

ELOA

**12th Conference of the ESREA Research
Network on education and Learning of Older
Adults: BOOK OF ABSTRACTS**

**EDUCATION AND LEARNING OF OLDER ADULTS
INDIVIDUAL, LOCAL AND GLOBAL PERSPECTIVES**



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Escola Superior de Educação

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12th Conference of the ESREA Research Network on Education and Learning of Older Adults (ELOA): Book of abstracts

Education and Learning of Older Adults - individual, local and global perspectives

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Iberian Academy of Mask – António Pinelo Tiza
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CONFERENCE PROGRAM

Thursday 3rd of November/2022

09:30 WELCOMING

10:30 OPENING

Welcome speeches from:

Vice President of Polytechnic Institute of Bragança [Luís Pais]

Director of ESE [Carlos Teixeira]

Convenor of ELOA network [Bernhard Schmidt-Hertha]

Organising Committee [Graça Santos]

11:00 KEYNOTE SPEECH

A Society of Long Life. Between demographic development, political programs and deficit diagnosis

[Claudia Kulmus - University of Hamburg, Germany]

12:30 LUNCH

14:00 1st SESSION:

Studies on educational experiences in informal, non-formal and formal settings

Intergenerational learning in a hunting community

[Cecilia Bjursell - Sweden]

Literacy with a heart and humanitude philosophy: building bridges in the Letras Prá Vida Project

[Dina Soeiro, Sílvia Parreiral, Carla Patrão, Sofia Silva - Portugal]

Old age from a gender's perspective: crossed glances

[Ana Prada, Rosa Novo - Portugal]

Observing older Adults in a community context in the UK: a methodological approach to understanding learning motivation

[Hui-Ling Chen - UK]

16:00 COFFEE-BREAK

16:30 2nd SESSION:

Community development: intervention, networking and mobilisation of local actors

County Reporters 55+: an example of active citizenship of the elderly linked to community development in rural areas of Portugal

[Cristina C. Vieira, Paulo Nossa, Anabela Mota-Pinto, Margarida Pedroso Lima, Sofia Vale Pereira - Portugal]

Music and the promotion of well-being: the project Sing for your Health (Cante pela sua Saúde) in perspective

[Carolina Gomes, Francisca Teixeira, João Caramelo, Irene Cortesão & Sofia Castanheira Pais - Portugal]

18:15 CULTURAL EVENING

Visit to the Museum of the Abade de Baçal (history, art and ethnography of the region)

Special participation of the Senior University of Bragança

Light dinner with regional products

CONFERENCE PROGRAM

Friday 4th of November/2022

09:30 PRESENTATION OF ASSOCIATIONS AND COMUNITY PROJECTS

Entities and organizations who promote relevant activity in the cultural animation of the territory and in the non-formal and informal education of senior adults will be present in the hall of the entrance to the Congress:

Azimute - Association of Adventure Sports, Youth and Environment

Palombar – Conservation of Nature and Rural Heritage

Parish Council of Pinela

RIONOR: Western Iberian Network for a New Frontier Order

10:30 COFFEE-BREAK

11:00 KEYNOTE SPEECH

Ageism and older adults learning: challenges and potentialities

António Fragoso [University of Algarve, CEAD, Portugal]

12:00 LUNCH

14:00 3rd SESSION

Studies on educational experiences in informal, non-formal and formal settings

Stepping in and stepping out – educational decisions of older adults

[Bernhard Schmidt-Hertha - Germany]

Ageing and agency in migration societies

[Annette Sprung, Brigitte Kukovetz, Dzenana Pupic - Austria]

Palombar - The work of an NGO for community development in the rural world

[Sara Freire - Portugal]

16:00 COFFEE-BREAK

16:30 4th SESSION

Older adult education: perspectives and trends

The view from here: new perspectives on ageing and later life learning

[Alexandra Withnall - UK]

Whether principles of educational gerontology can be acquired fully through practice

[Tiina Tambaum - Estonia]

(H)OLD ON Project: from implementation to evaluation

[Graça Santos, Sofia Bergano, Luísa Cramês - Portugal]

19:45 CONFERENCE DINNER

CONFERENCE PROGRAM

Saturday 5th of November/2022

09:30 5th SESSION

Public policies on older adult education

Mid-life and beyond - what is the future of learning and work for people in mid-life? Career adaptation, lifelong learning and the question of the skills agenda

[Jane Watts - UK]

The right to lifelong learning: Policy challenges for late life learning

[Satya Brink - Sweden]

Adult education in period of crisis: perspectives and challenges

[Ana Cristina Duarte Lopes & Maria Natália Pereira Ramos - Portugal]

11:30 CONCLUSIONS

Conclusions and announcement of the 2023 ELOA conference

Convenor of ELOA network [Bernhard Schmidt-Hertha]

Organising Committee [Sofia Bergano]

12:00 LUNCH

13:00 CULTURAL TRIP TO THE MONTESINHO NATURAL PARK

Small tour in the historic village of Montesinho

Presentation of the Iberian Academy of Mask

Snack with chestnuts and other typical products of the region in the village of Varge

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Education and Learning of Older Adults – Individual, Local and Global Perspectives

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The possibility of reconciling individual, local, and global perspectives in the field of older adult learning and education is the starting point for debate and can be an opportunity to (re)build knowledge in the scientific community, prioritizing the well-being of older people.

It is important to encourage reflection and the sharing of ideas, initiatives and proposals when faced with the unpredictability of the current reality, marked by global events that have a real impact on daily life. It is also interesting to question how the education and learning of older adults relates to the challenging effects of ageing, the causes and consequences of migration, human rights advocacy, climate change and sustainable development, the consequences of pandemics, advances in health sciences, and other events, perhaps unexpected, in order to better place ourselves in front of the answers found.

In this conference we want to discuss how education and lifelong learning is lived and organised, particularly for older people in these contexts, who face an active and effective citizenship, in social, family and individual life. We also want to acknowledge the forms of intervention that are mobilised, at an international level, and implemented in various national contexts, both on a line of continuity and innovation. We would also like to understand which methodological lines of research influence current and future theories and practices of adult education.

Individual perspectives relate to how the individual constructs his/her identity throughout life, sometimes with different positions and expectations. At the interface between the individual and the global we position local perspectives that, on a meso-level, illustrate general decisions in dialogue with older adult learners, adult educators, and other stakeholders, recognising their voices and reflecting their own local identities and idiosyncrasies. In the global perspectives we situate the analysis of the various cultural, political, geographical, religious, legal, social and ethical dimensions in the face of challenges that humanity itself and the life of societies face.

The concern with the education of older people is not recent, however, its relevance is currently recognized and highlighted in the public agenda on ageing, contributing to its consolidation as an area of knowledge (Schmidt-Hertha, Formosa, & Fragoso, 2019). The issues of educational leisure time occupation of older people are associated with the view of promoting well-being (Langlois et al., 2013), citizenship, participation and inclusion (González-Palau et al., 2014). They are understood as the expression of a right and, simultaneously, as a contribution to the development of communities. In this framework, individual development, well-being and social interaction are valued, but also the relationship that older people establish with the community in a dialogical way. In a projective approach, "today we are contemplating and implementing not only what adult learning is and should be, but also what it could become for individuals, groups and larger communities in the long run" (Nikolić, Bulajić, & Vieira, 2020, p. 9). Valuing the knowledge of adults and local knowledge, which characterizes the principle of endogeneity, is essential for the creation of educational opportunities for older people that have an impact on their lives, but also on the social context in which they are inserted, valuing what they can learn and, above all, what, from them, can be shared and (co)built to enrich their community.

We propose some issues that problematize and produce conceptual, methodological and investigative knowledge. In this sense, we put forward some questions for reflection: Are older adults involved in education and learning in our communities? How does the education and learning of older adults participate in the consolidation of active citizenship? How do individuals position themselves in the face of changes resulting from lifelong learning? What are the contributions of education to the recognition and affirmation of differences and identities? How do local contexts and communities promote education and learning, in their multifaceted relationship with economic, environmental, social, religious, political, cultural and ethical components? How is the knowledge of older people incorporated in their communities? What are the global guidelines for the education and learning of older adults and adult educators? How are national differences balanced against international guidelines in the way education and lifelong learning are conceived? What are the current theoretical and research perspectives on older people's education and learning?

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KEYNOTE SPEECH

A Society of Long Life. Between demographic development, political programs and deficit diagnosis

Claudia Kulmus [claudia.kulmus@uni-hamburg.de]

University of Hamburg, Germany

The presentation first offers a systematisation of the discourse on ageing and learning and shows how the discourse moves between real demographic developments, normative demands for an age-inclusive society and persistent diagnoses of deficits. In this discourse triangle, a cultural lag becomes visible. This is explained, as the second part of the lecture, by Honneth's (2008) theory of recognition, which allows to understand ageing in working societies as a structural problem linked to anthropological conditions and subsequent individual experiences of exclusion and disregard, while experiencing vitality and capacity in late(r) life (Kulmus, 2018). Thirdly, the paper offers a meso-level socio-spatial approach linking learning and other activities of older people (Faulstich & Faulstich-Wieland, 2012), which could make the whole bundle of activities in later life more visible and thus recognizable. The approach also suggests a stronger networking of educational and other institutions, as a kind of transitional support for older people in their local environment, which in turn indicates a need for more resources and professionalization of the staff. The paper concludes with the thesis that global ideas of societies of long life and long learning have to be realised primarily at the local level.

Keywords: ageing, recognition, sociospatial approach, learning, educational institutions.

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KEYNOTE SPEECH

Ageism and older adults learning: challenges and potentialities

António Fragoso^{1,2} [aalmeida@ualg.pt]

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In this lecture, we will start by examining the statistics that show that ageism is a prevalent form of discrimination in Europe. It is important to clarify which are the major dimensions of the ageism concept (myths and prejudice, stereotypes and discrimination) and the multiple relations between them as revealed by the investigation results available. Ageism has a number of consequences, either over individual's health and well-being, social life, institutions' functioning (especially in the working life), implicating high costs for the economy of institutions and companies and even for the national GDP. We will analyse implicit and internalised ageism, both because they mask the real prevalence of ageism in communities and societies, and makes these phenomena hard to combat. The final part of the lecture will be dedicated to analyse ways to counteract ageism. We'll examine the role of Law and public policies and next the central role of educational and learning, emphasizing the capacity of the various learning programmes models and efficacy. We will conclude by pointing-out the main challenges that ageism presents to us today.

Keywords: age stereotypes, age discrimination, combating ageism.

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1st SESSION



STUDIES ON EDUCATIONAL EXPERIENCES IN INFORMAL, NON-FORMAL AND FORMAL SETTINGS



Intergenerational learning in a hunting community

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Relationships and learning between generations are central to people's lifelong learning. Intergenerational learning is a way to create attractive and meaningful learning contexts for different generations (Boström, 2003, 2012, 2014, 2017; Lüscher et al., 2017; Malec-Rawiński, 2014; Schmidt-Hertha, Jelenc Krasovec, & Formosa, 2014). The generational perspective can also be valuable for understanding transformative changes, such as a study of how previous generations of Polish immigrants have built on their culture, traditions and values in the Swedish context (Malec-Rawiński, 2017). In Australia, so-called Men's shed was started which involved older men with a low level of education in a developing community (Golding, 2015). A recent study also shows that in addition to age, well-educated older men also relate to their (altered) masculinity (Malec-Rawiński, 2019). This paper will present a proposal for a study of intergenerational learning in a hunting community, including glimpses from a pilot study. The study is based on narrative research, which involves collecting and analyzing stories people are telling about their experiences. The focus is on how they use stories as a way to share knowledge in the hunting community.

Keywords: moose hunting, narratives, intergenerational learning, informal learning, field study.

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Literacy with a heart and humanitude philosophy: building bridges in the Letras Prá Vida Project

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The Letras Prá Vida project, a non-formal education project with adults, mostly participated by older learners, promotes literacy workshops and other literacy activities in various territories, with the priority of reaching the people who need it most, like older women in rural contexts that lost hope in education. The socio-educational intervention is sustained on diverse and complementary theoretical approaches that constitute a solid framework, of which we highlight service learning (Sigmon, 1979, Bringle & Hatcher, 1996, Jacoby, 1996, Butin, 2005); andragogy and self-directed learning (Knowles, 1973, 1975, 1980) learning by experience (Dewey, 1997); the pedagogy of autonomy (Freire, 1996); reflection for, in, and on action as a formative process (Schön, 1983); participatory and critical action research (Kemmis, McTaggart, & Nixon, 2014); empowerment evaluation (Fetterman, 2001, 2005, Fetterman & Wandersman, 2018), humanitude (Gineste & Pellisier, 2008); among others. Based on an approach that we call literacy with the heart, which is transversal to the action developed, we discuss, in this proposal, how, in the Letras Prá Vida project, the philosophy of humanitude is developed. Much more than a philosophy of care, humanitude as a humanistic approach has potential for the educational dimension with older learners. We will also reflect on the implications of the pandemic situation on the adaptation and transformation of our practices, in light of this perspective, starting with a description of the workshops and methodologies and based on the voice of the learners themselves, direct observation, critical reports from the team of facilitators, photographic and video evidence, the voice of the partners, and the input of critical friends of the project, who are part of its community of practice. This humanitude philosophy is suitable for educational purposes and like our team that is multidisciplinary, it is fruitful that educational gerontology dialogue with other areas, building bridges to understand what can we learn together to improve and transform our work and our world, particularly in these times of huge challenges.

Keywords: educational gerontology, humanitude, Letras Prá Vida, literacy with a heart, non formal adult education.

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Old age from a gender's perspective: crossed glances

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Research on old age has focused on standardized, stigmatized and negative view of this stage of the life cycle. Few studies have focused on how an older adult perceives aging and gender influence. In this sense, this study aims (i) to analyse similarities and differences in self-perception towards aging in relation to gender and (ii) to identify strategies and resources for successful aging. A qualitative approach was adopted, namely individual semi-structured interviews. The group of participants consists of four heterosexual couples, aged between 70 and 85 years old, non-institutionalized and residing in the north of Portugal. Results from this study highlighted that old age is perceived in a heterogeneous way and influenced by traditional conceptions of gender learned during their socialization processes. Based on the results obtained and given the relevance of the intervention with the senior population, it is essential to expand theoretical knowledge in this domain.

Keywords: perceptions, aging, gender.

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Observing older Adults in a community context in the UK: a methodological approach to understanding learning motivation

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Education and learning for older adults is vital in a global context of ageing societies, therefore, this paper aims to further develop a methodological approach based on the observation in order to understand older adults' learning motivation in more detail. An existing framework of ten observation criteria was used to conduct participant observations with a group of older adult learners in order to analyse their learning motivation. The data were obtained from a community-based painting class in the UK, because Art is considered a flexible learning medium for older adults, and the focus on a non-formal activity provided a broader perspective on adults' learning motivation. Based on the data obtained, it became clear that a more detailed set of observation criteria was required to categorise the learners' observed behaviour. Subsequently, the study developed a more detailed framework of observation criteria which can be used to identify and record behaviour related to older adults' learning motivation. Moreover, the knowledge produced by this methodological approach enables providers to better understand older adult learners in their local context.

Keywords: participant observation, older adult learner, learning motivation, observation criteria.

2nd SESSION



COMMUNITY DEVELOPMENT: INTERVENTION, NETWORKING AND MOBILIZATION OF LOCAL ACTORS



County Reporters 55+: an example of active citizenship of the elderly linked to community development in rural areas of Portugal

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The promotion of active citizenship of the elderly may be facilitated when they are asked to participate as co-researchers of their communities' needs and strengths, valuing their local knowledge and using their sense of belonging as a driving force (Golding, 2015; European Union, 2019; Fragoso & Valadas, 2018). The project County Reporters 55+ was carried out in partnership with the NGO Cáritas - Coimbra and the University of Coimbra (UC), between 2020 and 2022, having 5 objectives: (1) To avoid social isolation and exclusion in rural areas; (2) To reinforce the training of people 55+ years old as endogenous agents of change; (3) To promote their functional and cognitive autonomy; (4) To signal contexts that enhance ageism; (5) To facilitate the construction of inclusive measures that encourage participation in the community. The group of 16 seniors with diverse profiles that offer themselves as volunteers (the CR55 + group) to cooperate as co-researchers with the UC research team were initially trained to use several techniques of data collection in their communities: participant observation, informal interviews, and photovoice. During a period of a year, the meetings were regular, every two months, in the three territories marked by signs of deep rurality (S. Martinho da Cortiça, Pomares, Pombeiro da Beira). The goals of these focus groups meetings were to foster the discussion about the problems that were identified, to systematize the information and to design possible solutions to people's needs, considering inner and meso/macro (political) resources. Data obtained were divided in 4 axes of analysis: (1) Health: access and care provided; (2) Management and planning of the forest and the territory: perceived risks; (3) Community activation: inclusion and participation; and (4) Living in the place: feelings of topophilia. In the end of the project, the group CR55+ designed and presented with the support from the UC team a set of feasible solutions to local governmental entities, in order to improve the daily lives of the elderly in the communities to which they belong and where they want to live. By promoting the participation of the elderly in the construction of inclusive communities, it will be possible to use scientific knowledge to do advocacy for improving the life of older people (Canário, Vieira, & Capucha, 2019; Sousa, Pereira, & Lopes, 2019), helping them to live in their places of belonging.

Keywords: active citizenship of the elderly, inclusive communities' development, participatory research, local knowledge's, living in place.

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Music and the promotion of well-being: the project Sing for your Health(Cante pela sua Saúde) in perspective

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The potential that cultural initiatives can have in combating loneliness and isolation is now recognized, particularly for more vulnerable groups. The “Sing for your Health” (Cante pela sua Saúde) project is designed to promote the well-being and life satisfaction of elderly people using music. It is a 6-month singing program, in which 140 seniors participate by engaging in two weekly 2-hour rehearsals. Methodologically, it adopts a mixed methods monitoring and evaluation approach, including a pre- and post-intervention questionnaire, administered both to the participants involved in the program (n=106) and to a control group (n=51), ethnographic observation with the use of field notes, focus groups and interviews with the staff of the institutions, the singing teachers and the participants in the project. Subjective well-being, sense of belonging, self-esteem, and the perceived physical and mental health state of the elderly are some of the dimensions analysed in the project. The results reveal a positive trend regarding to the effect of music, namely through singing, on the experience of the elder people (Pais et al., 2022a; 2022b). The field notes show that, over time, there are apparent improvements in several areas, namely regarding concentration, memory, dedication, and persistence in the requested tasks. Likewise, in the interviews with the choir teachers and the staff of the institutions, there is a positive perception regarding prolonged positive effects on sociability, the development of musical skills and critical awareness on music. Motor coordination seems to be one of the weakest areas evaluated. Finally, social interaction and group cohesion are noted to be important factors in promoting the subjective well-being of the participants in the project.

Keywords: sing, music, health, subjective well-being, elderly intervention

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3rd SESSION



STUDIES ON EDUCATIONAL EXPERIENCES IN INFORMAL, NON-FORMAL AND FORMAL SETTINGS



Stepping in and stepping out – educational decisions of older adults

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Adults participate or do not participate in continuing education for very different reasons and with different aims. These reasons and aims depend on socialization experiences and attitudes, but also on the respective life situation and framework conditions of educational opportunities (Cross, 1981) and are therefore not always stable over time. In later life, the normative expectations of the environment change. Whereas in middle adulthood (vocational) continuing education is considered a self-evident requirement in a modern society, in old age educational activities are more likely to be seen as a leisure activity and basically optional - i.e., the need to justify non-participation ceases to exist. Against this background, the question arises to what extent theories for modelling educational decisions are applicable to older adulthood or need to be adapted for this phase of life. This article examines this question and draws on relevant models as well as on current data on the revision of educational decisions of adults.

Keywords: participation, dropout, adult education, decision making.

Ageing and agency in migration societies

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In many cases the ageing of migrants is characterized by a precarious socio-economic status and fewer opportunities for social participation as well as by a higher risk of poverty and health problems compared to the 'native' population (EU, 2020). Several studies have already explored the situation of older migrants and the various factors influencing their needs and agency. But only little research puts an emphasis on migrants as social actors and as learning subjects (Ciobanu et al., 2019). A current research project on which our presentation is based considers knowledge, strategies and capabilities of disadvantaged people and connects the topic of age and migration to the perspectives of active citizenship – which is more or less a blind spot in research so far (and partly also in adult education) (Torres & Serrat, 2019). Based on a literary overview regarding the needs and resources of older migrants (third and fourth age), we will present first results from our empirical data. Hereby, we will especially consider community-based structures of support, existing knowledge, the agency and engagement of elder citizens on a local (urban) level. The focus of discussion and reflection will be on the existing conditions for potential (non-formal and informal) learning processes both of the community and the individuals with regards to social inclusion and civic participation. The empirical data stem from an applied research project in which we are investigating the situation of elder migrants in a city with approx. 300.000 inhabitants by qualitative, participatory and creative methods. The project aims at contributing to the development and strengthening of so-called 'caring communities' (Wegleitner & Schuchter, 2018) – together with the older local population and diverse stakeholders. These processes will be realized within experimental 'living labs' and 'future fora' which aim at empowering participants, building networks to develop creative local projects and strengthening existing caring communities. The activities aim at the improvement of communal structures around age, care and inclusion.

Keywords: older migrants, active citizenship, social inclusion, participatory research.

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Palombar - The work of an NGO for community development in the rural world

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The word "Palombar" integrates the Mirandês dialect, cultural and linguistic heritage of the Planalto Mirandês, in the Bragança region, which survived hundreds of years in isolation, having obtained, in 1999, the status of second official language in Portugal. Its meaning, dovecote, refers us to one of the most emblematic architectural icons of the Northeast region of Trás-os-Montes and is intrinsically associated with the rural community. They are also structures that contribute to the promotion and conservation of biodiversity. The word "Palombar" is, therefore, a conceptual synthesis of the organization's mission. Palombar – Conservação da Natureza e do Património Rural is a non-profit environmental non-governmental organization, created in 2000, whose mission is to conserve biodiversity, wild, forest and agricultural ecosystems and preserve the built rural heritage, as well as the traditional construction techniques. Palombar – Conservação da Natureza e do Património Rural is a non-profit environmental non-governmental organization, created in 2000, whose mission is to conserve biodiversity, wild, forest and agricultural ecosystems and preserve the built rural heritage, as well as the traditional construction techniques. The organization, which works guided by a pedagogical and cooperation approach, also promotes scientific research in the areas of Ecology, Conservation Biology and Ecosystem Management, environmental education, community development and the dynamization of the rural world. Palombar's area of intervention is mainly the region of Trás-os-Montes, however, the organization has been expanding its territory of operation.

Keywords: nature conservation, heritage, territory, environmental education, volunteering.

4th SESSION



OLDER ADULT EDUCATION: PERSPECTIVES AND TRENDS



The view from here: new perspectives on ageing and later life learning

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As the ageing of populations across the world continues to pose challenges across a wide range of policy dimensions, the importance of older people being able to access learning opportunities is becoming more widely recognised. However, there is recent evidence that the participation of older adults in learning has decreased in almost a quarter of 159 countries surveyed in UNESCO's Fifth Global Report on Adult Learning and Education (GRALE 5). Accordingly, we need to reconsider existing ideas about learning in later life. From the viewpoint of an older learner, it will be argued here that we need, firstly, to rethink the current focus on 'ageing' and replace it with a more positive emphasis on 'longevity' and a better understanding of what happens to our brains as we grow older. Secondly, we will explore further the concept of 'longlife learning' which is beginning to appear in different guises. Finally, it will be acknowledged that the worldwide spread of Covid-19 has both opened up some novel ways of helping some older people to learn and, simultaneously, widened the so-called digital divide. What are the implications for the future?

Keywords: longevity, brain, learning, Covid-19, future.

Whether principles of educational gerontology can be acquired fully through practice

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Retired people learning and education is an unregulated field of practice in Estonia. There are many organisations providing learning opportunities for older people but their activity depends on local initiators' personal will and skill, no systematic training is provided nor quality requirements are set for organisers and teachers. In writings on educational gerontology, two approaches have been expressed in relation to the role of the teacher. While Percy (1990) disputed this idea saying that education for older people should be no different from that for any age group, the representatives of the wing of the critical educational gerontology (Glendenning & Battersby, 1990; Formosa, 2011) question the belief that just any kind of education is beneficial for older adults and suggest older people's education to be seen as an agent of social change (Glendenning, 1991 in Phillipson, 2000). Formosa (2011), in turn, has acknowledged the need to renew the use of critical educational gerontology, because next to the social benefit of older people's learning, the principles of educational gerontology may hide the mechanism for exclusion. One strand of critique of the principles of educational gerontology addresses facilitation (Hachem, 2020). In 2021 the web-based quantitative survey was conducted among those who provide learning opportunities for older people at the local level in Estonia. The aim of the study was to find out whether older people learning providers are able to be agents of social change and avoid the mechanism for exclusion without special training in educational gerontology. Altogether 425 people from all regions responded to the 20-minutes-questionnaire. The largest number of respondents came from libraries and day centres, but there were respondents also from community centres, hobby groups, and other organisations. The results showed the need to establish quality criteria and an in-service training system for educational leisure time occupation (called senior work by following the example of youth work), especially on issues of ageism and stereotyping. Also, the lack of networking among senior work specialists was identified.

Keywords: older people learning, senior work, educational gerontology, subjective well-being, older people intervention.

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(H)OLD ON Project: from implementation to evaluation

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The (H)OLD ON Project - Civic participation of older people in Senior Universities (SU) and in the local community was developed in a participatory action-research model (Hearne, & Murphy, 2019; Walter, 2009), based on the voices and participation of those involved. In other contexts, we described the design and planning of the project. In this presentation we report the final balance of its implementation and evaluation, especially when we stand on the theme of education and learning of older adults (Bulajić, Nikolić, & Vieira, 2020; Canário, Vieira, & Capucha, 2019; Evans, Kurantowicz, & Lucio-Villegas, 2022). Based on the experiences lived at the individual level, aimed at community intervention for the local level, it will allow us to reflect on the participation of older adults in global perspectives. Starting from the problem that questions how the civic participation of the old adults in the SU can be a way to maintain the awareness of an active citizenship and contribute to the social dynamics, we confirm the innovative character of the project, by achieving the objectives and fulfilling the tasks in the allotted time. During the sessions of the project, the SU participants chose the entities in the community, got involved in a committed way and implemented their own projects. In this regard, one of the main results obtained is what we expect it will be the continuity of the initiatives and projects initiated by the participants involved, based on the recognition of the knowledge, skills and civic participation of older adults, in a collaborative dynamic of the institutions in the community. As for recommendations, we encourage community organisations to be more open to initiatives for civic participation by older adults and to promote the sharing of educational experiences on an ongoing basis. Also, we recommend collaboratively, by managing the human and material resources available in the community, relying on the participation and knowledge of older adults.

Keywords: implementation and evaluation, participatory education and research, older adults, senior universities, civic participation in the community.

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5th SESSION



PUBLIC POLICIES ON OLDER ADULT EDUCATION



Mid-life and beyond - what is the future of learning and work for people in mid-life? Career adaptation, lifelong learning and the question of the skills agenda

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Since the Covid-19 pandemic large numbers of older workers in Europe have left the workforce, leaving economic challenges at individual and national levels, while also placing demands on career and adult educators, in terms of guidance, advice, retraining, updating skills and broadening educational opportunities. However, midlife support for workers must further consider the barriers that older people face, as well as encountering a contested policy context and some potentially contradictory practice. Older workers may face difficulties if employers discount their skills and abilities, especially in low skilled sectors, or having lower levels of prior education, and/or are in groups likely to face discrimination in the labour market (such as gender and race). Work is changing and some will need to retrain to remain employable but individuals in midlife have not typically focused on retraining as a priority (L&W 2021). With the pressure to prolong working life led by rising state pension ages across Europe, workers need to find ways to ensure that they can stay in employment just as employers require their services. This paper shares some of the results of an Erasmus Plus Midlife Skills Review project and explores, in conclusion, what might be needed to offer a better range of educational options for learners in midlife.

Keywords: midlife skills review, older learners, career adaptation, lifelong learning, adult skills.

The right to lifelong learning: Policy challenges for late life learning

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Lifelong learning is essential over the lifetime to support optimum development, cope with life challenges, improve healthy autonomy and contribute to a just, sustainable and prosperous society. The value of the legal right to lifelong learning is not well understood, tested or applied. Lifelong learning is rarely extended to all people till the end of life. Education or learning was formally recognized as a human right under the Universal Declaration of Human Rights of 1948, particularly because knowledge is necessary for other interdependent civil, political, economic and social rights (United Nations, 1948). Together with the 1960, UNESCO Recommendation against Discrimination in Education, they ensure access, relevance and equity of lifelong learning (UNESCO, 1960). Possible reasons for low compliance and slow implementation of lifelong learning to the end of life are discussed. Canada's efforts can serve as a model for lifelong learning policies for later life, because, as a federated country, it requires national and provincial laws working together to achieve the same desired outcome for lifelong learning across thirteen different provinces and territories. Furthermore, for the first time the 2021 Canadian census provided detailed data for the population 65 to 100 years (Statistics Canada, 2022). The disaggregated Census data supports evidence-based policy development regarding for whom, when, what, when, where and how lifelong learning outcomes can be provided nationally. Determining eligibility by age 65 to 100 years is not meaningful because of the difference between 65 and 95 years is large and intersectionalities such as disabilities can be added during a long life. A combination of need and capacity is a better measure. Quality of learning should be based on responsiveness to specific need and its relevance to learners in the last four decades of life. The needs for knowledge range from life management, personal growth, societal contributions and legacy for the future (Brink, 2021). Example topics could include activism against ageism and medically assisted death which are of special interest for this age group. Learning options should be continuous, encourage individual choice and rely on geragogy. To be equitable, learning in later life should be delivered in formal, non-formal, informal means in residential and institutional settings.

Keywords: late life learning, human rights, disaggregated data, national policy.

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Adult education in period of crisis: perspectives and challenges

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Through the past 50 years the change in society has been evident in all areas, but specially in education. While some years ago in Portugal a student just needed to complete the 4th grade as compulsory education, now a student needs to complete secondary education and consequently the opportunities to continue studying to high school education have improved and increase, allowing older adults that did not have the opportunity in their earlier stage of life to start(over) their formal education. This has been a great step as we all know that a better education system is fundamental for the improvement of the society, is the pillar to overcome crises and difficulties, but most importantly we cannot forget that educations need to be sustainable, inclusive and equal (Ramos & Lopes, 2021). Nowadays, high school education is for all, independently from their social, cultural origins and specially from their age. Aside from the traditional opportunities, several universities in Portugal had create special access to seniors, with specialized programmes adapted to their active life, helping them to keep growing in knowledge and promoting the (inter)personal development of seniors. To understand and identify the educational and cultural challenges in education, nowadays and in crise periods, a study has been conducted with students over 18 y.o. between November 2021 and February 2022. For the purpose of this article, it is important to compare the diversity of perceptions and attitudes of younger and older adults, standing out what aspects need to be taken in consideration to overcome the limitations and difficulties that exist, such as technological illiteracy. This analysis and results will enable the educational community to identify solutions to meet the needs of the adult public, and especially the older adults, providing them opportunities to take advantage of the education, by improving their knowledge, skills and development opportunities. These elements will help contributing to promote intergenerational education and communication between generations, with positive impacts on the lives of older and consequently in the younger adults, while improve the global development of the society (Ramos et al, 2020).

Keywords: adult education, education, learning and technologies, older adults, opportunities and development, perspectives and challenges.

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