



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

First Call for Papers

3 - 5 November 2022

(Bragança, PORTUGAL)

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

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 know 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 know the forms of intervention that are mobilised, at an international level, and implemented in various national contexts, both in 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, concretise 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 challenge humanity itself and the life of societies.

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 appeal to your participation, motivated by questions that disturb and challenge you. We welcome proposals 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?

References

- González-Palau, F., Franco, M., Bamidis, P., Losada, R., Parra, E., Papageorgiou, S. G., & Vivas, A. B. (2014). The effects of a computer-based cognitive and physical training program in a healthy and mildly cognitive impaired aging sample. *Aging & Mental Health, 18*(7), 838-846. <https://doi.org/10.1080/13607863.2014.899972>
- Langlois, F., Vu, T. M., Chassé, K., Dupuis, G., Kergoat, M., & Bherer, L. (2013). Benefits of physical exercise training on cognition and quality of life in frail older adults. *Journals of Gerontology Series B: Psychological Sciences & Social Sciences, 68*(3), 400-404. <https://doi.org/10.1093/geronb/gbs069>
- Nikolić, T., Bulajić, A., & Vieira, C. C. (2020). Introduction: Contemporary World and Adult Learning and Education. In A. Bulajić, T. Nikolić & C. C. Vieira (Eds.), *Navigating through contemporary world with adult education research and practice* (pp. 9-30). Faculty of Philosophy - University of Belgrade, ESREA – European Society for Research on the Education of Adults, & Adult Education Society of Serbia.
- Schmidt-Hertha, B., Formosa, M., & Fragoso, A. (2019). Editorial: Active ageing, social inclusion and wellbeing: Benefits of learning in later life. *European Journal for Research on the Education and Learning of Adults, 10*(3), 207-213. <https://doi.org/10.3384/rela.2000-7426.relae19>

Themes

The conference welcomes papers, roundtables, which address one or more of the following themes:

- 🔗 Education and learning of the individual in the family and community throughout life;
- 🔗 Relevance, impact and dynamics of local projects for older people;
- 🔗 Public policies on older adult education;
- 🔗 Older adult education: perspectives and trends;
- 🔗 Community development: intervention, networking and mobilisation of local actors;
- 🔗 Methodological approaches in knowledge production;
- 🔗 Studies on educational experiences in informal, non-formal and formal settings.



Keynote speakers

🔗 **António Fragoso (University of Algarve, CEAD)**

António Fragoso holds a PhD in Pedagogy and is an Associate Professor at the University of Algarve, Portugal. He was a member of the steering committee of ESREA, and created and was a convenor of the research network “Between Global and Local: Adult learning and development”. Currently he is one of the convenors of the ESREA research network on Access, Learning Careers and Identities (together with Barbara Merrill and Andrea Galimberti). António is one of the editors of the European Journal for Research on the Education and Learning of Adults. From 2020 on he is the coordinator of the Research centre on adult education and community intervention (CEAD - <https://cead.ualg.pt/>). His research focuses on adult education, community development and education, education and learning of older adults and non-traditional students in higher education.

🔗 **Claudia Kulmus (Humboldt-University of Berlin, Germany)**

Claudia Kulmus holds a PhD in educational science and is currently working as a Post-Doc research assistant at Humboldt University, Berlin, Germany. Her research focuses on Learning in Later Life, on Participation in Adult Education and on questions of the academic professionalisation of adult educators and didactics of adult education. Claudia also worked on the effects of national funding programs for vocational further training on employees and companies (“Effekte”). In 2013, she participated in the organisation of the 7th European Research Conference (ESREA) in Berlin. She studied educational science with a focus on adult education/further education, minor subjects: psychology, sociology and Latin American studies at the universities of Bamberg, Bilbao and Hamburg.

Scientific committee

Albertina Oliveira, University of Coimbra, CEIS20/CEAD, Portugal

António Fragoso, University of Algarve, CEAD, Portugal

Armando Loureiro, University of Trás-os-Montes and Alto Douro, CIIE, CEAD, Portugal

Bernhard Schmidt-Hertha, University of Tübingen, Convenor of ELOA network, Germany

Cristina C. Vieira, University of Coimbra, CEAD, Portugal

Dominique Kern, University of Haute-Alsace, France

Dorothy Sutherland Olsen, Nordic Institute for Studies in Innovation, Research and Education, Norway

Elena Luppi, University of Macerata, Italy

Graça Santos, Instituto Politécnico de Bragança, Portugal

Rosita Deluigi, University of Bologna, Italy

Sofia Bergano, Instituto Politécnico de Bragança, Portugal

Call for abstracts and papers submissions

Proposals are invited for papers or roundtables.

Abstracts should have between 150 and 350 words, and between 3 and 5 key-words.

Please submit abstracts in two separate files: one including the paper title, the name of author/s, affiliation, address, e-mail of each author, and indicate which of the named authors will be presenting the paper; and the second one including the paper title and abstract.

Please submit your abstract by email to elo2022@ipb.pt by 20th June 2022. Acceptance of papers will be confirmed by 20th July 2022.

If accepted for presentation, the final versions of papers must be submitted by 15th September 2022, also via email (elo2022@ipb.pt). Full papers should have no more than 6,000 words, including references, using Times New Roman, 12 and the APA (American Psychological Association) reference system, 7th edition.

Abstract and full paper must be submitted in English. Presentations will also be in English.

Information for contributors

A paper is proposed and submitted in the form of an abstract by one person but other people can be named as co-authors in the abstract proposal.

For each participant, a maximum of two such proposals may be submitted in which the person is named as an author or co-author.

The author or one of the named co-authors is responsible for presenting the paper.

All those authors attending must register for the ELOA 2022 Conference.

Accepted abstracts will be downloadable in PDF-format on the Conference website.

Registration

All participants must register in advance by completing the registration form at the website of the conference: www.eloa2022.ipb.pt



Payments should be made via bank transfer:

Bank transfer details:

NAME: Instituto Politécnico de Bragança

IBAN: PT50 0781 0112 00000007883 90

SWIFT BIC CODE: IGCPTPL

You must put the following description: eloa2022.

The proof of payment must be sent to the organizing committee (eloa2022@ipb.pt) indicating the name of the participant and the account holder. Students must send proof of student status.

Bursaries and support to participating graduate students

As a way to support **PhD-student's participation** in the conference, there will be two bursaries. To be able to apply, the PhD-student needs to be member of ESREA (either individual or covered by an institutional membership) and submit a paper to the conference.

Students are to use the bursary money in expenses related to this conference (accommodation, flight, etc.) up to the limit of 300 €. ESREA will refund these expenses against the presentation of receipts. Applications or questions regarding the application procedure should be directed to Alexandra Ioannidou: ESREAsecretary@die-bonn.de

Applications should be submitted no later than 15th of September 2022.

Conference fees

 ESREA member 110 €

 Non-member 170 €

 Student 50 €

The conference fee includes:

 Conference materials

 Cultural evening and a light dinner (3rd November)

 Refreshments - four breaks



The following will be optional:

 Conference dinner (4th November)

 A trip to a historic site outside Bragança on Saturday afternoon

Important dates

20 th June 2022	Submission of abstracts
20 th July 2022	Notification of acceptance abstracts
15 th September 2022	Registration and payment
15 th September 2022	Submission of final papers
3 rd – 5 th November 2022	Conference (Bragança, Portugal)



PROGRAMME OVERVIEW

3rd NOVEMBER – THURSDAY

09h30-10h30 – **Welcoming**

10h30-11h00 – **Opening.** Welcome speeches from

President of Instituto Politécnico de Bragança (Orlando Rodrigues); Mayor of Bragança (Hernâni Dias); Director of ESE (Carlos Teixeira); Convenor of ELOA network (Bernhard Schmidt-Hertha); Organising Committee (Graça Santos)

11h00-12h00 – **Keynote speech:** Claudia Kulmus (Humboldt–University of Berlin)

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

12h00-14h00 – Lunch

14h00-16h00 – **1st session:** Education and Learning of Older Adults–individual, local, and global perspectives

16h00-16h30 – Coffee-break

16h30-18h00 – **2nd session:** Education and Learning of Older Adults–individual, local, and global perspectives

18h15 – **Cultural Evening**

4th NOVEMBER – FRIDAY

09h30-11h00 – Presentation of associations and community projects

11h00-12h00 – **Keynote speech:** António Fragoso (University of Algarve, CEAD)

Ageism and Adult Education

12h00-14h00 – Lunch

14h00-16h00 – **3rd session:** Education and Learning of Older Adults–individual, local, and global perspectives

16h00-16h30 – Coffee-break

16h30-18h00 – **Roundtable:** Education and Learning of Older Adults–individual, local, and global perspectives

19h45 – **Conference Dinner** (Optional)

5th NOVEMBER – SATURDAY

09h30-11h30 – **4th session:** Education and Learning of Older Adults–individual, local, and global perspectives

11h30-12h00 – **Conclusions** and announcement of the 2023 ELOA conference

12h00 – **Cultural Trip** (Optional)

Organising Committee

Graça Santos, Instituto Politécnico de Bragança, Portugal (Coord.)

Sofia Bergano, Instituto Politécnico de Bragança, Portugal

Maria Conceição Martins, Instituto Politécnico de Bragança, Portugal

Francisco Mário Rocha, Senior University of Bragança, Portugal



Organising Institutions

 ESREA–European Society for Research on the Education of Adults (<https://www.esrea.org/>)

 ELOA–ESREA Research Network on Education and Learning of Older Adults
(<https://esrea.org/networks/education-and-learning-of-older-adults/>)

 IPB–Instituto Politécnico de Bragança, Escola Superior de Educação (<https://www.ipb.pt>)



Conference Venue

Instituto Politécnico de Bragança (IPB), Escola Superior de Educação (ESE), Bragança, Portugal



[LINK to Google Maps](#)