

12th Conference of the ESREA Network

Between Global and Local - Adult Learning and Communities

(2nd Call for Papers, June 2020)

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

Seville, June 9-11, 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 wanted 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 events and scenarios referred to above, continues to change and demand from us new analyses. It demands, too, that we take up new positions in order to understand where we are and where we should be going. 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 a spur to 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 on the meaning of the works of Paulo Freire and Raymond Williams, amongst others, on the 100th anniversary of their births.

Important dates

Deadline for abstracts: October 30, 2020

Notification of acceptance: November 30, 2020

Deadline for full papers: April 15, 2021

Conference dates: June 9 to 11, 2021

Conference fees

ESREA members: 225 euros

NON ESREA members: 275 euros

PH.D. Students: 125 euros

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: October 30, 2020.

Address for submitting the Abstract: [**bgl.ald2021@gmail.com**](mailto:bgl.ald2021@gmail.com)



Since 1992 the **European Society for Research on the Education of Adults (ESREA)** has promoted and disseminated 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** – Attend 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 mailing list, by attending 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 not only you but also your colleagues and students to 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