



EFOS Action plan 2023 – 2030

In EFOS Action plan for 2023 – 2030 we can refer to the UN Agenda 2030 for Sustainable Development and its formulations: Older persons must be recognized as active agents of societal development in order to achieve truly transformative, inclusive, and sustainable development outcomes.

The ageism is a persistent challenge: prejudice and discrimination towards older persons at individual and institutional levels undermines their status as rights holders including their right to autonomy, participation, access to education and training, health and social care, security, and decent employment.

Keeping the above in mind we formulate **the EFOS goals as:**

1. Promoting inclusive education of older persons at special academies/universities for older people or in special programs at tertiary education institutions to foster and secure their access to education at multiple levels, including those without formal qualification.
2. Focusing on improving and extending learning opportunities for using digital technologies and ICT, to get key digital competences of the elderly
3. Fostering of joint projects for older students throughout Europe
4. Identifying possibilities of using the skills and expertise of older students for the benefit of science and society
5. Representing the interests of academic education for older people in politics and society
6. Cooperating with autonomous national organisations with similar goals and other international organizations that support lifelong learning (LLL)

Agenda 2030 sets out a universal plan of action to achieve sustainable development in a balanced manner and seeks to realize the human rights of all people. It calls for leaving no one behind and for ensuring that the Sustainable Development Goals (SDGs) are met for all segments of society, at all ages, with a particular focus on the most vulnerable—including older persons.¹

Focal points of EFOS in the forthcoming years

Following the **right of older persons to have access to education it is very important in the EFOS framework:**

- to **protect the interests of older students** in the studies at the institutions concerning the elderly within Europe;
- to secure the **open education tailored to the needs** of individual adults;
- to **cooperate with universities and their students** on a national and European level;
- to **exchange information** about the study institutions including the possibilities for continuing education for elderly learners;
- to **exchange the life experiences** of seniors from their universities, communities, own families, cities and countries;
- to **research on the topics of senior's education** in the European framework;
- to **follow the EFOS traditions and directly involve the elderly** students in the EFOS activities;
- to **encourage** participation of senior students at EFOS meetings to assure meaningful discussion on important topics; and give them possibilities present their own activities and experience;
- to **recruit new institutions that focus on elderly learners** and education. Extend EFOS membership to European countries that are not yet represented;
- to **propagate senior education** in an active way. React to documents and politics of the EU and participate in national and international committees (Committee for Ageing in Vienna, etc.);
- to **build the image of EFOS** in one's own country as well as abroad (by attendance of international meetings and conferences);
- to **keep continuity in the EFOS membership** in one's own institution and find new responsible persons (successors) for the continuity of the membership.

Population ageing together with related lifestyle changes. A fundamental policy and attitudinal shift on ageing and old age is therefore needed to reflect and

promote the contributions of older persons to society. Instead of focusing on the negative aspects of ageing, the process of reaching out to older persons – often victims of an overcoming marginalization and intersectional discrimination – requires an integrated and multifaceted approach, including sensitization of power structures, investment in public education and in the enforcement of anti-discrimination campaigns, and changes in the legislation. It's important to articulate in a compelling manner the gains for society if older persons are included in the development process. (Policy Implications for the 2030 Agenda). We believe that these words will be put in the practice by the national and European politics and implemented in the supportive documents for the promotion of senior education all around Europe.

1. The concept of “old age” is multidimensional, which includes chronological (based on a birthdate), biological (related to human body ability), psychological (concerned with psycho-emotional functioning) and social age (related to social roles such as grandparents).

This brief adopts the definition of the United Nations that uses 60 years or over to refer to older persons, while recognizing the diversity of older persons in terms of their needs, capabilities, lifestyles, experiences and preferences that are shaped by their age, gender, health, income, education, ethnicity and other factors.