

ESREA

European Society for Research on the Education of Adults

Second Conference of ESREA Network on Education and Learning of Older Adults (ELOA)

Minho University

Institute of Education

25, 26 e 27 October 2011, Braga, Portugal

Elderly, Education, Intergenerational Relationships and Social Development

Conference theme

Population ageing has been a topic that has received much attention from different social players, namely politics and academia. This interest and concern is due to several factors, in particular the social and economic consequences involved.

However, as far as public policies are concerned, the areas of intervention in some countries are confined to the health and social spheres. Without prejudice to the importance of these two areas in the life of the elderly, in particular for those with fragile health, weak support networks and low income, we should also take into consideration the role of education at this stage of life.

ELOA, emerges therefore as a discussion forum where a diverse range of issues regarding the knowledge on the education of the elderly and related experiences are shared. Within this framework, the second conference wishes to continue the work started in October 2010 in Munich.

The proposed theme “Elderly, Education, Intergenerational Relationships and Social Development” lends itself to the contemplation of several approaches and issues. These are:

- a) The modernity that led to the separation of spaces and times between childhood and the adult world. In this scenario several questions are raised such as citizenship of the elderly, the right of the elderly to education and their relationship with younger generations.
- b) The ternary cycle of life (in which childhood and youth are associated with learning and preparation for the productive adult life, the group considered as adults and its corresponding active life and the elderly associated with

retirement) has been questioned, despite its ongoing dominance in the social structure. The possibility of change in the life cycle implies that education is no longer exclusive to childhood or the young, but perceived as life long education including adults as well as the elderly. Within this framework questions can be raised regarding social protection and adult education policies as well as the challenges and changes these policies face nowadays. It is also important to consider the issues of generational solidarity that used to be at the base of the social state and the changes currently being proposed for the configuration of the State and its policies, in particular the policies regarding adult education.

- c) Another proposed axis of reflection is the impact of life expectancy in the retirement, health and economic systems. The European Union's response to this issue was to promote the strategy of active ageing that translated in the increase of retirement age and a longer working life. In this scenario, new issues must be brought into discussion. In particular, issues pertaining to older workers such as access to professional development and education, intergenerational relationships in the workplace and the role of long life learning in the adaptation of older adults to the workplace.
- d) Another dimension to analyse is concerned with the changes inside families and the role older adults have within this network of relations, taking into account variables such as gender, age, health, social class and ethnicity and articulate the educational function within this context of informal education as well as intergenerational relationships
- e) *How post-modernity* can contribute to the induction of insecurity in the elderly regarding their own identity in the face of a social context characterised by a rapid change in many of its aspects. This way, education can have an important role in the social, personal and professional development of the elderly and empower them to build their own story.

Organisation of the Conference

The Conference will span over three days.

The first two days are allocated for presentation and debate of papers.

The last day is reserved for the presentation of interventions by guest speakers.

Guidelines for submission of paper abstracts/papers

The conference will be held in English during the first two days aimed at the presentation of papers. In the last day reserved to guest speakers, the conference will be held in English and Portuguese. All abstracts and papers must be submitted in English in A4 format using 12 pt Times New Roman font. Abstracts should be 500 words or less

and contain a title along with five key words. The author's name, institution, address and email should be presented in a separate sheet. All abstracts will be put to the consideration of the Scientific Board.

- All abstracts must be submitted by **11th June 2011** to elo2011@ie.uminho.pt
- Acceptance will be confirmed by **25th July 2011**
- Final versions of papers (no more than 5000 words including references) must be submitted by **5th September 2011** and send to elo2011@ie.uminho.pt
Please use Times News Roman, 12 and APA (American Psychological Association) reference system.
- The presentations will be organized as: 20 minutes for paper presentation, 10 minutes for discussant's comments and 15 minutes for comments.

Guidelines concerning ESREA bursaries

This conference will provide 3 bursaries to help PhD students participate in the conference. To qualify, interested PhD students must:

- be ESREA members or study at an ESREA member institution;
- have a paper approved for presentation.

Please submit applications no latter than 31st August, 2011 to elo2011@ie.uminho.pt

Conference Fees

ESREA Members	50 Euros
Non-members	100 Euros
PHD Students	30 Euros

Local Organisation Committees

Daniela Silva (University of Minho, Portugal)

Fernanda Martins ((University of Minho, Portugal)

Esmeraldina Veloso (University of Minho, Portugal)

Paula Guimarães (University of Minho, Portugal)

Cristina Alexandra (University of Minho, Portugal)

Maria Faria (University of Minho, Portugal)