

## LEGISLATION AND POLICIES

*Paulo Tomás Neves – Byweb*

«Since 2000, social policy has taken a much more prominent place in the overall agenda of the EU. After the adoption of the Lisbon Strategy by Heads of States and Government, a new goal was formulated which stated that economic and social policies should go hand in hand. As a result an ambitious social agenda was formulated, which sets out the social priorities of the EU. Older people and ageing issues are part of this agenda. There is no overall competence for the EU to act on ageing issues, but a new method has been adopted (the Open Method of Coordination), which promotes a stronger co-operation and co-ordination between Member States, on different social issues. This method applies in employment, social protection (pensions), social inclusion, and education.» (in <http://www.age-platform.org>)

The open method rests on soft law mechanisms such as guidelines and indicators, benchmarking and sharing of best practice. So the path to achieve goals here is to persuade demonstrating with best practice examples and accurate indicators the correct way.

As citizens of a large multinational, multicultural and multiethnic space, the European union, we should learn how to work together using the method think globally act locally. So our role will be to seek, or create, the best practices and /or indicators that will persuade governments to define and enforce polices. We should also address legislators regarding the approval of laws that help achieve the goals.

In this particular issue of Legislation and Policies, lobbying takes a huge height. So if we want changes for the better we should commit ourselves into helping institutions that have real influence towards the legislation and policy making.

W Age issues at European level I must underline the role of AGE - the European Older People's Platform (<http://www.age-platform.org>). You can find here: <http://www.age-platform.org/EN/z-AGEMembers.htm> the AGE member list in order to facilitate your contact with our local members in a way of enriching the whole network.

Acknowledging that older people have special needs should not be an argument to discriminate them, at least not in a negative sense. These special needs in training should be addressed in a way that optimizes their training, their acquiring of new abilities and, within the process, an enrichment of all the trainees and trainers involved in the training in a way that society in a whole will be enriched.

Addressing the specific needs of elder learners within training and professionals engaged in teaching or facilitating learning for elder learners is a way to achieve the enrichment of society in a whole leading to happier trainees and more proficuous training results.

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### Editorial

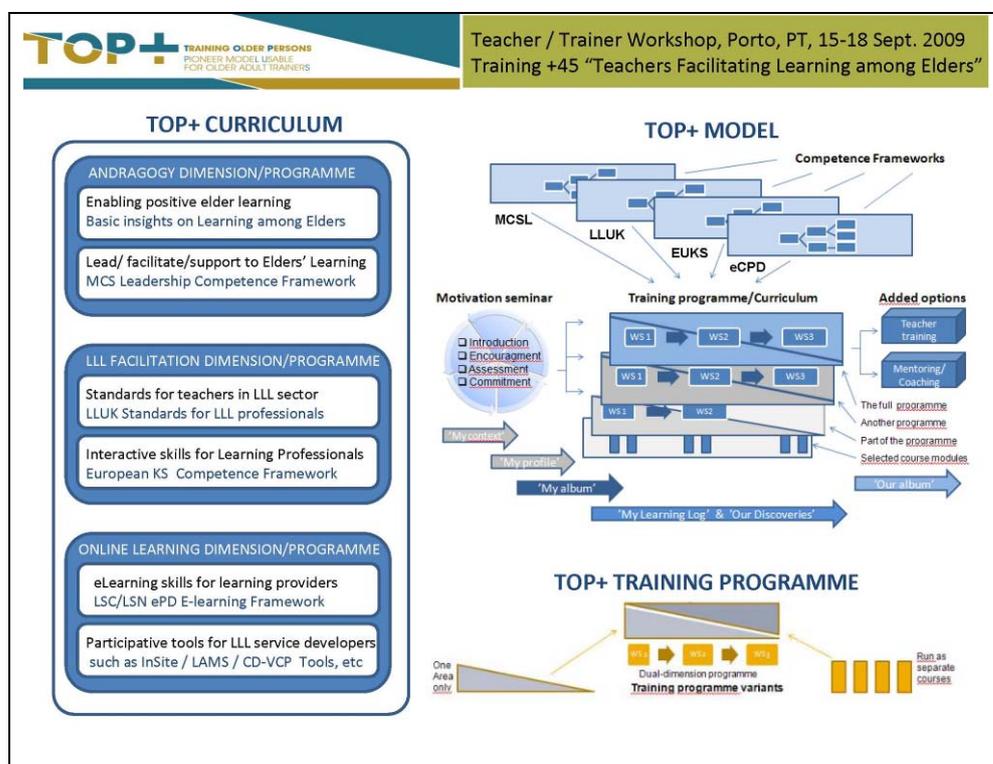
Projects are like Christmas. They are a time and a space for hopes and expectations. Projects are like Christmas because they are build on wishes, that wish to become true. But wishes without a will, will hardly grow up.

The kick-off meeting of TOP + Project happened two years ago (14 December, 2007). Built around a large partnership, the Project embraced a very honourable goal to "Enable trainers and other professionals to address pro-active solutions of learning how to best utilise the competences of highly experienced older adults". The path was very challenging and the expectations were huge. And so, as a legacy TOP+ leave us some Products and a wide range of intangible outcomes, of which I elect the lessons of life that this Project provided me that for sure will drive my future actions and efforts.

Now the Project reaches its end and it's time to thank to all partners that accept the TOP+ challenge. Time to embrace new hopes, built on the experience, lessons and knowledge that TOP+ provide us. ... and it's Christmas time again.

*Teresa Almeida Pinto, Byweb*  
[tpinto@byweb.pt](mailto:tpinto@byweb.pt)

This is the model that was tested during TOP+ Workshops



More information at TOP+ website: <http://www.trainingolderpeople.eu>

### Portuguese experts' perspectives about key-competencies for adult educators and the role of the universities in providing quality education and training for those professionals.

Albertina OLIVEIRA\*, Teresa PINTO\*\*

\* Coimbra University, Portugal \*\* Byweb Formação e Informática, (TOP+ Partner nº 2)

#### Introduction

This being so, the adult participation in lifelong learning needs to become the main challenge in many European countries, and several unavoidable discussions are focused on the role adult learning professionals and teachers can play on adult education. Undoubtedly, there is a need to better prepare those professionals for the many challenges that our complex and uncertain societies, called risk society (Beck, 1992), place in every citizen, as well as for the increasing worth of the paradigm of lifelong education and learning (Oliveira, 2005). An important step for that matter is to clarify and achieve a large consensus about what the key competences are for those working in adult learning. That's why, by acknowledging that there is a need for research on this issue, an investigation has been carried out based upon the consultation of Portuguese academic adult education and experienced field experts, focused on the following key-questions:

#### ESREA Network on Adult Educators, Trainers and their Professional Development

TOP+ was disseminated within the inaugural meeting of the ESREA Network on Adult Educators, Trainers and their Professional Development (www.esrea-renadet.web.auth.gr), held in Thessalonica – Greece from 6th to 8th November. The Conference has been co-organized by Aristotle University of Thessalonica, and had around 220 participants from 28 countries (including Russia, Australia and Japan). During the Conference 83 paper presentations and 11 thematic workshops have been organized.

Two partners of TOP+ project, P2 – Byweb and P3 – Philean, have attended this conference and presented two communications. In a separate article we present a short review of the presentation “Portuguese experts' perspectives about key-competencies for adult educators and the role of the universities in providing quality education and training for those professionals”



1. What are the key-competencies, knowledge and fundamental attitudes that adult educators need to develop so that they could perform effectively their different roles and tasks?
2. What would be the role of universities in providing quality education and training for adult educators and trainers?

## Methodology

The Delphi methodology was used to carry out the study. It is an inquiry tool particularly helpful when we intend to reach valid and consensual opinions about topics where we do not have certain knowledge, from a restricted group of participants, recognized as experts in the above mentioned issues

## Sample

The Delphi panel has incorporated 14 adult education professionals. Eight are male (57%) with an average age of 48, ranging from 26 to 68 years old. Their experience in the adult education field ranges from 3 up to 40 years (with an average of 19 years).

## Results

Since the first quantitative analyses, which focused on the answers to the questionnaire 1, a high rating was found for the majority of the items. Indeed it could be seen, concerning the key-competences, that 83% of the values of Q<sub>1</sub> (1st quartile) were above the mid-point of the scale (3.5), and that 55.7% of the items reached very high values of Q<sub>1</sub> (5, 6 and 7). Considering the second question, 29.5% of the items have also obtained highly valued items. In addition, and pointing to a tendency to consensus opinions, the inter-quartile range (Q<sub>3</sub> – Q<sub>1</sub>) of most of the items has denoted a low variability in responses. Only 25.7% of the items regarding key-competences and 29.5% concerning university roles were greater than 2. From questionnaire 1 to questionnaire 2, following the requirement to reconsider their own position on the items where scores were more distant from the central values, a substantial change toward consensus was found: 71.5% of answers have moved into convergence, whereas 28.5% of them have been maintained. In what concerns the second question, the movement registered was also in the expected direction, since 59.6% of the total possible changes went into convergence.

Table 1 present the items highly rated (those above the lowest value plus half of the range) in the third round, concerning the key competences of adult learning professionals (first question) and the specific roles of universities in developing quality programs for adult educators and trainers (second question). The ranked items are in decreasing order of importance. It is worth noting that in the first case, since the possible range of scores could vary between 0 and 91 and since the average point of the scale is 45.5, all items in table 1 were considered very important.

Key-competences of adult learning professionals/adult educators	Score
Being assertive (e.g., being able to say no, without being hostile).	81
Being able to foster adult skills for lifelong learning.	80
To show and express an ethical conduct (to respect confidentiality and act in accordance with professional ethics).	78
To master the methods and techniques of education, training and adult learning.	76,5
Being able to carry out procedures for the recognition of acquired experience, using them as a starting point for establishing training situations.	76
Being able to develop in the adult learners an increasing capacity for critical analysis, testing it first in the learning process, but always within an educational perspective, leading to constructive proposals for improvement and not just for negative and self-destructive reactions.	76
Being able to bring about tasks and dynamics having the potential to foster self-reflection.	75
Being able to understand and value the experience of adults.	75
Being able to use methods and techniques of conception, planning, management, organization, development, monitoring, control and evaluation of education, training and adult learning processes.	75

**Table 1**

## **AGE General Assembly call for a ban of mandatory retirement ages, the establishment of mandatory European quality standards for long term care and a EU Year on active ageing and intergenerational solidarity in 2012**

On the occasion of its General Assembly 2009, AGE members have adopted a Declaration containing guiding principles for its policy work for the coming years. Members agreed the broad outline of the policy directions which AGE will take in formulating its recommendations on pensions reforms, employment, social inclusion, health and long-term care, active civic participation and older people in emergency situations over the coming years.

AGE believes that enhancing intergenerational solidarity and cooperation is key to reacting constructively to today's rapidly evolving social and demographic context and that the deteriorating economic situation and climate change add further dimensions to this challenge. Changes in the age structure of our populations will have a significant impact on the dynamic between the generations, and intergenerational solidarity and cooperation will need to be re-invented and sustained by appropriate policies. A more inclusive approach to people of all ages therefore needs to be developed and actively promoted in all social and economic policy responses. More positive attitudes and expectations to older citizens' contributions need to be cultivated and ageist assumptions challenged and banned. People of all ages have a vital role to play in contributing to society and their experience, knowledge and vitality are needed to rebuild a strong Europe.

The financial and economic crisis is making challenges created by demographic ageing more acute. The development of targeted and well coordinated policy responses which capitalise on the strong potential and contribution that older people have to offer is essential. Enhancing the cooperation between them and facilitating a fruitful and constructive co-existence in which the strengths and capacities of people of all ages can be shared for mutual benefit is central to this and forms a common thread throughout the AGE General Assembly 2009 Declaration.

AGE General Assembly Declaration 2009 :

<http://tinyurl.com/le7xqp>

### **'Give a voice to Older People in Poverty and Social Exclusion!'**

This final AGE/inc publication is based on two years work accomplished within the project and brings a series of recommendations for both the organisations working with older people confronted with poverty and social exclusion and policy-makers at all levels.

Download: [http://www.age-platform.org/EN/IMG/AGE-Inc-Publication\\_EN.pdf](http://www.age-platform.org/EN/IMG/AGE-Inc-Publication_EN.pdf)

### **Commission's work programme 2009: "acting now for a better Europe!"**

The Commission has published its work programme 2009 with its strategic and priority initiatives. In the current economic and financial crisis, the Commission will not only focus on growth and jobs and other economic and financial measures, but also advance its Social Agenda for Opportunities, Access and Solidarity, as the need for active solidarity and cooperation among the Member States is more important than ever.

Important initiatives and proposals planned for 2009 are the reform of the post-2010 Lisbon strategy planned for December 2009, a thorough assessment of the EU preparations for the demographic change that will be presented to the Spring European Council, a communication on reducing health inequalities in the EU (September 2009), and a proposal for a Commission initiative on Alzheimer disease, building upon the progress made under the Slovenian and French Presidencies.

Download the wp2009 here: [http://ec.europa.eu/atwork/programmes/docs/clwp2009\\_en.pdf](http://ec.europa.eu/atwork/programmes/docs/clwp2009_en.pdf)



## Industry Hiring Patterns of Older Workers

*Geri Adler*

University of Houston

*Don Hilber*

DTI Associates, Inc

### Abstract

The decision to remain in the workforce or fully retire is typically made between the ages of 55 and 64 and is predicated on many factors, including the availability of suitable jobs. The authors explored the extent to which members of this age group are being hired by different industries and developed a model isolating what types of factors best determine relative hiring rates: those specific to an industry, a labor market, the older worker age group, or some combination thereof. The authors estimate a low rate of new hiring for older workers aged 55 to 64 years, with low turnover and net outflows but substantial variability among industries. The findings additionally suggest that current national industry job growth and pay differentials among older new hires, existing older workers, and other new hires have the greatest bearing on how much these net flows vary by industry within states. Implications for older workers, their prospective employers, and policy makers are discussed.

The access to this item requires a subscription to Research on Aging Online: <http://roa.sagepub.com/cgi/reprint/31/1/69>



## Lifelong Learning: Building Pathways to Independence

TAs announced in our previous newsletter, the 2008 CAEL International Conference, “Lifelong Learning: Building Pathways to Independence” was held in November 12-14, 2008 at the Sheraton Philadelphia City Centre in Philadelphia, Pennsylvania.



The participant list can be downloaded here: [http://www.cael.org/Conference\\_08/FINALParticipant%20List\\_08.pdf](http://www.cael.org/Conference_08/FINALParticipant%20List_08.pdf)

## Public Policy and the Construction of Old Age in Europe

*Alan Walker and DLitt*

Department of Sociological Studies,  
The University of Sheffield, England

Correspondence: Alan Walker,  
Department of Sociological Studies,  
University of Sheffield, Sheffield S10  
2TU, United Kingdom. E-mail:  
[a.c.walker@sheffield.ac.uk](mailto:a.c.walker@sheffield.ac.uk).

The central theme of this brief contribution is that public policy has played (and continues to do so) a major role in determining the meaning of old age and, therefore, the extent of age integration and segregation. Old age has been constructed and reconstructed by social and economic policies and, for their part, older people have been expected to adjust to the reification of age into convenient social categories for the purpose of resource distribution and rationing; to the institutions of the welfare state set up to "manage" aging (the "aging enterprise"); and to the changing prescriptions of policy makers and professionals charged with their care. This is not to suggest that older people are the simple creatures of policy but, rather, that policy is a key component of an age structuration that leaves scope for active agency in the interpretation and reproduction of social reality. Older people interact with their environment in a reflexive way to create their own social reality. Furthermore, this policy context is set not only at the local and national levels but also by global agencies.

Download the full text here: <http://gerontologist.gerontologyjournals.org/cgi/reprint/40/3/304.pdf>



## Forthcoming Events

### **4th International Seminar of the ESREA Network**

Transforming/Researching Communities

This 4th Seminar is organised by the European Society for Research on the Education of Adults (ESREA) and the University of Seville (Spain). In previous Seminars the topics have been focused on Human Development and Adult Learning in Faro (2006) and on Local and Global, discussing identities as a social creation related with learning processes, in Wroclaw in 2008. In Magdeburg (2009), the Seminar focused on landscapes and the biographical aspects not only with the regard to people, but emphasising those that carved territories.

This 4th Seminar will try to carry on the discussions that emerged from the previous three: about margins and mainstreams, places and spaces, participation, mediation, diverse methodological approaches, etc.

The Seminar will focus on Transforming /Researching Communities. In a traditional view the first step to carry out Local Development processes is to research on the community and people's desires and needs and then acting over the community, not necessarily using participative methodologies.

Abstracts and papers that follow this main theme will be welcomed. The following sub- themes can be debated:

1. Policy and politics to transform communities.
2. Researching/transforming exclusion for inclusion through local development.
3. Research methodologies in local development.
4. Social Movements and their contribution to researching/transforming communities.

Important dates:

- Deadline for abstracts:

December 20, 2009

- Notification of acceptance:

January 20, 2010

- Deadline for delivering full papers (if you wish to be included in Conference Proceedings)

April 1, 2010

<http://www.esrea.org/>

### **One Day Seminar: Whatever Happened to Curriculum Theory?**

The University of Stirling,  
Stirling

26 January 2010, 11am – 4 pm

While much attention in the UK has been given to questions of teaching and learning in research in the last decade, not least through the Teaching and Learning Research Programme, less has been given to questions of curriculum.

This seminar aims to explore trends and issues in curriculum theory as a basis for revitalizing research and debate in the UK.

It is aimed at educational researchers, postgraduate students, and those members of the policy and professional communities with an interest in educational theory.

The seminar is free of charge, thanks to the support of the journal *Pedagogy, Culture and Society*. Lunch and refreshments are provided. There is a limited number of places available for this event.

If you are interested in attending this event, please register for a place at: [letseminar@stir.ac.uk](mailto:letseminar@stir.ac.uk)

Download a flyer for this event at:

<http://www.ioe.stir.ac.uk/research/documents/LETPCSSeminarFlyer.pdf>

## **Critical perspectives on professional learning**

Fourth Annual Conference

11 January 2010

The Met Hotel, King Street, Leeds City Centre

This one-day conference is the fourth in a series on professional learning, organised by the University of Leeds and Leeds Metropolitan University. It is intended for all those working with professional learning broadly defined. It will be relevant for those concerned with initial and ongoing professional learning, both in work and in educational contexts; it therefore focuses on professional learning in universities, workplaces and in continuing professional development and education.

The theme, Critical perspectives on professional learning, signals that we are seeking papers which are critical of received ideas pertaining to professional learning. Papers will probably focus on a specific profession or context, but since this is an opportunity for cross-professional debate, argument and theoretical and empirical development, all proposals should reflect issues which relate more broadly to other arenas. Papers will draw on research, theory and critical analysis.

Participants will come from a range of disciplinary backgrounds such as education, medicine, health and social care, law, engineering and management. The conference will bring together academics and practitioners concerned with the training and development of professionals.

Further information is available from Clair Atkinson, Medical Education Unit, Level 7, Worsley Building, University of Leeds, Leeds LS2 9NL, UK phone +44 (0)113 343 1657, email [c.atkinson@leeds.ac.uk](mailto:c.atkinson@leeds.ac.uk).

## **2nd Paris International Conference on Education, Economy & Society**

The first edition of the Paris International Conference on Education, Economy and Society was held from July 17 to July 19, 2008. More than 500 academics and practitioners from 50 countries attended the meeting. More than 450 contributions were presented, covering all major themes of Education.

Following the same design, the 2010 conference is intended to be a forum, discussion and networking place for academics, researchers, professionals, administrators, educational leaders, policy makers and industry representatives interested in Education.

The conference will be held at Hotel Concorde Lafayette.

21-24 July 2010

## **Third National Conference on Adult Education**

Timisoara, Romania

19-20 March, 2010

More information available at:  
<http://www.irea.ro/ro/index.php>

## **First conference of the ESREA network on Education and Learning of Older Adults**

Munich, Germany

7-9 October, 2010

Deadline for submission of abstract is April 5, 2010.

More information available at:  
[www.esrea.org](http://www.esrea.org)

## **Biennial conference of the Finnish Adult Education Research**

Joensuu, Finland

17-19 February 2010

More information available at:  
<http://www.joensuu.fi/aitu>

## **29th Annual conference of the Canadian association for the study of adult education**

Concordia University, Montreal, Canada

30 May – 1 June, 2010

More information available at:  
[www.oise.utoronto.ca/CASAE/maineng.html](http://www.oise.utoronto.ca/CASAE/maineng.html)

## **The first international theorizing education conference**

The laboratory for educational theory at The Stirling institute of Education, University of Stirling, UK

24-26 June, 2010

More information available at:  
[www.ioe.stir.ac.uk/research/letconference.php](http://www.ioe.stir.ac.uk/research/letconference.php)

## **BAICE Conference - 10-12 Sept 2010**

### Education and Social Justice in Challenging Times

The 2010 conference of the British Association for International and Comparative Education (BAICE) will be held on 10-12 September, 2010 at the University of East Anglia, Norwich, UK

#### Registration details:

For information on registration, visit the conference website at :  
<http://www.uea.ac.uk/ssf/baice2010>

## **40th Annual conference of SCRUTEA: Looking back, looking forward: Learning, teaching and research in adult education past, present and future**

University of Warwick, UK  
6-8 July, 2010

SCUTREA holds a three day conference each year in early July, the proceedings of which are refereed and published. Past conference papers can be found in the Education-line collection. The theme chosen is always at the forefront of current debates in continuing education and the format of the conference deliberately reflects contemporary adult education practice. Details of this year's conference including Call for Papers may be obtained from <http://www.scutrea.ac.uk/>

## **LIFELONG LEARNING AND WELLBEING**

### 12th International LLinE Conference

27-29 January 2010 in Tuusula, Finland

How does lifelong learning support the wellbeing of individuals and communities across Europe? The 12th LLinE Conference brings together researchers, policy makers and educators to discuss the issue of lifelong learning and wellbeing on policy, research and individual level.

The conference will take place in Tuusula, Finland, 27-29 January 2010. The programme will include keynote and case study presentations as well as workshops, roundtable sessions and study visits. Online registration opened in September.

More information at: <http://www.lline.fi/>

The Treaty of Amsterdam incorporated the Agreement on social policy signed by eleven Member States into the Treaty establishing the European Community, thus bringing a complicated situation to an end. Between 1993 and 1999, there were two distinct legal bases for social policy: the EC Treaty itself and a separate agreement that the United Kingdom had not signed. Now, all the measures are brought together in Title XI of the EC Treaty.

The social policy objectives defined in the EC Treaty and included in the text of the European Constitution were inspired by the 1961 European Social Charter and the 1989 Community Charter of the Fundamental Social Rights of Workers: promoting employment, improving working conditions, proper social protection, social dialogue, workforce training to achieve a high and sustainable level of employment and combating exclusion.

## **24th Annual International Self-Directed Learning Symposium**

Cocoa Beach, Florida, USA  
February 3-6, 2010

A number of important networks and collaborative relationships have been developed by symposium participants.

Website: [www.sdlglobal.com](http://www.sdlglobal.com)

Presentation of best practices, projects and activities

Bellow we present a list of current and past Projects and initiatives with high importance in the promotion of lifelong learning for older adults.

### **MAGGIE - Major Ageing and Gender Issues in Europe**

This project identifies and analyses indicators of quality of life among the population aged 65+ to reveal gender gaps and their factors, and it focuses on changes due to the renewal of cohorts.

Consideration is taken of cohorts now old (broken into age groups, given the heterogeneity of conditions at older ages) and of those who will reach old age in the next 25 years (considering the situation of persons aged 40+ in 2005), for a prognosis of trends in gender differentials and an evaluation of actions likely to reduce these gaps.

Quality of life is measured along health conditions, economic resources, family situation and social integration. On each, objective indicators of living conditions are confronted with perceptions by the persons of their own situation.

It is argued that the main factors of gender gaps in well being are to be found in the life course of individuals - in particular in the way they conciliated their professional career with their family life - and in the way they have experienced some more recent key events like retirement, widowhood, health deterioration or entry into old-age institutions.

Statistical analysis of individual-level data, based on event-history methods, is to show the impact of these factors. It is also argued that gender gaps in quality of life are shaped by the socio cultural context (welfare regimes, economic circumstances, normative climate).

Project site: <http://maggie-project.org/>

### **+ Media and Diversity**

The objectives of this study are to carry out a mapping exercise of the media across the 27 EU + 4 EFTA countries and to highlight effective and innovative initiatives which challenge discriminations and promote diversity. This will serve to reinforce the European Commission PROGRESS framework programme, in particular on non-discrimination, diversity and gender equality.

The scope of the Media and Diversity study is on employment practice, and portrayal and coverage in newsrooms, and its key activities will be a survey, a website, a seminar and a publication. Part of its the core strategy is to engage with key European non-discrimination NGO networks such as AGE.

For further details, please contact Rachel Buchanan at: [rachel.buchanan@age-platform.org](mailto:rachel.buchanan@age-platform.org)

**PALADIN – GRUNDTVIG  
Multilateral Projects  
(Promoting Active Learning  
and Ageing of Disadvantaged  
Seniors)**

Targeting 5 precise goals, PALADIN intends to contribute to the empowerment of seniors at disadvantage (over 50 years old and low qualified) trough the development their readiness for self-directed learning, especially in 5 fields of their lives: health, activity (employment, voluntary or other), education (either formal, no-formal and informal), citizenship and finances.

Site: [www.projectPALADIN.eu](http://www.projectPALADIN.eu)



Education and Culture DG

**Lifelong Learning Programme**

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**TOPnews edited by Byweb**

Contact: [geral@byweb.pt](mailto:geral@byweb.pt)

**Contributions in this issue:  
partnership:**

P2 Paulo Tomás Neves e Teresa Pinto.

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Training Older Persons - Pioneer model Usable for older adult TrainerS  
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