



ESREA Migration, Transnationalism and Racisms Network
invites submissions of proposals to an international preconference

**Contextualizing racisms and migration:
time, place and generational perspectives in anti-racist praxis**

The preconference will be held on **6th June 2022** at the University of Glasgow hosted by the Centre for Research & Development in Adult and Lifelong Learning (CR&DALL) as part of the *Lifelong Learning for Inclusion and Sustainability* conference. This conference is organised by the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA), the Universities Association for Lifelong Learning (UALL) and the European Society for Research on the Education of Adults (ESREA). They are delivering an integrated face to face conference programme.

2nd Call for Proposals (extended Deadline: March, 1st 2022)

As the previous conference of the ESREA Migration, Transnationalism and Racisms Network had to be cancelled due to the pandemic, we are presenting this ‘refreshed’ call for proposal submissions, keeping the title and international profile. We invite both the submissions accepted to the 2020 conference and the new ones.

The social and political developments in various parts of the contemporary world, have witnessed the resurgence of nationalist politics and intensification of hatred in the lives of societies. This phenomenon is accompanied by the growing vulnerability of groups and communities targeted by proponents of restricting trans-border movement of people, opposition to multiculturalism and construction of monolithic racial identities. Racism and other forms of xenophobia, anti-Muslim sentiments, blaming of and violence against refugees and other migrants, antisemitism – all these and related social dynamics have become an urgent international public issue. Some commentators go as far as to express concerns about an earlier history of fascism repeating itself on a global scale. In a number of countries these developments have taken the form of populist or extreme right movements up to the point of gaining electoral representations, while elsewhere they correlate with the emergence of illiberal authoritarianism in national policies especially targeting minorities and their allies. These tendencies are clear in the European context. Examples include backlash against refugees’ reception in the wake of the humanitarian crisis of 2015, xenophobia surrounding Brexit and other nationalistic particularisms within the European Union, challenges and violence faced by LGBT+ communities, as well as growing popularity of conspiracy theories that bridge ‘old’ fascist themes with ‘new’ ones. Most recently, these tendencies were exacerbated by the socio-political tensions in the context of the COVID-19 pandemic, threatening minorities and migrants as well as challenging social cohesion and democratic principles.

The above developments and challenges can be phrased in a common terminology of prejudice, discrimination, exclusion, bigotry, domination, hate speech, hate crime and other concepts, and

should be dealt with under a broad umbrella of human rights protection, democracy and politics of inclusivity. There are, however, specific circumstances and conditions that differentiate both problem and solutions across contexts. Politics of hatred and intolerance emerge under concrete conditions. While they may spread between countries, territories or societal sectors, they draw on tensions arisen or invented in particular ‘social worlds’ – interconnected but specific. As adult educators and researchers of adult learning, we see the relationship between universally shared and situated knowledges as a significant issue to be grasped and revisited.

This conference seeks to explore universal (that is, repeated and repeatable, recognizable in different times, places and by different peoples) and particular (that is, temporally, spatially and socially specific) aspects in analysis of racism and in anti-racist praxis, that is, in reflection-based practice and practically-oriented theorizing. We invite participants of varying perspectives and experiences, who are connected by a critical view of the abovementioned issues and by an involvement in efforts aimed at achieving more inclusive and more solidly democratic society. Our intention is to bring together individuals and teams for whom adult education and learning constitute crucial and critical factors in such efforts. As we understand adult education and learning in a broad sense, which encompasses various modes of education and learning (formal/informal, individual/group-based, theoretical and action-guided, arts-based etc.), we hope the conference will include a wide range of contributors: academic and non-academic researchers, practitioners in the field of migration and social policy, educators from tertiary institutions, NGOs and community groups, art and sports educators, campaigners, organizers and others engaged in the field. We invite contributions from European as well as non-European countries exploring, but not necessarily limited to, the following thematic clusters:

- **understanding commonalities and specificities of racisms and right-wing populism between countries and regions:** how they should be described, conceptualized and analyzed; ‘export’/‘import’ in populist and extremist ideologies across borders and periods; national(ist) appeals and transnational connections; origins and activity of identitarian movements; usefulness and limits of historical comparisons and analogies; ideological links between racism, homophobia, anti-gender campaigns, languages of exclusion; conspiracy theories and delegitimizing of established knowledge; patterns of individual involvement, group processes, new modes of organising and exit from extremism;

- **migration and integration policies, their implementation, understanding and societal reactions:** national policies and restrictions vs. mitigation of impact at local levels; state policies, border regimes and popular attitudes; socio-political perspectives on citizenship and residence as well as socio-cultural notions of ‘home,’ ‘belonging’ and ‘identity’; multilingualism and monolingualism; public and private resistance against racist and anti-democratic practices; the importance of references to international human rights protection system in country-specific cases;

- **diversity of experiences among those affected:** how class position, status and identity ‘operate’ in the context of racism; gender, sexuality and age as significant factors in migrants’ and other targeted groups’ experience; migration and integration in the context of individual’s life cycle and biographic learning; physical and mental health and disability; family dynamics; job market, work status, labour integration, unemployment; educational challenges in the context of age, language; aging in the context of individual’s capacity and institutional approaches; empowerment, resilience, prospects for post-migration life;

- **anti-racist civil society in action:** how individuals get involved; how groups form and organize and how they maintain their vitality across time, how they effectively strive towards achieving their objectives; what and how people learn through their involvement; what the difficulties and obstacles are; what cultural and intellectual resources they use; what are intra- and intergenerational patterns of activism; types of activism; anti-racist action in educational institutions, media, labour organizations etc.; potential, possibilities and obstacles in building transnational solidarities and actions by minorities; activists’ exchange and import of ideas – validity and limits;

- **research on adult education/learning and the study of racism and anti-racism:** the use of concepts and theories and their application in diverse contexts; types of data, methods of their collection, validation, analysis and presentation; comparative studies; case studies; ethical and risk issues in the research field and beyond; participants' role in knowledge-generating; communication with non-professional audience and impact of research on communities and public sphere; decolonising methodologies; interdisciplinary vs. discipline/subdiscipline perspectives; action research and arts-based research; transmission of knowledge from research to teaching/instruction; anti-racist approaches in teachers' education etc.

Submission of Abstracts and Papers

Proposals are invited for individual papers, roundtables and/or alternative creative formats such as video, play, song, poetry, dance, reading circle and other, related to the conference themes. Abstracts should be one side of A4 maximum (500 words in 12 point) and should include a title but not the author/s name/s or institution/s. If you prefer to send a link to a video/audio submission, these should be maximum 2 minutes long. For a reading circle, the abstract can be the same as above focusing on a theme/issue and related readings assigned for the circle. Name, institutional affiliation, and contact details should be stated in the email accompanying the abstract. Authors should indicate which of the conference sub-themes they are addressing. Accepted abstracts will be downloadable in PDF-format on the Conference website. Abstracts should be submitted to admin@uall.ac.uk

The conference language will be English. According to the ESREA's language policy we are encouraging native English speakers to be sensitive to the needs of those for whom English is not a first language. We ask all participants to consider in their preparation that the audience will be multi-lingual.

Review of Abstracts

Abstracts are welcome from all fields of adult education and learning which relate to the conference themes. The following criteria will be used to review proposals:

- The relevance to adult education theory, policy and/or practice;
- The relevance to the conference themes and ability to contribute to our understanding of one (or more) of the topics listed;
- The clarity of the theoretical and conceptual framework;
- If the proposal is empirical, the background, method, results and implications should be clearly set out.

Timetable and Contacts

The extended deadline for the submission of abstracts is **March, 1st 2022**

The acceptance of proposals will be announced by **30 March 2022**.

For questions please contact one of the network convenors: angela.pilch-ortega@uni-graz.at; annette.sprung@uni-graz.at; marcin.starnawski@dsw.edu.pl; Srabani.Maitra@glasgow.ac.uk

Registration/ Conference Fees

ESREA members: 50 GBP; Non-Members: 80 GBP

PhD students can apply for an ESREA bursary after the acceptance of their submission. The procedure for applications will be announced.

Scientific Committee

John Grayson (Retired)

Giovanna Fassetta (University of Glasgow/UK)

Marcin Golebniak & Marcin Starnawski (University of Lower Silesia/PL)

Brigitte Kukovetz, Angela Pilch-Ortega & Annette Sprung (University of Graz/A)

Simon Warren (University of Roskilde/DK)

ESREA Membership

We encourage you to become an ESREA member. Membership provides you with reduced registration fees for ESREA networks and conferences. To join ESREA then go to:

<https://www.esrea.org/about-us/membership/>.

About the ESREA Migration, Transnationalism and Racisms Network

Transnational migration is one of the defining characteristics of the 21st century, dramatically affecting not only the lives of those who migrate, but also the lives and communities of those among whom migrants come to live and work. The network creates a space to explore the role of adult education and learning in all its forms (formal and informal), and locations (community, workplace, institutional), in relation to migration, transnationalism and the new lines of exclusion and social hierarchies created. It encourages critical dialogue in this emerging field with the aim of developing new theoretical and methodological resources and understandings. The network will explore these themes through concepts such as belonging, democratic citizenship, anti-racism, community solidarity and activism; it will seek to challenge and problematize policy responses and ‘othering’ processes in relation to migration. The network also tries to open up a space for a (self-)critical reflection on migration research and its contribution to hegemonic discourses on migration. The network has held four conferences to date, and has contributed roundtables at a number of sister networks and ESREA triennial conferences. Past Conferences: *Diversity and Social Cohesion – are these incompatible objectives?* (University of Sheffield, UK, 2-3 December 2009); *Europe in crisis – Migrations, racisms and belongings in the new economic order* (University of Graz, Austria, 19–20 April 2012); *‘Multiculturalism’ today: aspirations, realities and crisis debates* (University of Lower Silesia, Poland, 13-15 May 2014); *Building Solidarities for Anti-Racist Adult Education* (University of Edinburgh, UK, 13–15 June 2018). The fifth conference, *Contextualizing Racism and Migration: Time, Place and Generational Perspectives in Anti-Racist Praxis*, had been scheduled for April 2020 at the University of Glasgow, but it was cancelled due to the COVID-19 pandemic. In October 2021, the network started a new series of online presentations and discussions. If you are interested in joining the network’s activities, please contact one of the conveners.