

ESREA

European Society for Research on the Education of Adults

ESREA newsletter No. 4 September 2009

Dear ESREA member

Here is the fourth ESREA newsletter for this year. As you might have noticed, there are several forthcoming ESREA conferences during this year and in 2010. Today, ESREA comprises eleven active research networks that organize annual or biannual conferences. Every third year, all networks comes together at the ESREA triennial conference. This conference takes place in Linköping, Sweden, September 23-26 2010. Deadline for submissions of abstracts for this conference is January 15, 2010. You will find more information about this conference and other forthcoming ESREA conferences further on in this newsletter.

Best wishes

Dr. Andreas Fejes

Associate Professor

Secretary of ESREA

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This newsletter contains the following sections:

- Forthcoming ESREA activities
- New ESREA books
- Forthcoming conferences/seminars on adult education/adult learning
- New books on adult education/adult learning
- Ongoing research projects
- How to become a member of ESREA
- Forthcoming newsletters

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

University of Macedonia, Thessaloniki, Greece

More information available at www.esrea.org

December 2-3 2009

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The 2009 conference of the ESREA network on migration, ethnicity, racism and xenophobia, Sheffield, UK

Deadline for submission of abstracts is October 9.

More information at: www.esrea.org

March 4-7 2010

The 2010 Life History and Biographical Research network conference

Växjö and Kalmar, Sweden

Deadline for submission of abstract is December 4.

More information at: www.esrea.org

May 20-22 2010

The 2010 Between Local and Global: Adult Learning and Development conference

Seville, Spain

Deadline for submission of abstract is December 20.

More information at: www.esrea.org

September 23-26 2010

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

Linköping University, Linköping, Sweden

Deadline for submission of abstract is January 15 2010.

More information at: www.liu.se/esrea2010

New ESREA books

Merrill, B. (Ed.) (2009) *Learning to Change? The role of Identity and Learning Careers in Adult Education*. Frankfurt am Main: Peter Lang.

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.

Forthcoming conferences/seminars

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

2-3 December

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Final conference of the LLL2010 research project.

Leuven, Belgium

More information at: <http://lll2010.tlu.ee>

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>

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>

26 January, 2010

Whatever Happened to Curriculum Theory?

The laboratory for educational Science, The Stirling institute of education

More information at: www.theorylab.co.uk

27-29 January, 2010

The 12th international LLine conference *Lifelong Learning and Wellbeing*

Tuusula, Finland

More information at: www.lline.fi

21-24 July 2010

2nd PARIS INTERNATIONAL CONFERENCE ON EDUCATION, ECONOMY & SOCIETY

Paris (France), Hotel Concorde La Fayette

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

New books on adult education/adult learning

Cypriot Journal of Educational Sciences (CJES) has just published its latest issue at <http://www.world-education-center.org/cjes>.

Fragoso, A. (2009). *Desarrollo Comunitario y educación [Community development and education]*. Xátiva: Dialogos.

Brucy, G., Laot, F. & Lescure E. (Eds) (2009) *Mouvement ouvrier et formation Genèses : de la fin du XIX^e siècle à l'après Seconde Guerre mondiale*.

Maclean, R. & Wilson, D. (Eds) (2009) *International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning*. Springer

N. Muller Mirza, A.-N. Perret-Clermont (Eds.) (2009) *Argumentation and Education: Theoretical Foundations and Practices*. Springer.

Schuller, T. & Watson, D: (2009) *Learning through life: Inquiry into the future for lifelong learning*. NIACE.

Ongoing research projects

Policy ethnographic studies of governmentalities: The learning adults

This project focus on the fabrication of adults as learners drawing on a poststructuralist theorization, where concepts such as governmentally, technology of the self are mobilized (inspired by the writings of e.g. Michel Foucault). The project is funded by the Swedish research council and is conducted by Associate Professor Andreas Fejes. The project started in the middle of 2007 and continues until the end of 2011.

In contemporary time, there is a great emphasize on concepts such as lifelong learning, the learning society, the knowledge society etc. In policy texts produced in Sweden, Europe and many other countries, these concepts are taken for granted and as being real. They travel around the world being inscribed in different countries in specific localized ways. However, although there are specifics in different practices, there are also similarities (regularities) - these concepts operate as to make the citizen into a constant learner (although the characteristics of such a learner might differ). These discourses and fabrications were analyzed in a previous research project– *Constructing the adult learner* - focused on policies on lifelong learning in Sweden and Europe, a project that was also financed by the Swedish Research Council.

In this present project the focus is on how the learning adult if fabricated, not only through policy discourses but also within work practices. More than 50 interviews with health care assistants, licensed practice nurses and managers at six nursing homes for elderly people have been conducted, complemented with observations of one group of health care workers at one of the nursing homes during 1 year. Such empirical material has been complemented with analyses of educational policy texts and policy texts concerning health care work. My focus in

the analysis is on the desirable subjects being shaped and on the technologies and techniques constructed as to shape these subjects. My interest is thus not on these practices as institutions. Instead, I view them as historical practices which are products and producers of discourse in which desirable subjects are being shaped and fostered. Some publications so far from this project are (More information at: www.ibl.liu.se/vufo/af):

Fejes, A. (2008) To be ones own confessor: Educational guidance and governmentality. *British Journal of Sociology of Education*, 29(6), 653-664.

Fejes, A. (2008) Governing nursing through reflection: a discourse analysis of reflective practices. *Journal of Advanced Nursing*, 64(3), 243-250.

Fejes, A (2008) European citizens under construction - the Bologna process analysed from a governmentality perspective. *Educational Philosophy and Theory*, 40(4). p. 515-530.

Fejes, A. (2008) What's the use of Foucault in research on lifelong learning and post-compulsory education: a review of four academic journals. *Studies in the education of adults*, 40(1), p. 7-23.

Eurolocal (European storehouse on the local and regional dimension of Lifelong Learning)

Co-ordinator: PASCAL, University of Glasgow

Other partners: Universus – CSEI, Lernende Regionen Deutschland e.V., University of Pecs

Funder: LLL Programme - KA4 Dissemination and Exploitation of Results

The term 'Learning Region' is commonplace in the lifelong learning debate. This is logical - they are a key plank of EC policy - places where lifelong learning is implemented. The EC definition is 'A city, town or region which recognises and understands the key role of learning in the development of prosperity, stability and personal fulfilment, and mobilises all its resources creatively to develop the full human potential of all its citizens.' These resources include both people and organisations - VET, HEIs, SME's, local authorities, schools and adult education, all key stakeholders in a learning region.

Activity abounds. PENR3L's Limerick Declaration identified economic, social and environmental indicators distinguishing learning cities and regions. Germany is covered by more than 64 learning regions, UK and Finnish national learning city networks boast 100+ members and the EC has itself supported projects and programmes to create learning regions, notably the R3L programme, TELS, LILLIPUT, INDICATORS, PALLACE, LILARA, PENR3L and others.

All this effort has produced data, tools, indicators, reports, videos, projects, recommendations, plans, strategies, learning materials - a wealth of potentially valuable knowledge for EU regions that urgently needs to be brought together in one place and made available to them. There is a clear qualitative difference in a learning region, and yet research shows that in many places there is little awareness or action. In EUROlocal, PENR3L, a network created by an EC

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project to spread the learning region message, will lead other networks in gathering together all European knowledge and practice in this area from all sources across all sectors and countries, test the tools, find the best practice, dynamically organise it in an interactive website, produce learning materials, and actively disseminate and exploit it to effect a transformation of Europe's regions. The impact this would have on regional economies and social well-being is huge.

Quality framework for Learning Regions (R3L+) – 2009-2011

Co-ordinator: Ludwig-Maximilian University, Munich

Other Partners: p&w praxis und wissenschaft projekt gmbh , Lernende Regionen Deutschland e.V., PASCAL Observatory, Glasgow University, CITY Conersity AB (Sweden), University of Pecs, Kaunas University of Technology, Observator pentru Dezvoltarea Invatari (Romania), Nexus Europe (IRL) Ltd. (Ireland)

Funder: LLL Programme - GRUNDTVIG Multilateral project

Through the past vast years the Learning Region has become a widely adopted concept in European education policies. However during the years the concept has taken different notions and has been reflected in a variety of network figurations. Due to the different departures and pathways each of them has developed domain specific knowledge, in the area of social capital building, regarding good governance and institution building, stakeholder collaboration, public-private partnerships and transversal cooperations. The basic intention of project is to capitalize on this diversity by bringing together actors from the respective countries in order to learn from each other and jointly elaborate a common quality framework for the development and management of cooperative learning arrangements among educational providers, SMEs and public agencies.

Findings from recent evaluation showed that a major obstacle towards a broader diffusion of the learning regions concept might be seen in the fact that there is still a lack of common quality instruments, which would allow for trustful and sustainable co-operation among educational actors. Following the priority of the call the project will address this problem to improve the quality in adult education by reflecting good practice to be found in Learning regions in the light of the Common Quality Assurance Framework (CQAF). More specifically the project will capitalize on good practice found in the Learning regions, and further develop a common set of quality methods and instruments to ensure the development, assurance and improvement of quality of learning networks in compliance with the Common Quality Assurance Framework.

From the project results the partners will derive a handbook, best practice guide and training module for managers and stakeholders of learning regions, which shall allow for the effective planning, implementation, evaluation and review of cooperations among educational providers within Learning regions

Three projects concerning migrants

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We wish to inform you about some new projects concerned with assisting forced and unforced migrants to settle into their new countries in Europe. First, in Feel Like a Migrant: A multicultural approach in teaching, <http://www.flam-project.eu>, we are developing a curriculum for the training and continuing professional development of teachers of migrants. .

Second, Culture and European Citizenship for Employability, <http://www.ccee.fr>, is preparing information packs for intending migrants from Poland, Roumania and Turkey.

Third but not least, Improved Future for Migrants, <http://www.improvedfuture.se>, is transferring to Sweden, France, Austria, Roumania, Turkey and the Netherlands a course for vocational guidance counsellors. This course was developed in a previous project: Mainstreaming Vocational Guidance for Refugees, Asylum-seekers and Migrants, <http://www.gla.ac.uk/rg>.

If you find any of these projects of interest, we would be very pleased to hear from you and hope that you might also pass on the web addresses to other individuals and organisations.
Dr Pamela Clayton, University of Glasgow

With best wishes
Pamela Clayton
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ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub)

Department of Education at Vytautas University (Kaunas, Lithuania) is a member of ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) since 2008. The participation in a multinational team of researchers enables new insights into the dimensions of e-learning development, professionalization of adult educators, work based learning, and the strategies for further developments in adult education. Joining the ASEM-HUB was a reflective act based on the fact that the Department of Education at Vytautas Magnus University worked in the field of adult education, and also in vocational education, and the quality of studies as well as educational management. In 2008 the community of the Department of Education was awarded a title of the *Centre of Excellence for Research* in the field of lifelong learning (by the Centre of Study Quality in HE at Ministry of Education and Science of the Republic of Lithuania), and the expertise enables active participation in research activities globally. At the moment community of the department carries out a comparative research (8 European- Asian countries) in the framework of ASEM-LLL HUB network No. 2 Competence Development as Workplace Learning (Dr. Daiva Bukantaite represents Vytautas Magnus university for the activity (d.bukantaite@smf.vdu.lt), and it is expected to have materials for an extensive study report by 2010. Currently the community of the Department of Education at Vytautas Magnus University is looking for partners for expanding research activities under ASEM-LL Hub. Also for participating in tenders for research grants available under Framework 7 programme and other programmes, in order to further analyse the interaction between university, other social agents and the development of knowledge society, and the development for prerequisites for developing culture of lifelong learning.

Institutional representative of ASEM LLL Hub assoc. prof. dr. (HP) Vaiva Zuzeviciute (Contacts: v.zuzeviciute@smf.vdu.lt; +37061600292)

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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

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

Number 5 2009 – deadline for submission November 15