



12th Conference of the ESREA Network

'Between Global and Local – Adult Learning and Communities'

(Third Call for papers, October 2020)

'Looking back for the future. Reconsidering adult learning and communities'

Seville, September 16-18, 2021.

Sometimes we can feel that the broad and often celebrated goals of adult education (see the SDGs for Education) need to be re-examined critically and need, too, to be put to the test in the light of different strands of research carried out in diverse local, national, social or cultural fields, where people are active, understanding and changing lives.

If education and learning goals are to be achieved, active participation and collaboration between communities around the world is necessary. The COVID-19 pandemic, in all its contradictory manifestations, has displayed in glaring fashion how urgent collaboration across borders and generations and communities was and remains. While any practical change will be driven by measures taken at national, regional and local governing levels, this will obviously need to be supported by diverse social groups, which means that no simple solutions at local levels are immediately available and that new forms of cooperation, new social alliances, novel forms of struggle and mobilisation must be developed and put into practice.

It is imperative, too, to promote processes that generate engagement with adult learning at the community level. The goals and targets set out in the agendas of UNESCO, the EU and beyond can, if at all, only be achieved if members of local communities take responsibility for realising sustainable forms of learning in their own context. We want to ask whether communities can realistically be engaged to make global goals their own local goals?

The role of adult education and learning in community processes has changed and, under the pressure of global scenarios referred to above, continues to change and demand from us new analyses, and that we take up new positions in order to understand. We are not interested in adult education only as a question of developing skills to read, write, make calculations and so on, or to simply acquire competences to become "employable", though the relative



importance of each of these is clearly not in question. Adult education and learning, as has been pointed out already (Evans, Kurantowicz, & Lucio-Villegas, 2016, p. 2) can, however, be understood as well as a real process to help people to read the world and change it, a more general tool that is so important in the life of individuals and communities.

As a research network which has consistently taken as its point of departure the lived world of people in the global and the local and their experience of learning in the teeth of ingrained systemic inequalities, discrimination, chauvinism, neo-colonialism, class and race prejudice, we need to pose questions as promote debate. Some of these to consider together in this conference include, for example:

- How can cooperation between individuals and communities at national and transnational levels contribute to the development of genuine accessibility, equality and sustainability in adult learning?
- How should systematic research into the questions of accessibility, equality, and sustainability of education provision and learning gains include the *local life-world* of adult learners?
- What are the real global and local challenges for adult learning? What is the role of the researcher?
- What does it mean when educators are referred to as 'mediators', of local and global education policies? Is Adult Education likely to be absorbed even further than is already the case in many places into the commercialised notion of education as product-delivery?
- How can methodologies such as participatory research help to build democracy and citizenship?
- What forms of inclusion need to be promoted? What forms of exclusion need to be counteracted?
- What might holistic approaches to adult learning look like? How can participatory research, for example, connect different social agendas, praxis and research?

It seems appropriate then to look back in order to look forward. In looking back, we will also have the opportunity to reflect, amongst other sources of our research, on the



meaning of the works of Paulo Freire and Raymond Williams on the 100th anniversary of their births.

Bursaries

Bursaries to PhD. Students are available. To submit the application for a bursary, when you submit your abstract, you should include in a separate file all the relevant information regarding your academic position, as well as a letter of support from your supervisor and reasons for applying (e.g. lack of funding from your institution).

Please note that the Secretary of ESREA will check that the students (or their institutions) are members of ESREA and whether they have already been awarded a bursary recently.

Scientific Committee

Adrianna Nizinska, University of Göteborg, Sweden

Angela Pilch-Ortega, University of Graz, Austria

Balázs Németh, University of Pécs, Hungary

Christopher Parsons, formerly University of Geneva, Switzerland.

Estrella Gualda, University of Huelva, Spain

Ewa Kurantowicz, University of Lower Silesia, Wrocław, Poland

Fergal Finnegan, National University of Ireland Maynooth, Ireland

Gökçe Güvercin-Seckin, Maltepe University, Istanbul, Turkey.

Isabel Gomes, formerly University of Porto, Portugal

Jose González Monteagudo, University of Seville, Spain

Katarina Popovic, University of Belgrade, Serbia

Malgorzata Malec-Rawinski, University of Stockholm, Sweden

Rob Evans, formerly University of Magdeburg, Germany

Emilio Lucio-Villegas, University of Seville, Spain

Organizing Committee

Miguel Angel Ballesteros

Mar Lugo Muñoz

Rob Evans

Ewa Kurantowicz

Emilio Lucio-Villegas



Important dates

Deadline for abstracts: **February 18, 2021**

Notification of acceptance: **March 30, 2021**

Deadline for full papers: **June 30, 2021**

Conference dates: **September 16 to 18, 2021**

| Conference fees | Early registration (Until June 30, 2021) | Registration from the 1 st of July, 2021 |
|------------------------|--|---|
| ESREA members | 225 | 250 |
| NON ESREA members | 275 | 300 |
| PH.D. Students | 125 | 125 |

Submission of Abstracts

Abstracts must be around 600 words in WORD or RTF format. Please submit two separate files: one containing only the Abstract, and the other including the Abstract, your name and your institutional affiliation.

Deadline for Abstracts: **February 28, 2021.**

Address for submitting the Abstract: **bgl.ald2021@gmail.com**

The website will be available soon



Dear network members / conference participants,

Since 1992 the European Society for Research on the Education of Adults (ESREA) promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications.

Hosting research networks is vital for ESREA, equally vital, however, is for our research network to receive the society's support. For instance, it is thanks to ESREA that PhD students presenting at our network conferences can apply for bursaries or that our research can be disseminated more broadly through the ESREA book series. But ESREA's income as a registered non-profit association relies exclusively on its membership fees.

If neither you nor your institution is already an active member... [join ESREA today!](#)

As an individual member you can:

- **Pay reduced conference fees** – Join the ESREA triennial conference and all its network conferences at a reduced price.
- **Connect with people** – Become part of a larger network through the ESREA member list, participate in meetings and events.
- **Receive news** – Keep informed on forthcoming activities, conferences and new books within the field of adult education through the society's newsletters.
- **Actively contribute to ESREA's life** – Bring your ideas forward and join the planning and organization of ESREA conferences.
- **Vote in ESREA elections** – Have your preferences counted when electing future members of the Steering Committee.

Institutional membership allows that not only you but also your colleagues and students can receive the above benefits (with the only exception that voting rights are restricted to one person per institution).

We look forward to welcoming you and/or your institution to the larger ESREA community!

With best wishes,

Ewa Kurantowicz, Rob Evans, Emilio Lucio-Villegas

Convenors of the ESREA Research Network

Between Global and Local - Adult Learning and Communities