



The European Society for Research on the Education of Adults (ESREA) Policy Studies in Adult Education (PSAE) network conference

First Call for Papers

***Problematising the futures of adult education:
between global, national, regional and local policies and actors***

7, 8 and 9 September 2023

Instituto de Educação, Universidade de Lisboa (Portugal)

The Instituto de Educação, Universidade de Lisboa (IE-ULisboa) in co-operation with the European Society for Research on the Education of Adults (ESREA) Policy Studies in Adult Education (PSAE) network organises the conference ***Problematising the futures of adult education: between global, national, regional and local policies and actors***.

The conference will take place on the 7, 8 and 9 September 2023, at the Instituto de Educação, Universidade de Lisboa, Alameda da Universidade, 1649-013 Lisboa, Portugal (<http://www.ie.ulisboa.pt>).

More details in <https://esrea2023psae.wixsite.com/psae2023>

Since its emergence in the 18th century in several European countries, adult education as a policy subfield has had as main aims the promotion of the right to education, the fostering of equality of access and success in education, social justice, the sharing of knowledge among diverse participants of different kinds of offers and social and economic situation and freedom of thinking and learning. Literacy courses were essential for the building of democracies, promoted by State authorities or others. The acquisition of knowledge useful for working and the development of non-formal education activities in quite diverse settings, such as the workers' social movement and civil society organisations allowed the implementation of a wide range of initiatives that allowed adults in several countries to learn significant and useful knowledge for everyday life in economic, cultural, political and civic spheres. Fighting poverty by the means of adult education was also foreseen as a significant path for adults who were lacking literacy and those who were workers and citizens in changing societies facing challenges in technological and scientific arenas (Hake, 2021).

In the mid 20th century, public policies became important for the economic period following the second World War, the political independence of several regions and the consolidation of democracies all around the world. The use of leisure time with educational activities and the recognition of learning developed in quite diverse domains allowed the progressive visibility of adult education. Formal education uniformisation, oppression, social reproduction of inequalities, different power relations within educational settings or in informal contexts of learning were significant problems that justified adult education policies and reflected criticism to values underlying programs implemented all

around the world (Mikulec, 2018). Therefore, in spite of developments in adult education policies, the right to education for all has always been at stake, even presenting different trends in various countries and regions, as inequalities in access and success in education have been a concern both for adult learners and educators and policy makers. The history of adult education policies is therefore marked by progression and constraints, continuities and discontinuities that have allowed the highlighting by researchers of several risks, inequalities and challenges related to the role of education and learning for individual and social transformation. These developments have been triggered as well by globalisation and trans-nationalisation of adult education in policy making and implementation (Lima & Guimarães, 2011).

In present times, the traditional problems and challenges of adult education policies are complemented by new ones, concerning the withdrawal of the State in adult education domains, governance issues, the increasing of structural unemployment and the use of educational policies to solve low-skills shortages, labour market and economic problems, scientific and technological developments impacting in work contexts, climate changes and environmental challenges as well as civic and political risks occurring from the rise of right wing parties, extremist social movements and conservative thinking. In parallel with traditional problems and challenges, new inequalities arose, concerning gender issues, racial and ethnic matters within migration trends from the global South to the global North, the digital divide, health situations, such as the one resulting from the pandemic of covid-19 (Stanistreet, Elfert & Atchoarena, 2021).

The contribution of adult education to research and theory development, practices and policies is of outmost relevance but as well questioned by many. Prospects on the intervention of the State, international governmental organisations, national, regional and local providers is today under discussion (Jakobi, 2009). The role of policy-makers, adult educators and learners is under debate, in a period when the individual subject seems to be considered strategic and rational enough to make the best choices and to learn lifelong in a wide range of settings. Therefore, the futures of adult education, when considering global, national, regional and local policies and actors, require critical problematisation (Milana, Holford & Mohorčič Špolar, 2016) and this is the challenge raised to participants of this PSAE network conference.

Call for papers

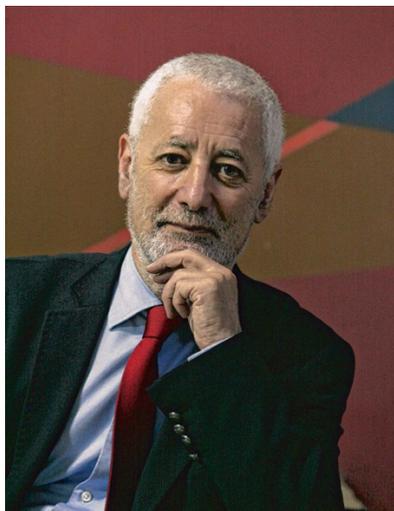
The ESREA PSAE network calls for papers on the thematic issues such as:

- how can adult education policies address the old and new challenges and problems facing societies all around the world?
- how are such policies conceived and produced at global, national, regional and local levels?
- how might we understand the shift of educational values and aims in adult education policies in the last decades in quite diverse regions of the world?
- how might we understand the change in the role of the State and the international governmental organisations in adult education policies?
- how are different institutional actors promoting adult education policies, when it comes for instance to literacy and international governmental organisations?
- how existing adult education practices (programs and activities) aiming at supporting adult learners in facing problems and challenges they are experiencing in everyday life driven?
- how are adult educators and learners dealing with old and new problems in economic, social, cultural, civic, environmental and political spheres?
- how are adult education policies shaping the futures of adult education at global, national, regional and local levels?
- which levels of policy (global, national, regional and local) are most crucial for the future of adult education?

Programme

Opening session - António Nóvoa -

António Nóvoa is full professor at the Instituto de Educação, Universidade de Lisboa. He was the Rector of the Universidade de Lisboa (2006-2013) and Ambassador of Portugal at UNESCO (2018-2021).



Closing session – Maren Elfert “Transnational adult education governance and policy: Historical and contemporary perspectives”

Maren Elfert is Senior Lecturer in International Education in the School of Education, Communication and Society at King’s College London. Her areas of research are global governance of education and the influence of international organizations on educational ideas and policies, with a particular interest in adult education and lifelong learning. She is submissions editor of the *International Review of Education* and member of the editorial board of *Comparative Education*.



The final version of the programme will be provided later on.

Organisation

Scientific committee

Alexandra Ionnidou

Borut Mikulec
Emilio Lucio-Villegas Ramos
Lisa Breitschwerdt
Marcel Pariat
Marcella Milana
Palle Rasmussen
Pascal Lafont
Regina Egetenmeyer
Sabine Schmidt-Lauff
Shalini Singh
Xavier Rambla

Organising committee

Ana Cristina Duarte
Carmen Cavaco
Catarina Martins
Hernani Sumbo
Liliana Zeferino
Martin Kopecký
Natália Alves
Paula Guimarães
Rosanna Barros

Submission of abstracts/paper proposals and symposiums proposals

Guidelines for submission of abstracts: proposals should be sent as an attached file [in *.doc, *.docx, or *.pdf format]. They should be typed, single spaced, in A4. Author(s) name(s), institutional affiliation(s), phone number(s) and postal details should be stated only in the email accompanying the abstract.

Paper proposals should not exceed 600 words including: title; 3–5 keywords; aims/objectives; main perspective or theoretical/conceptual framework; methods, research design, mode of inquiry; data sources or evidence; results and/or conclusions; significance to the field of policy studies in adult education.

Symposium proposals should not exceed 1200 words including: title; 3–5 keywords; aims/objectives, significance for the field of policy studies in adult education, and short abstracts (approx. 200 words each) of all papers. They should also nominate a Chairperson and a Discussant.

Abstracts should be sent in doc-format by 28th of February 2023.

Acceptance of abstracts will be confirmed by 31st March 2023.

The main language of the conference is English; presentations will also be in English; and full papers (max. 5,000 words) must be submitted in English.

Submission of abstracts/paper proposals and symposium proposals is to be made to the link that may be found in the website of the PSAE network conference (<https://esrea2023psae.wixsite.com/psae2023>).

Conference fees

Early bird (paid up until April 30st 2023)

ESREA member: 280 €

Non-member: 330 €

Student: 110 €

Payment of fee after May 1st 2023

ESREA member: 330 €

Non-ESREA member: 380 €

Student: 130 €

Information concerning the way payments are to be made can be found in the registration form (in <https://esrea2023psae.wixsite.com/psae2023>).

The conference fee includes a folder with conference materials, refreshments during coffee-breaks and one lunch.

The conference dinner will be optional and at own expenses of conference participants.

Publication

The conference organizers have had discussions with editors of Sisyphus (the academic journal of the of the IE-ULisboa) and of the International Journal of Lifelong Education regarding publishing selected papers from the Policy Studies Conference 2023.

Important dates

Deadline for abstract submission: 28th February 2023

Notification of acceptance: 31st March 2023

Early-bird price: up to 30th April 2023

Deadline for registration: 15st July 2023

Deadline for full papers: 1st September 2023

Conference dates: 7, 8 and 9 September 2023

Bursaries

Three bursaries of 300 euros each for PhD students are available. To submit the application for a bursary, when PhD students submit an abstract, it should include in a separate file relevant information regarding the academic position (name, identification of PhD course and university) of the student, as well as a letter of support from the student's supervisor and reasons for applying (e.g. lack of funding from the home institution). Please note that the Secretary of ESREA will check that the students (or their institution) are members of ESREA and whether they already have been awarded a bursary recently.

Conference language

The PSAE conference language is English. Abstracts/paper proposals and symposium proposals have to be submitted in English.

Accommodation and travelling

This PSAE network conference doesn't have a specific conference hotel, but recommend that you book your lodging as soon as possible.

If you book a hotel in Lisbon, you can use the metro to get to the conference building of the Instituto de Educação, Universidade de Lisboa, at the metro station Cidade Universitária.

The PSAE network conference also recommends the buying of your travelling tickets as soon as possible.

Conference dinner

The PSAE network conference dinner will be held in town. Conference participants will be informed later of the location and the price of the dinner.

Other information

Website of the PSAE conference: <https://esrea2023psae.wixsite.com/psae2023>

Email of the PSAE conference: contactpsae2023@gmail.com

Institutional organisers and proposed local organising committee

The institutional organisers of this conference are the Instituto de Educação, Universidade de Lisboa (IE-ULisboa), the UIDEF (Research and Development Unit in Education and Training) and the European Society for Research on the Education of Adults (ESREA) Policy Studies in Adult Education (PSAE) network.

IE-ULisboa is one of the 18 Faculties of the Universidade de Lisboa, carrying out research in education, teaching activities, and service to the community. Research activities are a central element of its activity, combining fundamental and applied research in key domains of education and training, with particular emphasis on history and the psychology of education, educational policy, administration and evaluation, adult and teacher education, information and communication Technologies (ICT) in education, and science and mathematics education. IE carries out various community service activities, with an emphasis on intervention and curriculum development projects in response to requests by the Ministry of Education, evaluation studies commissioned by external institutions, and continuing education courses for teachers of different school levels and for other professionals.

UIDEF is a research unit connected to the IE-ULisboa. Research carried out at UIDEF studies educational and training processes, organisations, and their representations in the fields of formal and non-formal education and training at the macro, meso and micro level of educational phenomena. The purpose of this research is to yield a multidimensional understanding of educational and training actors, processes and organisations, to diagnose problems and needs, and to provide power for knowledge-based intervention in such systems. Acting in different research areas of study and intervention, UIDEF has a strong record of publications in international peer-reviewed journals and other publications, informs and influences public policy, supports and collaborates with practitioners and decision-makers, and strives to develop the competence of its researchers as well as to train new generations of young researchers.

The ESREA PSAE Network is a network of ESREA that has developed several network conferences up to now. ESREA is a European scientific society. It was established in 1991 to provide a European-wide forum for all researchers engaged in research on adult education and learning and to promote and disseminate theoretical and empirical research in the field. The European Society for Research on the Education of Adults promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications. ESREA provides an important space for the (re)definition of adult education and learning in relation to research, theory, policy and practice to be reflected upon and discussed. A significant part of the periodic scientific debates is made through the meetings organised by ESREA research networks.

The convenors of the PSAE network are John Holford, Marcella Milana, Rosanna Barros and Pepka Boyadjieva.

References

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- Lima, L. C. (2021). Educação permanente: contestação, enquadramento, otimização pessoal. In A. Melo, L. C. Lima & P. Guimarães (eds.), *Atualidade da educação permanente* (pp. 85-109). Espaço Ulmeiro/APCEP.
- Mikulec, B. (2018). Normative presumptions of the European Union's adult education policy. *Studies in the Education of Adults*, 50 (2), 133-151.
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