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Aktualizace: 11. března 2024

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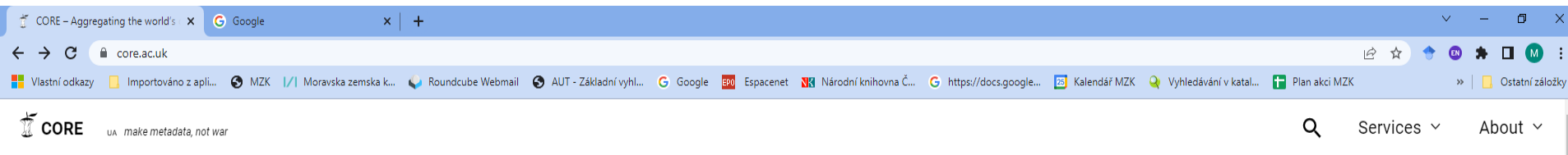
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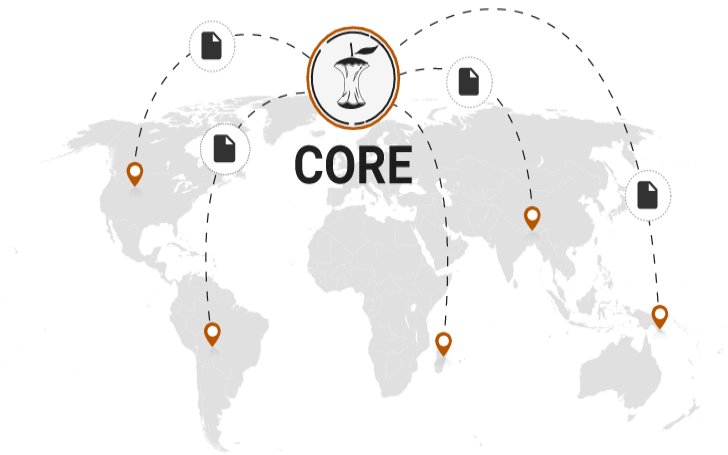
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Self-Perceived Health and Outlook Among the Rural Elderly
Danforth Diana M., Grinstead-Schneider Mary Jo, Voth Donald E. • ScholarWorks@UARK • 01/01/1979

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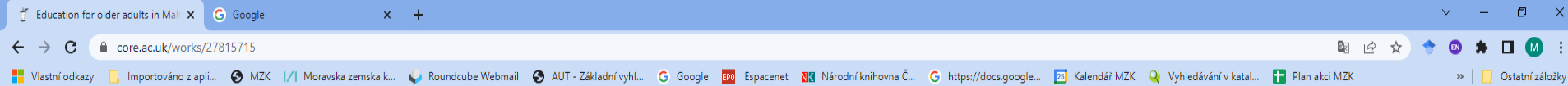
Affective Disorders in the Elderly: the Risk of Sleep Disorders
Rosa E. F. (Eni), Rustiaty N. (Nelly). • 'Institute of Advanced Engineering and Science' • 01/03/2018

The purpose of this study is to look at the relationship of sleep disorders to the incidence of affective disorders. In addition, researchers tested the relationship remains significant after controlling variables

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Záznam



RESEARCH 10.1007/s11159-012-9282-8

Education for older adults in Malta : current trends and future visions

Marvin Formosa F Aldridge +40 MORE · 1 January 2012 · 'Springer Science and Business Media LLC'

Abstract

The purpose of this article was to evaluate the policies guiding late-life education in Malta, as well as the local plethora of learning opportunities for, and participation in, older adult education. The government in Malta is committed to supporting the inclusion of older persons in lifelong education policies and programmes, to the extent that local studies uncovered a rise in the overall participation of older adults in formal, non-formal, and informal areas of learning. Whilst the present and future prospects for late-life education in Malta seem promising, as implied by the increasing opportunities and rising participation rates, a critical scrutiny of present ideologies and trends finds the field as being no more than seductive rhetoric. The coordination of late-life education in Malta results in various social benefits to older learners and Maltese society in general, but it also occurs within five intersecting lines of inequality - namely an economist rationale, elitism, gender, the urban-rural divide, and third ageism. This article ends by proposing policy recommendations for the future of late-life education. peer-reviewe

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Population trends and ageing policy in Malta

Formosa Marvin · 01/01/2013

Int Rev Educ (2012) 58:273–292
DOI 10.1007/s11159-012-9282-8

Lifelong education for older adults in Malta: Current trends and future visions

Marvin Formosa

Published online: 11 March 2012
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Abstract With European demographic developments causing a decline of the available workforce in the foreseeable future and the unsustainability of dominant pay-as-you-go pension systems (whose contributions from the current workforce sustain pensioners), governments need to come up with strategies to deal with this upcoming challenge and to adjust their policies. Based on a study carried out between September 2009 and May 2010, this article evaluates the policies guiding late-life education in Malta, as well as the local plethora of learning opportunities for older adult education, and participation rates. The Maltese government is committed to supporting the inclusion of older persons (aged 60+) in lifelong education policies and programmes, to the extent that local studies have uncovered a recent rise in the overall participation of older adults in formal, non-formal and informal areas of learning. While the present and future prospects for late-life education in Malta seem promising, a critical scrutiny of present ideologies and trends finds the field to be no more than seductive rhetoric. Though the coordination of late-life education in Malta does result in various social benefits to older learners and Maltese society in general, it also occurs within five intersecting lines of inequality – namely an economic rationale, elitism, gender bias, the urban-rural divide and third ageism. This article ends by proposing policy recommendations for the future of late-life education.

Keywords Adult and lifelong learning · Older adult education · Late-life education · Educational gerontology · Malta

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