

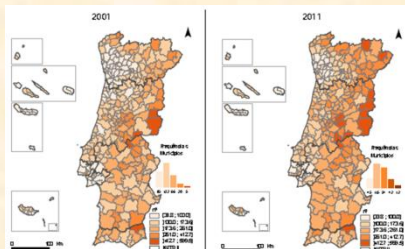
Toward Sustainable Intergenerational Education Programmes: current challenges and future prospects

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Ageing Population – Portuguese Case

YOUTH EMIGRATION

1950 1970



Ageing index 129

15% Young people

19,1% 65 Years old or more

Research questions

Why does it appear that some Intergenerational Programmes (IP) are sustainable and others not? What constitutes sustainable Intergenerational Programmes? And how can we replicate them?

Theoretical significance

The emigration process in the fifties and seventies takes away the young people and causes a deduction on the potential of fertility which intensely affected the Portuguese age pyramid. The last Census (2011) shows that the ageing process is not an inland phenomenon but is spread all over (long) the country. The political agendas, both at the international level, as well as at the European and local level drive us to create synergies that structure a more cohesive society for all ages, founded in intergenerational solidarity and lifelong learning which are capable to generate closer and stronger relationships between generations. We observe that all this demographic, social and economic changes who led us to a growing interest in approaches that seek to increase intergenerational relationships. We defend that IEPs are a positive choice to increase these relationships. In addition, the literature states and highlights many benefits of IEP. Education is a key concern for the development of an Intergenerational Program. The argument is that IPs addressed formal education activities and must be seen as lifewide and lifelong. Hence we want to enhance the places on these IEPs occur plays an important role inasmuch as “affect the places that social groups coinhabit or inhabit separately” (Mannion, 2012:396). The school is an excellent place where joining together the generations could happen. The school has the duty to provoke this kind of changes.

Methodology

Mapear os PIs em 9 C. M. Grande Porto

Selecionar 3 PIs a decorrer

Selecionar 3 PIs já findados

Análise Qualitativa

Inquéritos Online:

- Representantes do Município [Responsáveis pela Acao Social] N=11
- Directores de Lar e/ou Centros de Dia N= 158
- Directores de Agrupamentos de Escolas N= 104

Crítérios de inclusao:

- A decorre a data da recolha de dados
- Duracao [i] com a maior duracao pelo menos 5 anos; ii] com pelo menos 2 anos; iii] com 2 anos menos que o anterior]
- Natureza educacional

Crítérios de inclusao:

- Duracao [i] O mais longo; ii] com 2 anos menos que o anterior; iii] com 2 anos menos que o segundo selecionado]
- Natureza educacional

Entrevistas semi-estruturadas:

- Coordenadores dos PIs (n=6)
- Participantes diretos (N= 180)
- Participantes indiretos (N= 24)
- Análise documental, relatórios, fotografias



Diferentes experiências uma nova Convivência, 2008