

ESREA

European Society for Research on the Education of Adults

ESREA newsletter No. 3 June 2009

Dear ESREA member

Here is the third ESREA newsletter for this year. As you might have noticed, the past few months there have been four ESREA conferences organized with participants from all over Europe and beyond. I wish to send my regards to all ESREA network convenors and conference organizers for their efforts in creating spaces for academic discussion and debate.

I can also let you know that the editorial group of the new ESREA scientific journal had their first meeting in May, and the plan is to launch the journal website during early fall. The name of the journal will be “European Journal for Research on the Education and Learning of Adults”.

We are now closing in on summer, and the ESREA secretariat will be closed from June 26 to August 10. I wish you all the best for the summer holidays!

Best wishes

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This newsletter contains the following sections:

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- Forthcoming ESREA books
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Forthcoming ESREA activities

October 8-10 2009

The 2009 conference of the ESREA network on Gender and Adult Learning

University of Hull, UK

More information available at www.hull.ac.uk/cll/esreagender

November 6-8 2009

The 2009 conference of the ESREA network on adult educators, trainers and their professional development

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University of Macedonia, Thessaloniki, Greece
More information available at www.esrea.org

September 23-26 2010

The 6th ESREA European Research Conference – Adult Learning in Europe: Understanding diverse meanings and contexts

Linköping University, Linköping, Sweden

More information at: www.liu.se/esrea2010

Forthcoming ESREA books

Bron, M., Vieira de Castro, R. & Guimarães (eds.) (Forthcoming) *The State, the Civil Society and the Citizen. Exploring relationships in the field of adult education in Europe*. Frankfurt am Main: Peter Lang.

Hake, B.J. & Laot, F. (eds) (Forthcoming) *The 'Social Question': European-wide Struggles for Adult Education in the Public Sphere during the 19th and 20th Centuries*. Frankfurt am Main: Peter Lang.

Merill, B. (Ed.) (Forthcoming) *Learning to Change? The role of Identity and Learning Careers in Adult Education*. Frankfurt am Main: Peter Lang.

Info from ESREA networks

Learning Landscapes Between the Mainstream and the Margins – Magdeburg in May 2009

At the end of May researchers whose work focuses on adult learning practices and experiences within the folds of local-global practices (e.g. in the networks of NGOs, local learning initiatives, literacy movements, local regional development for adult education, as well as issues of migration, marginalization, language and identity) answered the Call of the Network "Between Global and Local: Adult Learning and Local Development" and gathered for 3 days in Magdeburg, Germany.

All those who participated in the Magdeburg conference – now the third international meeting of the network after Faro and Wrocław – were agreed on the fundamental importance of local/global tensions for our experience and understanding today. We experience on a daily basis, without questioning it almost, the presence of the local on globally accessible platforms. We experience and 'manage' the possibility of raising voices and making them heard far beyond the limits of the contexts in which they arise, this, too, on a daily basis. The conference itself was an obvious example.

We came together to discuss the significance of the multiplication of spaces in adults' learning lives which represent multiple landscapes of learning chances and permit the (re)discovery and development of the 'local' (e.g. gender, ethnic, age, linguistic and regional diversities) but also and simultaneously recognition of the loss of the local, as the tensions inherent in territories and localities, in neighbourhoods and families, in the workplace and the classroom are consciously experienced and seen in their ambivalence and change.

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The papers presented represented the research work of individuals and teams of researchers from more than a dozen countries on three continents, physically as well as culturally-historically diverse landscapes of research and practice. These researchers work in, and spoke in Magdeburg about these varied landscapes of learning and research, including:

- the institutions of mainstream local development or adult education, mainstream projects and marginal(ized) experiences within them
- local communities distant from the metropolitan centres
- individuals distant from their own communities and marginalized on account of age, gender, ethnic background, etc
- the communities straddling regions situated in separate countries yet similar in their dissimilarity
- local movements of protest and change, isolated physically yet networked and uniting with learning and geographical landscapes from which they learn and which they can teach
- the scattered learning experiences of marginalized individuals or groups in a world on the move
- the empowering educational effects of social movements in a historical perspective and in the local experience of militancy
- the contradictory effects of pseudo globalizing discourses on identity formation and the defining role of language
- images of space and place in our learning lives, in our memory and traditions

The work of the conference, beginning with Peter Alheit's lucid and enthusiastic keynote on social capital and the potential of learning at the local level in people's lives, was marked by a lot of hard work (most participants were speaking, chairing, and discussants of others' papers; others were also members of panels or panel chairs).

The conference sought to be inclusive: Kyoko Tozawa and Naoko Suzuki from Japan, Özlem Ünlühisarcıklı, Isik Sabırlı-Özısıklı, Gökçe Seçkin-Güvercin and Onur Seçkin from Boğaziçi University Istanbul, and Rosemary Dore from Belo Horizonte thankfully widened (or burst) the European terms of reference of this ESREA network.

Other voices and methodologies were given space and 'repaid' their inclusion in an abundance of interactions (Paul McIntosh from Ipswich, for example, and Sol Haring, who filmed the whole conference and will produce a docu-research film of the experience).

Debate and controversy was aroused and led us back to former debates in the network and pointed tantalisingly in the direction of the next meeting in Seville 2010. Debate is a sensitive point and a practice sometimes overshadowed by simple, if fruitful exchange. Norms of research methodology, of presentation technique, of expertise and experience do not always produce the best seminars, which is why young researchers must be given the opportunity to bring their energy and novelty to the forum of the conference, without unnecessary fear of the superior experience of others. Exemplary of the many at Magdeburg were the intrepid Ines Castillon, Sofia Santos and Jana Roose (Faro) who came, spoke and conquered.

Finally, and still on the subject of debate, which is about maintaining and improving the quality of research presented and of standards of presentation and discussion themselves, it was noted by the Magdeburg conference participants that debate and discussion will remain an incomplete, impoverished thing as long as a palpable gender divide effectively silences the

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voices of many women researchers, who defer – we need to debate openly why! – to the male routiniers who, however reluctantly ... continue to occupy so much (too much) space. Greater sensitivity to other researchers' learning landscapes is a message we take with us – free of any sense of complacency - from this meeting in May. ¡Next year in Seville ... hasta luego!

By Rob Evans

Forthcoming conferences/seminars

21-24 July

2nd PARIS INTERNATIONAL CONFERENCE ON EDUCATION, ECONOMY & SOCIETY

More information at: <http://www.education-conferences.org>

11-21 August, 2009

Summer school in lifelong learning: Lifelong learning between policy and practice

Roskilde University, Denmark

More information at: www.ruc.dk/paes/summerschool_2009/

26-29 August, 2009

31th session of the international standing conference for the history of education

The history of popular education

Utrecht University, Netherlands

More information available at: <http://edugate.fss.uu.nl/ISCHE2009/>

17-18 September, 2009

Apprenticeship: A successful tradition and innovation of school-to-work transitions

Turin, Italy

More information at: innovative-apprenticeship@uni-bremen.de

1-2 October, 2009

MACHT_EIGENSINN_ENGAGEMENT: Bedingungen und Möglichkeiten gesellschaftlicher Teilhabe

University of Graz

More information at: irmgard.toplak@uni-graz.at

18-20 November, 2009

8th Transformative learning conference – Reframing social sustainability in a multicultural world

Bermuda

More information e-mail: marsick@exchange.tc.columbia.edu

4-5 December, 2009

Psychoanalytic perspectives on teaching and learning: Getting under the skin of teaching and learning.

Canterbury Christ Church University, Canterbury, England, UK

More information at:

<http://www.canterbury.ac.uk/education/cisdpc/conferences/psychoanalytic/Conference%20details.aspx>

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11 December, 2009

Learning Skills research network conference

Changing world, changing research: Keeping abreast of research in the learning and skills sector.

Organized by NIACE in London, UK.

More information at: <http://www.lsrn.org.uk>

11-12 December, 2009

“If you speak my name I vanish” – International symposium on conceptualisations of Social and Educational Care and Support. Ghent, Belgium

More information at: <http://www.conceptghent2009.be>

11 January, 2010

Critical perspectives on professional learning. Fourth annual conference.

University of Leeds and Leeds Metropolitan University, Leeds, England, UK

More information at: <http://www.leeds.ac.uk/medicine/meu/lifelong10/index.html>

New books on adult education/adult learning

Berglund, G. & Fejes, A. (Eds.) (2009) *Anställningsbarhet: Perspektiv från utbildning och arbetsliv*. Lund: Studentlitteratur. (Employability: Perspectives from education and work life)

Cooper, L. & Walters, S. (Eds.) (2009) *Learning/Work: Turning work and lifelong learning inside out*. HSRC Press.

Egger, Rudolf: [Die Bedeutung und die Konsequenzen des Europäischen und des Nationalen Qualifikationsrahmens für die Entwicklung der Volkshochschule](#). Reihe: Lern- und Bildungsforschung, Bd. 3, 2009, 168 S., € 19.90, br., ISBN 978-3-643-50052-6.

Egger Rudolf, Mikula Regina, Haring Solveig, Felbinger Andrea, Pilch-Ortega Angela (Hrsg.): [Orte des Lernens](#). Lernwelten und ihre biographische Aneignung. Reihe: Lernweltforschung, Bd. 3, Wiesbaden 2008, 210 S., € 29,90, ISBN 978-3-531-16170-9.

Egger Rudolf (Hg.) [Das Image der Volkshochschule in der Steiermark](#). Eine empirische Untersuchung über die Bedingungen und Möglichkeiten des lebenslangen Lernens in einer dynamischen Gesellschaft. Reihe: Lernweltforschung, Bd. 1, 2008, 104 S., 19.90 EUR, br., ISBN 978-3-8258-1226

Fejes, A. & Thornberg, R. (Eds.) (2009) *Handbok i kvalitativ analys*. Stockholm: Liber. (Handbook in qualitative analysis)

Field, J., Gallacher, J., & Ingram, R. (eds.) (2009) *Researching Transitions in Lifelong Learning*. Abingdon: Routledge.

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Hill, R.J. & Grace, A.P. (Eds.) *Adult and Higher Education in Queer Contexts: Power, Politics, and Pedagogy*. Chicago: Discovery Association Publishing House

Kollewe, L., Kraft, S., & Seitter, W. (2009) *Professionalitätsentwicklung des Weiterbildungspersonals*. Bonn: DIE.

Merrill, B. & West, L. (2009) *Using biographical methods in social research*. London: Sage.

Muller Mirza, N. & Perret-Clermont, A-N. (Eds.) *Argumentation and Education. Theoretical Foundations and Practices*. Springer.

Mörchen, A. & Tolksdorf, M. (Hg.) (2009) *Lernort Gemeinde: Ein neues Format der Erwachsenenbildung*. Bielefeld: W. Bertelsmann Verlag.

Ollagnier, E. (2009) *Femmes en formation : tout change ... et tout reste à faire!* Geneva: University of Geneva.

Pilch-Ortega, Angela: "Indigene" Lebensentwürfe. Lernprozesse im Kontext konkurrierender Wissensprofile. Wiesbaden 2009, 207 Seiten, € 34,90, ISBN 978-3-531-16482-3.

Rhizome Freirean issue 4. www.rizoma-freireano.org

Withnall, A. (2009) *Improving learning in later life*. Abingdon: Routledge.

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 2009 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

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If you want to have some information included in forthcoming newsletters, here are the deadlines for the forthcoming newsletters 2009.

Number 4 2009 – deadline for submission September 15

Number 5 2009 – deadline for submission November 15