually part of an extensive, complex and lengthy decision-making process (Slowey and Schuetze 2012). In this context, it is unsurprising that so few people actually make the major step to enter higher education through 'non-linear' routes and a remarkable testimony to the capability and resilience of the minority of people who do so. For those in the age, sex and social class groups which, in complex combination, could be regarded as having missed the higher education 'expansion boat', there are two main routes through which they might catch up: (1) as mature students on 'mainstream' undergraduate programmes; or (2), as learners on flexible part-time programmes (including distance, short courses, e-learning and the like).

These approaches raise structural issues for higher education relating to the social distribution of opportunities from the perspective of the life chances of a social actor. In practice, the opportunities for 'catch up' routes remain limited. In Ireland, for example, despite ambitious targets set by public policy the numbers entering full-time higher education as adult (mature) students has remained stubbornly low (Slowey 2008, Darmody and Fleming 2009, Slowey and Schuetze 2012).

In terms of socio-economic background there is however some evidence to suggest that a relatively higher proportion of the adults who do gain entry to higher education as mature students are indeed 'second chance' learners. It is estimated, for example, that 36% of mature students from a skilled, semi-skilled or manual background, compared to 22% of the 'traditional' younger student population (particularly in institutions of technology) (Higher Education Authority [HEA] 2012: 12). Across the system as a whole, the overwhelming majority of full-time mature new entrants are at the younger end of the age spectrum – that is, in the 23-25 year age group whereas students aged 49 upwards represent a negligible proportion.

The fact that many adults prefer to study on a flexible, part-time basis (rather than full-time) was recognized in the National Strategy for Higher Education, and a subsequent report, while pointing to some areas of progress, acknowledged, once again, that there

> is still a considerable way to go on raising levels of attainment among adults, particularly those in the 40-plus age group. Information on the profile of those adults who do participate in higher education confirms the need for a framework of provision and support tailored to more mature learners, and a student group with more diverse levels of prior educational attainment and needs than the 'traditional' full-time student body of school-leavers (HEA 2012: 16).

The HEA reported a consensus view that existing differential treatment of part-time students needed to change, and that a national goal should be the achievement of a "fully accessible, flexible and relevant higher education system for all students, without a part-time/full-time divide" (ibid.: 24) with the ambitious objective that, by 2016, "full equality of provision and support will have been achieved in higher education for all students, regardless of time, place or pace of study" with a range of indicators to measure achievement of this goal, and a review of progress before the end of 2014 (ibid.: 33).

In summary, while the theme of adult learners in higher education, particularly those over 40 years studying as mature students and part-time/flexible learners, has featured on the public policy agenda in Ireland, their low level of participation remains a distinguishing feature of the system (OECD 2006, Fleming and Finnegan 2011, Slowey 2012). Ireland is not atypical of other European countries in this respect. This raises the question why, despite the utilisation of certain policy leavers, there has been little change in the age profile of learners? At a practical level this may be a question of incentives. In a system where funding is associated with registration of full-time students, there is often little institutional incentive to adapt for those who might wish to study in more flexible ways, and, from a learner perspective, fees are frequently a prohibitive barrier. However, beyond these structural barriers, there is also the question of culture. University systems are designed to meet the educational needs of school leavers. It is not surprising therefore that part-time and older learners can be left feeling that higher education may not be 'not for them'. This impression can dissuade people from ever applying and, for those that do, for some feeling like fish out of water in so far as the systems are not geared towards their needs.

What options are available to higher education institutions which may wish to address these challenges in a strategic, rather than piecemeal way? An 'age friendly' university outlined below is one way not only to expand the range of opportunities for adults of all ages to participate in university provision, but also to address issues of culture change.

Towards an age friendly higher education – A lifecourse approach to widening access

In 2012, the Ministers of Education from the 47 members of the European Higher Education Area (EHEA) issued a communiqué making a commitment that the student body entering and graduating from higher education institutions should reflect the diversity of Europe's populations (EHEA 2012). Included in this diversity are the cohorts of people who did not have the chance to benefit from expanding educational opportunities at second or third level over recent decades; such as the above mentioned 50% of the population who finished school

As discussed above, higher education is just one part of the post-school educational environment; one of the four key 'learning sites' along with further education, community education and workplace based learning (DE 2000). But higher education does have a distinctive role to play, and under the Irish Universities Act 1997, explicit recognition is given to the role of universities in relation to opening access to people not entering university directly from school. Section 9(j) states that one of the objectives is to "facilitate lifelong learning through the provision of adult and continuing education".

While special measures to open access are crucial in terms of individual opportunities they are unlikely to be sufficient to address the wider societal challenges arising from the demographic changes sketched above. To genuinely address these challenges a more comprehensive strategy is required on the part of higher education institutions, building on their central purposes, of fostering "self-creation, the authentic life, the habit of thinking deeply, and the capacity to connect with others emphatically" (Watson 2014: 107). Universities, as reservoirs of intellectual capital, are concerned with "…the creation, testing and application of knowledge" (ibid.: 11). So, going beyond the question of individual access for adult learners, how might higher education institutions bring the three dimensions of education, research and engagement to bear on complex issues associated with intergenerational equity, and demographic change?

One strategic approach being developed and piloted by an Irish university, Dublin City University in collaboration with international partners, is the *Age Friendly University* (AFU 2013, Knopf 2013, Mark, Bisland, and Hart 2015). Ten underlying principles which would characterize an AFU were developed in liaison between researchers, adult learners and external partners representing the interests of older adults (Annex I). This approach sets the challenge of trying to incorporate into the university's core teaching, research and engagement (civic) activities considerations of demographic change and the interests and needs of different age cohorts, including older members of the community. In addition to addressing individual needs, the AFU seeks to play a leadership role in helping society prepare for the multi-faceted consequences of an ageing population, setting a strategic direction to respond to demographic changes through its research agenda, curriculum development, engagement with the ageing community and relationship to its own academic and support staff and students. This requires an interdisciplinary perspective – harnessing the institution's expertise and resources to investigate and address older adults' interests in relation to learning and education, health, cultural, technological and economic issues. The AFU approach also includes an intergenerational learning programme bringing together younger and older students, learning from each other to their mutual benefit (Corrigan 2012).

The AFU is in the early stages of implementation, but it represents one example of an attempt at a strategic response on the part of higher education to the changing nature of the lifecourse from a linear to a more dynamic and complex model. Increased longevity, coupled with the changing nature of work (for example, more IT and home based), employment (for example, casualisation and insecurity) and family structures (for example, later average age of having a first child, more single households, more fluidity and 'patchwork' families formed as a consequence of serial relationships) suggest the need for a new view of the lifecourse. Many models are suggested (Futurage 2011) but one interesting approach is that developed by an

Inquiry on Lifelong Learning in the UK (Schuller and Watson 2009). This Inquiry proposes a fourfold adult age categorisation as relevant for educational planning for the 21st century:

(i) 25 years of age and under: this is based on the fact that the phase of initial education is extending into young adulthood, and younger people are remaining more dependent in economic terms for longer than previous generations.

(ii) 25-50 years: this is the 'heartland' intensive period of work, family responsibilities, civic duties and perhaps care of both children and parents.

(iii)50 -75 years: whilst compulsory retirement ages feature in certain occupational areas, the Inquiry found evidence of increasing negotiation of types of work and responsibility from the age of 50 onwards and beyond official 'retirement' age.

(iv) 75+ years: in the older age groups, the Inquiry found evidence to support the experience of educators that learning in later life can both enrich life and reduce dependency.

Schuller and Watson highlight the skew in educational expenditure across the different life stages. Based on detailed analysis of public and private investment in England and Wales, they estimate that, over the four quarters of a 100 year lifespan, which is likely to be the new norm for many people in western countries, around 86% of educational expenditure is concentrated in the period up to the age of 25; 11% over the age range 25-50; 2.5% over 50-75 year age groups; and just 0.5% for those over 75 years of age. This starkly highlights the unequal, front loading nature of the educational system. While equivalent detailed figures are not available for Ireland, the general pattern holds (McGill and Morgan 2001, Morgan and Slowey 2009). Even a modest rebalancing could deliver considerable outcomes in terms of intergenerational equity and help position higher education provision to support individual and societal needs never previously encountered.

Concluding comment

Much progress has been made in increasing participation rates in higher education across Europe. However, issues of intergenerational equity require greater attention if major social and economic challenges posed by demographic change are to be met. The focus on the knowledge society places higher education at the centre of many, not infrequently contradictory, policy imperatives. In emphasising the importance of making higher education more accessible to learners of all ages, a key policy conclusion of comparative, historical analysis is that, while countries cannot change the past, policies for the future can be designed to widen higher education so that it better represents the population beyond the traditional target group of 18-25. This would not only make a positive intervention for those who had been unable to benefit from recent decades of expansion of higher education, but also help ensure that the adults of the future have greater opportunities to maintain, update and enhance their knowledge and skills over their lifecourse.

Supporting institutions of higher education to become more 'age friendly' offers a particular model for institutions as to how they meet the challenges of the changing demography. Significant cultural change would be required, but arguably for those adopting

this approach it would lead to them becoming more dynamic, creative and socially engaged centres of knowledge generation and dissemination.

Annex

Principles for an Age Friendly University (AFU)

1.To encourage the participation of older adults in all the core activities of the university, including educational and research programmes.

2.To promote personal and career development in the second half of life and to support those who wish to pursue "second careers".

3.To recognise the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).

4.To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.

5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.

6. To ensure that the university's research agenda is informed by the needs of an ageing society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.

7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that ageing brings to our society.

8. To enhance access for older adults to the university's range of health and wellness programmes and its arts and cultural activities.

9. To engage actively with the university's own retired community.

10. To ensure regular dialogue with organisations representing the interests of the ageing population.

https://www4.dcu.ie/agefriendly/principles.shtml (accessed 8/2/2015)

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