

**ESREA Access, Learning Careers and Identities Network Conference,**

**Faculty of Psychology and Sciences of Education**

**Rua do Colégio, 3001-802**

**.University of Coimbra, Coimbra, Portugal,**

**7 – 9 November, 2019**



**Title: Adult education as a resource for resistance and transformation: Voices, learning experiences and identities of student and adult educators**

### **First Call for Proposals**

At the 2013 conference of this network in Linköping, Sweden the theme was 'Times of Change: The role of adult education in times of crisis'. In recent years the focus on the 'crisis' and the role of adult education has rightly been a concern which has been expressed in publications and at other conferences. The last ESREA Access, Learning Careers and Identity Network Conference held in 2017 in Rennes, France moved to a different theme and interrogated the concept of learning contexts and identity. In Coimbra we want to build on the Rennes conference but also go back to aspects of the Linköping conference. We want to explore the 'possibility of hope' within adult

education as advocated by Raymond Williams (1989) while also recognising the impact that the crisis has had, and still has, on individual lives, families, communities and society. Times have also changed in different ways since the network conference in 2013 and new 'crises' have emerged. We are seeing new political and social changes as a result of the rise of neoliberalism, the far right and populism in Europe and beyond, posing a threat to democracy and equality in society as communities and societies become divided. In neo-liberal times adult education, in all sectors, has become marketised, individualised and competitive. Adult education, and education more broadly, is increasingly being viewed in economic terms and its contribution to economic development rather than as a social and public good.

As adult educators we need to reflect on how adult education, in all its contexts, offers and potentially builds a space for resistance and change in the lives of adult students. In other words, how can adult education empower adult learners and change identities and lives through different educational contexts in a way which helps to facilitate a more democratic society? How can adult educators and adult education challenge and shift the current tide towards neo-liberalism, marketisation and the focus on human capital back to a humanistic education for social purpose, social justice and social change? At the same time we need to understand what impact neoliberalism and marketisation are having on the learning experiences of adults as well as the implications of this for adult educators and institutions.

This conference will explore and debate different possibilities for promoting the hope vested in education to empower adult learners, restore democracy, build a more just society and improve lives. In relation to access to adult education this raises issues of who gets access to what? Are certain individuals and groups left out? Or are there good examples of practice and research in relation to this? We want to focus on adult education in its broadest sense and a range of contexts such as community education, further and higher education and workplace learning (informal, non-formal and formal contexts). We want to explore these different educational and learning contexts and resources and their potential for developing learning careers and identities in ways which can lead to critical thinking, self-development and transformation both individually and collectively (Lima, 2018). In working towards more democratic and egalitarian adult education practices agency becomes important in challenging structural inequalities. Issues of class, gender, race and disability inequalities and their intersections become important in this process.

And finally is the new idea of sharing and the 'act of sharing' a potential resource? 'Shared education' is an approach used in school education in divided communities and countries such as Northern Ireland to foster partnership and collaboration between people and resources with the aim of enhancing community relations (Loader & Hughes, 2017:7). What is the potential of this for adult education?

The conference welcomes papers, roundtables, symposia and posters which address one or more of the following themes and aspects:

- Neoliberalism and marketisation and its impact on learners, adult educators and institutions as well as strategies and policies to overcome this in different learning contexts
- Using adult education as a space for resistance for building a more humanistic education for social purpose and social justice
- Issues of access and who gets access to what
- The development of learning careers and identities
- Issues of inequalities (class, gender, ethnicity, disability and age) and the intersection of these
- Methodological approaches.

## References

Lima, L (2018) Adult and permanent education in times of crisis: A critical perspective based on Freire and Gelpi, *Studies in the Education of Adults*, 50 (2), pp 219-238

Loader, R & Hughes, J (2017) Balancing Cultural Diversity and Social Cohesion in Education: The Potential of Shared Education in Divided Countries, *British Journal of Educational Studies*, 65 (7), pp3-25

Williams, R (1989) *Resources of Hope*, London, Verso

## Keynote Speakers

Fergal Finnegan, Department of Adult and Community Education, University of Maynooth, Ireland and member of ESREA Steering Committee.

Sandra T. Valadas. Departamento de Psicologia e Ciências da Educação, University of Algarve, Portugal

## Call for papers, poster sessions, roundtables and symposiums

All abstracts for papers, poster sessions, symposium and round tables to be submitted by 15 June 2019. Notification of acceptance will be 15 July 2019. The deadline for submission of complete papers will be 4 October 2019.

Please submit abstracts in two separate files: one including the paper title, the name, address, e-mail of each author and information on whether it is a paper, poster session, symposium or round table; and the second one including the paper title and abstract. Abstracts should be one side of A4 maximum with Arial, 12 points. The main language of the conference is English but abstracts will be accepted in languages where we have members of the committee who can translate such as in French,

Spanish, Portuguese and Italian. **Full paper must be submitted in English.** Presentations will also be in English.

Please send your abstract in RTF-format to: [esrea.fpceuc.2019@gmail.com](mailto:esrea.fpceuc.2019@gmail.com)

### Information for contributors of Abstracts/Papers

A paper is proposed and submitted in the form of an abstract by one person but other people can be named as co-authors in the abstract proposal.

For each participant, a maximum of two such proposals may be submitted in which the person is named as an author or co-author.

The abstract proposal must indicate which of the named authors will be presenting the paper. All those authors attending must register for the ESREA 2019 Conference for Access, Learning Careers and Identity.

The author or one of the named co-authors is responsible for communicating with the ESREA Conference Organisers about the paper.

### Bursaries and support to participating graduate students

As a way to support graduate students' participation in the conference, there will be three bursaries for this conference. To be able to apply, you need to be a graduate student (e.g. PhD-student, EdD-student, Masters' student); a member of ESREA (either individual or covered by an institutional membership) and you need to submit a paper to the main conference.

The bursary is 300 Euros per person and should be used to cover parts of the costs for travel expenditures and/or accommodation during the conference.

Applications should be submitted no later than August 1, 2019.

Applications or questions regarding the application procedure should be directed to Alexandra Ioannidou [ESREAsecretary@die-bonn.de](mailto:ESREAsecretary@die-bonn.de)

### Conference fees

|              |       |
|--------------|-------|
| ESREA member | 110 € |
| Non-member   | 200 € |
| Student      | 60 €  |

The conference fee includes the following :

- a tour of the old university and a reception with fado music in the department's courtyard on Thursday evening
- refreshments - four breaks
- lunch on Friday

The following will be optional:

- Conference dinner on Friday evening
- A trip to a historic site outside Coimbra on Saturday afternoon

### **Scientific Committee**

Andrea Galimberti, University of Milano Bicocca, Italy

Barbara Merrill, University of Warwick, UK

Adrianna Nizinska, Gothenburg University, Sweden

Cristina Vieira, University of Coimbra, Portugal

Albertina Oliveira, University of Coimbra, Portugal

Luís Alcoforado, University of Coimbra, Portugal

Jérôme Eneau, University Rennes 2, France

Antonio Fragoso, University of Algarve, Portugal

### **Organising Committee**

Cristina Vieira, University of Coimbra

Isabel Moio, University of Coimbra

Sofia Gonçalves, University of Coimbra

Maiza Trigo, University of Coimbra

Andrea Galimberti, University of Milano Bicocca, Italy

Barbara Merrill, University of Warwick, UK

Adrianna Nizinska, Gothenburg University, Sweden

### **Organising Institutions**

University of Coimbra, Portugal

University of Milano Bicocca, Italy

University of Warwick, UK

Gothenburg University, Sweden

### **Website**

A website will be set up shortly.

### **Conference Venue**



The building of the Faculty is situated in the historical part of the city, near the old cathedral (Sé Velha).

The University of Coimbra was established in 1290 and is one of the oldest universities in Europe and the third oldest university in the world. In June 2013 it became a UNESCO World Heritage site.

### **Conference Times**

The conference will begin at 1400 on 7 November, 2017 and finish at 1230 on 9 November, 2019

## Coimbra

Coimbra is a historic university city situated on the banks of the river Mondego. It lies half way between Porto and Lisbon. The city is divided into an upper and lower part. The historical university buildings are located in the upper part of the city. This area includes the Patio das Escolas courtyard, the Chapel São Miguel and the Joanine Library. Coimbra also has monasteries, museums and gardens.

<https://www.visitportugal.com/en/node/73754>

<http://www.centerofportugal.com/tourism-office-coimbra/>

