

(Re)Building the concept of active ageing by lifelong learning experiences: mapping the role of the university social responsibility in AAI dissemination



The work reported emerges as a methodological output of a Sociology PhD thesis developed at CIES/ISCTE-IUL (since March/14), and shows how AAI dimensions can contribute for new perspectives of ageing studies. The project focuses on the **role of the University as an agent of local development and generator of community integration dynamics**. It is proposed a sociological analysis of preferences and guidelines for education and training experiences of people over 50 years old (be it in formal high education, or in non-formal education experiences held by third age universities).

Overall research is based on a **mixed-method analysis** and considers two central axes:

- 1) **Macro-meso plan:** analyses the impacts and challenges undertaken by the University in lifelong learning configurations spearheaded by individuals, demonstrating the ability of social structures (including public policies) towards the **possibility of active participation in a intergenerational sharing space**.
- 2) **Micro plan:** considers those experiences in its relationship within the development of literacy skills, varying according to the educational structures, in **order to understand the different protagonists at older ages in those contexts of education and training**. This plan, focused on an analysis of resources, practices and guidelines for individuals over 50 years mobilized in literacy activities, proposes a **comprehensive approach** to preferences for experiences of education and training (within the formal and non-formal education).

For this work we'll present preliminary outcomes from an **on-line survey oriented to older students** doing a bachelor, a master or a PhD degree (formal education) at the School of Arts and Humanities from the University of Lisbon, using some of the AAI dimensions and indicators.

Ageing actively – the role of the University

- **Gender disparity in terms of participation** at formal educational activities: concentration of female students +50 (62,6%) in 1st cycle graduation (languages, literature and arts). Male students (+65) concentrated in 2nd and 3th cycles (philosophy and history);
- Older students shows **higher employment rates** (66,4% of the sample are still active workers and 50-64 group = 79,8%);
- **Employment activities in a late stage of their careers:** 1) studying as added value in the retirement moment; 2) studying as lifestyle and individual dispositions;
- **Ascending mobility** (social and scholar): professional trajectories distinguished by lifelong and lifewide learning practices;
- Agility using information and communication technologies (within family, friends and colleagues).

Social Participation

- Political party or political action group (10%)
- Unpaid voluntary work: religious congregations or community organizations oriented to children and older (20%)
- **Educational and physical activities** (42%) – organized daily routine between profession, studying and exercise.

Living

- **Autonomy and mobility;**
- **High relative median income** (21,5% above €2.000);
- **Living in their own** (purchased) homes/flat (80,4%).

AAI potential

Decision-making tools (case-studies, sectors, micro analysis...)

Normalizing **dimensions and indicators** of AA;

Reading/comparing accentuated **inequalities** in communities;

New requirements of **social responsibility:** global ethics and solidarity, supportive and inclusive societies, social involvement and community mobilization in later life cycles.

		Comprehensive Approach (Case-study at the School of Arts and Humanities from University of Lisbon)		
		Quantitative	Qualitative	
AAI Domains	AAI Indicators	Formal Education	Non-Formal Education	Exploring...
Employment	Employment rate 55-59	✓	✓	Contribution in the labour market
	Employment rate 60-64	✓	✓	Contribution in the labour market (pre-retirement)
	Employment rate 65-69	✓	✓	Contribution in the labour market (retirement, family)
	Employment rate 70-74	✓	✓	Contribution in the labour market (retirement, family)
Participation in society	Voluntary activities (Q8)	✓	✓	Depth interviews (formal and non-formal)
	Care to children, grandchildren	---	✓	Depth interviews (formal and non-formal)
	Care to older adults	---	✓	Depth interviews (formal)
Independent, Healthy and Secure living	Political participation (Q8)	✓	✓	Action group and citizenship
	Physical exercise (Q8)	✓	✓	Physical activity and sports
	Access to health and dental care (Q10)	✓	✓	Exclude dental care
	Independent living (Q10)	✓	✓	Individual and household (+50)
	Financial security (Q10; Q22)	✓	✓	Income, poverty risk, material deprivation (+50)
	Physical safety	---	✓	Depth interviews (formal)
Capacity and Enabling Environment for active ageing	Lifelong learning (Q6; Q10)	✓	✓	Educational and training dynamics
	Remaining life expectancy at 55	---	---	External data
	Share of healthy life expect. at 55	---	✓	Observation
	Mental well-being (Q10)	✓	✓	Subjective well-being
	Use of ICT	✓	✓	Intensity: punctual vs. functional
	Social connectedness (Q5)	✓	✓	Intensity: regularly vs. rarely (friends, family, colleagues)
Educational attainment (Q19; Q20)	✓	✓	Social mobility: individual, family	

Table 1 - AAI applied to a mixed-method analysis (Study of preferences and guidelines for education and training experiences of people over 50 years old: the role of university structures)

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