ESREA newsletter No. 2 April 2011

Dear ESREA member

I’m happy to announce ESREA have many forthcoming activities planned. As you will see in this newsletter, there will be six more ESREA conferences this year, and two conferences are already being planned for the spring 2012. Hope to see many of you at one of these conferences!


Best wishes
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This newsletter contains the following sections:

- Forthcoming ESREA activities
- Information from the ESREA journal RELA
- New ESREA book
- Forthcoming conferences/seminars on adult education/adult learning
- New books on adult education/adult learning
- Ongoing research projects and announcements
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- Forthcoming newsletters

Forthcoming ESREA activities

28-30 April, 2011
The 2011 conference of the ESREA research network Between global and local: adult learning and development
Istanbul, Turkey
http://www.esrea2011.boun.edu.tr

9-11 June, 2011
The 2011 conference of the ESREA research network on Gender and adult learning "Introducing gender into academia – (in)visible act"
University of Montpellier 3
16-18 June, 2011
Joint conference of the ESREA Network on Active Democratic Citizenship and Adult Learning and ESREA Network on the History of Adult Education and Training in Europe
Budapest, Hungary
More information will be available at www.esrea.org

October 25-27
The 2011 conference of the ESREA research network on the education and learning of older adults
University of Minho, Braga, Portugal.
More information available at www.esrea.org

November 9-10, 2011
The 2011 conference of the ESREA research network on adult educators, trainers and their professional development
Tallinn, Estonia.
More information will soon be available at www.esrea.org

November 24-26
The 2011 conference of the ESREA research network on Access, Learning careers and Identities
University of Aveiro, Portugal
More information at www.esrea.org

10-12 February, 2012
The 2012 conference of the ESREA research network on Policy studies in adult education,
University of Nottingham, UK.
More information available at www.esrea.org

April 19-20, 2012
The 2012 conference of the ESREA research network on Ethnicity, racism and xenophobia,
Karl-Franzens University Graz, Austria.
More information will soon be available at www.esrea.org

The second issue of RELA on the theme Professionalization: the struggle within is now available at www.rela.ep.liu.se Submissions to the journal are welcome at any time.
NEW ESREA book

More information at: http://www.peterlang.net/Index.cfm?vSiteName=SearchSeriesResult.cfm&vSeriesID=ESREA&vLang=E

Forthcoming conferences/seminars

19-20 May
PURE conference – Regional development and higher education – te next decade
Brussels, Belgium
More information available at: http://pure.pascalobservatory.org

23-26 May, 2011
Annual international conference in Education
Athens, Greece

25-27 May, 2011
12th International conference on human resource development research and practice
University of Gloucestershire, UK
http://hrdconference2011.glos.ac.uk

28-29 May, 2011
International transformative learning conference in Europe
Athens, Greece
More information available at: www.tlcathens2011.gr

10-12 June, 2011
The 52nd annual conference of the Canadian association for the study of adult education
Toronto, Canada
More information available at: www.oise.utoronto.ca/CASAE

13 June, 2011
Critical perspectives on professional learning, fifth annual conference
Leeds, UK
More information available at: www.leeds.ac.uk/medicine/meu/Lifelong11

16-18 June, 2011
14th International conference “Evaluation in education in the Balkan countries”
Belgrade, Serbia
http://belgradeconference.webs.com
23-24 June, 2011
Learning through experience: developing international and regional research agendas for recognition of prior learning (RPL)
Glasgow Caledonian university, UK
www.crll.org.uk

23-25 June, 2011
AEPRIL conference – Balancing workplace learning and practitioner research across professional fields.
Nijmegen, The Netherlands
More information at: www.eapril.org

24-26 June, 2011
World conference on Education and social integration of vulnerable groups
University of Macedonia, Thessaloniki, Greece

29 June – 1 July, 2011
FACE annual conference: Lifelong learning and community development
University of Glasgow, UK
www.f-a-c-e.org.uk

3-7 July, 2011
International doctoral summer school – Theorising the political and ethical in doctoral research in education
letschool@stir.ac.uk

5-7 July, 2011
41st annual SCUTREA conference
University of Lancaster, UK
More information at: www.scutrea.ac.uk

21 July, 2011
Learning ageing and wellbeing
Birmingham medical institute
More information available at: www.associationforeducationandageing.org

29-31 August, 2011
European summer university for lifelong learning
Neuchatel, Switzerland
More information at: www.unine.ch/freref

11-13 October, 2011
International conference of the association for education and ageing
Maynooth national university, Ireland
More information contact: jim.soulsby@btinternet.com
4-7 December, 2011
The 7th international conference on research work and learning
East China normal university, Shanghai, China
www.rwlecnu.org

9-11 May, 2012
ProPEL 2012 international conference: Professions and professional learning in troubling
times: Emerging practices and transgressive knowldges
University of Stirling, Scotland
More information at: www.propel.stir.ac.uk/conference2012

New books in adult education/adult learning


Fuller, A., Heath, S. & Johnston, B. (2011) Rethinking widening participation in higher edu-


getting into the employment world. Available at: www.lajost.eu

Malita, L. & Boffo, V: (2010) Digital storytelling for employability. Available at:

Maloch, M., Cairns, L., Evans, K. And O’connor, B. (2010) The SAGE handbook of work-
place learning. Sage.

Strauch, A., Radtke, M., Lupou, L. (ed). Flexible pathways towards professionalization: Sen-
ior adult educators in Europe. WBV, Germany.

Trentham books limited.
Ongoing research projects and announcements

The International Journal of Education and Ageing are about to publish Issue 3 of Volume 1 and are encouraging subscriptions and papers from across the world. Over 40% of our current subscriptions are non UK based and we want to ensure that this is maintained and improved and that we receive good papers from European researchers. The journal Editor in Chief is Professor Keith Percy who may be known to you.

INCLUD-ED Strategies for Inclusion and Social Cohesion in Europe from Education “(No. FP6 - 028603-2, coordinated by Barcelona University, Spain) is a FP 6 project which analyses educational strategies that contribute to overcome inequalities and promote social cohesion, also educational strategies that generate social exclusion, particularly focusing on vulnerable and marginalised groups. The main attention of this project focused on the study of the interactions between educational systems, agents and policies in compulsory education (i.e. pre-primary, primary, and secondary education, including vocational and special education programmes).

Department of Education at Vytautas Magnus University participates in projects - 1, 2 and 6 during the 5 years of project duration. Longitudinal case study (4 years) is implemented by using these methods: communicative observations, standardized open-ended interviews, communicative daily life stories, communicative focus group, questionnaires (for pupils and members of family), analysis of school internal documents. The main question of this longitudinal case study was „How does community involvement in education contribute to strengthen connections between education and diverse areas of society? How do these mixed interventions contribute to social cohesion?”. For more information, please contact prof. Vaiva Zuzeviciute v.zuzeviciute@smf.vdu.lt

Developing instruments to improve learning and development of disadvantage seniors in Europe: the paladin project


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PALADIN (Promoting Active Learning and Ageing of Disadvantage Seniors), it’s an European project which is co-financed by the Lifelong Learning Programme from the European Commission, as a Grundtvig Multilateral Project. PALADIN is based on the assumptions that people who consciously become skilled learners gain in autonomy and take more responsibility for their own learning and development and that they are also more likely to develop a sense of well-being and fulfilment. PALADIN partnership is composed of 7 institutions from 6 countries (Portugal, Spain, Greece, Malta, Hungary and Switzerland) that have some of the lowest rates of participation in lifelong learning. Once we have a long way to go before the rate of enrolment in lifelong learning activities rose to the level already achieved by some countries (e.g., 90%, Sweden), the Project intends to contribute to the empowerment of the disadvantaged seniors through the development of their readiness for self-direction in learn-
ing. To achieve this goal the academic team of the project had developed a process of building self-efficacy for self-direction scales for disadvantage seniors in health, activity, education, citizenship and finances.

In order to test the five scales mentioned, two universities (University of Coimbra, Portugal, and Aristotle University, Greece) lead the process of scales construction, which have departed from several focus groups aiming at analysing the relevant domains of functioning in each area. After the construction of the first draft of the scales, the pilot and definitive studies have been carried out simultaneously in the European countries mentioned in seniors with more than 50 years old with low school level, low qualification and low economic level.

Given the empirical data obtained, we can affirm that there is good indication that all the scales show evidence of validity indicators (reliability, construct validity, convergent validity and discriminant validity) suggesting they serve the purpose to which they have been build. However, more analyses and studies are needed to obtain other important validity indicators such as internal structure and test criterion evidence. In future studies there is the need to enlarge the samples and to obtain them by random selection methods. Concerning the other requisites for the scales, we have worked toward producing attractive and simple to use instruments and we think that they really have these characteristics. But only its use with the disadvantaged seniors in the future will give us more clearly such information.

To read more about the Project: [http://projectpaladin.eu/](http://projectpaladin.eu/)

CReBUS - Creating a business in the digital age - developing entrepreneurship competencies for young Europeans through eMentorship is a European project selected for funding under LLP – KA3 ICT. An intensive needs analysis was carried out in the European project CReBUS ([www.crebus.eu](http://www.crebus.eu)) in three stages over a period of three months (January-March 2011) with active participation and contribution of project partners from Romania, Italy, Spain, Austria, and Latvia.

The concept of the needs analysis which was developed during the research preparation stage (January 2011), based on the project main objectives: to evaluate the training needs and learning interests of the young entrepreneurs, to identify the domains of interest for starting a business from youngsters who are going to graduate, as well as potential barriers related to this aspect and to define a curriculum for developing entrepreneurial competences, using the WEB 2.0 learning opportunities.

The main source of feedback was the online questionnaires aimed at identifying students/graduates ([https://spreadsheets.google.com/viewform?hl=en_GB&formkey=dFhKQUNCNGRsN1R4cGJPUE41bdEV0E6MA#gid=0](https://spreadsheets.google.com/viewform?hl=en_GB&formkey=dFhKQUNCNGRsN1R4cGJPUE41bdEV0E6MA#gid=0)) and young entrepreneurs’ ([https://spreadsheets.google.com/viewform?hl=en_GB&formkey=dFNHOU1xTIY3Ykt0S3U4Mm44N0ZTbEE6MA#gid=0](https://spreadsheets.google.com/viewform?hl=en_GB&formkey=dFNHOU1xTIY3Ykt0S3U4Mm44N0ZTbEE6MA#gid=0)) needs in order to develop e-Mentorship system of business start-up for CReBUS e-Learning Community. The total number of 158 responses were received. The total sample size was consisted of 109 students/graduates and 49 entrepreneurs.
The three most important kinds of knowledge for business start-up for potential members of the CReBUS are the following: knowledge of how to start a business and run it successfully, knowledge of how to manage the different functions within an enterprise, knowledge of the different forms of financing (self-financing, external financing, etc.). The three most important cognitive skills for business start-up for potential members of the CReBUS are the following: analyzing and planning/generation of business ideas, identification and realization opportunities, management of resources (human and non-human), analyzing and planning/generation of business ideas, setting goals, setting goals. The three most important practical skills for business start-up for potential members of the CReBUS are the following: problem solving skills, leadership skills, communication skills.

The recommendations for the E-mentoring process are the following: 30% of theory and 70% of practice, efficiently and effectively, learning from entrepreneurs’ experience (mistakes, difficulties, success stories, etc). For more information about the project and the research report, please visit www.crebus.eu.

HOW to become a member of ESREA

Membership in ESREA is open to either individual members and to institutional members. As a member you have a reduced fee at ESREA activities and you receive information in the field of research on the education of adults through the ESREA e-mail list and through the ESREA newsletter. As an individual member you have the right to vote at the general assembly which takes place each year (virtually through postal ballot). As an institutional member, all employees at the institution have the right to participate in ESREA activities to a reduced fee. However, the institutional membership allows only one vote at the general assembly.

If you want to become a member the process is the following:
1. Download the document at www.esrea.org
2. Fill out the form and e-mail to andreas.fejes@liu.se
3. Within one-two weeks you will receive a confirmation of your membership by e-mail
4. At the same time as membership is confirmed you will be invoiced the membership fee which for 2010 is 50 Euros for individual members (25 Euros for phd or Edd students) and 150 Euros for institutional members. Payment of membership fees can only be made through an international or EU bank transfer. Cheques are not accepted.

Forthcoming Newsletters

If you want to have some information included in forthcoming newsletters, here are the deadlines for the forthcoming newsletters 2010.

Number 3 2011 – deadline for submission June 15
Number 4 2011 – deadline for submission September 15
Number 5 2011 – deadline for submission November 15