

## Seminar on Education and Learning of Older Adults

23rd June 2021, 16.00 (Portuguese Time)

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**Bernhard Schmidt-Hertha** is full professor for General Education and Educational Research at the Ludwig-Maximilians-University in Munich (Germany). He studied educational research, psychology and sociology in Munich, where he finished his PhD in 2004 and his habilitation in 2009. He is co-editor of an online-journal, reviewer for the German Research Association and different national and international journals. Since 2010, he is convenor of the ESREA Network on Education and Learning of Older Adults (ELOA). Currently he is researching digitalization in adult education, education and learning in later life, dropout in adult education, and quality in higher education.

**Cecilia Bjursell** is Professor of Education and Director of Encell, the National Centre for Lifelong Learning, at Jönköping University, Sweden. In her research, she is interested in organizing, learning and narrative approaches in different empirical contexts. Her current projects include learning later in life, lifelong learning in working life, and education management. As Encell's Director, collaboration with the surrounding society is a central part of her work.

**Marvin Formosa** Ph.D. is Associate Professor at the Department of Gerontology and Dementia Studies, Faculty for Social Wellbeing, University of Malta. He holds the posts of Chairperson of the National Commission for Active Ageing (Malta), Rector's Delegate for the University of the Third Age (Malta), and Director of the International Institute on Ageing United Nations - Malta (INIA). Prof. Formosa was the lead author of National Strategic Policy for Active Ageing: Malta 2014 - 2020 and recently published books include *The University of the Third Age and active ageing: European and Asian-Pacific perspectives*, and *Population ageing in the Middle East and North Africa: Research and policy implications*. He is also Malta's Country Team Leader for the Survey of Health, Ageing, and Retirement in Europe (SHARE).

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**16.00 h - Lecture by Bernhard Schmidt-Hertha:** Informal learning in later life: impact of families, social networks, and neighbourhoods

Informal learning, defined as all learning that is not organized and planned by others, is the most common way to develop skills and competencies, in particular in later life. Informal learning can be self-organized and occur without the assistance of other people but most often learning occurs unconsciously in daily life and in interaction with meaningful social contacts. These contacts – e.g., family, friends, or neighbours – can be theorised as social capital and are highly relevant for learning in later life as well as for active ageing. The lecture introduces some theoretical concepts and empirical studies on informal learning in later life, and shows the influence of social environments as well as the interaction of learning in later life and social inequality.

**17.00 h – A round-table with Cecilia Bjursell and Marvin Formosa:** The scenario of older adult's education: what we have and what we need.