Call for Papers

Journal for Research on Adult Education
Zeitschrift für Weiterbildungsforschung ZfW

Issue 3/2018

Longevity in a time of Disruption

Guest Editors
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While the field of educational gerontology and ‘learning in later life’ has received increasing attention in recent years, Findsen (2016) argues that there is “still so much to continue to learn about how learning features (or fails to feature) in older persons’ lives in different cultural contexts”. This is particularly true in the context of what UNESCO-UNEVOC recently described as a ‘time of disruption’. A range of factors – such as migration, digitalization, industry 4.0, climate change – increasingly disrupts traditional notions of the life course, careers, and biographies.

These factors make the life-course, and specifically common and imagined trajectories, far less predictable. Instead of progression along a relatively familiar career trajectory, older members of the workforce are finding their workplace transformed by technologies that require reskilling or redundancy. Instead of facing the future with life savings and pensions secure, these protections are increasingly eroded or removed, heightening concerns about being able to afford retirement and requiring new financial literacies. Politically, older people may be gaining in influence, or conversely may be increasingly excluded, from national debates. Older people might also begin to play a more prominent political role in society around issues such as retirement age, health and function as both providers and consumers of lifelong learning opportunities.

These patterns are not the same in all societies and there are marked differences in the age profiles of the developed and developing worlds. Yet in both contexts the traditional patterns are changing and a number of issues are cross cutting. In some societies these variations manifest within the country as inequality grows.

There are important implications for adult education and lifelong learning: To what extent does adult education focus on new forms of work? How are older people managing with new caring responsibilities (children and elders) and what do they need to learn? How can adult education assist with supporting older people in managing the pressures, risks and anxieties of modern living? What are the learning implications for older people of new social media and technologies? What education policies best support older people to manage the disruptions of the life course? And what does social change mean for older people’s traditional role of passing on wisdom and knowledge to the young?

For this special issue the ZfW seeks contributions from researchers that explore, either quantitatively or qualitatively, the implications for adult education of the above mentioned (and other) disruptors of traditional Narratives of Ageing (retirement, active retirement, productive aging) in both developed and developing societies. Research in the field of adult education and lifelong learning has tended to focus disproportionately on the aging population in developed countries and therefore new understandings of how aging is changing in developing contexts are particularly welcome, as are comparative perspectives.
Please submit a concept for an article (max. 500 words) before July 15, 2018 to the Guest Editor Volker Wedekind Volker.Wedekind@nottingham.ac.uk or to the editorial office thomas.jung@die-bonn.de

Articles are welcome in either German or English language.

**Deadline for submission: 15. August 2018**
**Publication date: December 2018**

All articles will have to pass a double-blind peer review. ZfW accepts only original contributions.

Further information on ZfW is available at www.springer.com/journal/40955