

# ESREA

European Society for Research on the Education of Adults

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## ESREA newsletter No. 2 April 2011

Dear ESREA member

I'm happy to announce ESREA have many forthcoming activities planned. As you will see in this newsletter, there will be six more ESREA conferences this year, and two conferences are already being planned for the spring 2012. Hope to see many of you at one of these conferences!

The second issue of the European Journal of Research on the Education and Learning of Adults is now available at [www.rela.ep.liu.se](http://www.rela.ep.liu.se). The theme of this issue is: Professionalization: the struggle within.

Best wishes

Dr. Andreas Fejes

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Secretary of ESREA

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This newsletter contains the following sections:

- Forthcoming ESREA activities
- Information from the ESREA journal RELA
- New ESREA book
- Forthcoming conferences/seminars on adult education/adult learning
- New books on adult education/adult learning
- Ongoing research projects and announcements
- How to become a member of ESREA
- Forthcoming newsletters

### Forthcoming ESREA activities

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28-30 April, 2011

The 2011 conference of the ESREA research network Between global and local: adult learning and development

Istanbul, Turkey

<http://www.esrea2011.boun.edu.tr>

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9-11 June, 2011

The 2011 conference of the ESREA research network on Gender and adult learning "Introducing gender into academia – (in)visible act"

University of Montpellier 3

<http://recherche.univ-montp3.fr/sufcoweb/public/ESREA/>

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16-18 June, 2011

Joint conference of the ESREA Network on Active Democratic Citizenship and Adult Learning and ESREA Network on the History of Adult Education and Training in Europe  
Budapest, Hungary

More information will be available at [www.esrea.org](http://www.esrea.org)

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October 25-27

The 2011 conference of the ESREA research network on the education and learning of older adults

University of Minho, Braga, Portugal.

More information available at [www.esrea.org](http://www.esrea.org)

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November 9-10, 2011

The 2011 conference of the ESREA research network on adult educators, trainers and their professional development

Tallinn, Estonia.

More information will soon be available at [www.esrea.org](http://www.esrea.org)

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November 24-26

The 2011 conference of the ESREA research network on Access, Learning careers and Identities

University of Aveiro, Portugal

More information at [www.esrea.org](http://www.esrea.org)

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10-12 February, 2012

The 2012 conference of the ESREA research network on Policy studies in adult education, University of Nottingham, UK.

More information available at [www.esrea.org](http://www.esrea.org)

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April 19-20, 2012

The 2012 conference of the ESREA research network on Ethnicity, racism and xenophobia, Karl-Franzens University Graz, Austria.

More information will soon be available at [www.esrea.org](http://www.esrea.org)

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RELA European Journal for Research on the Education and Learning of Adults

The second issue of RELA on the theme Professionalization: the struggle within is now available at [www.rela.ep.liu.se](http://www.rela.ep.liu.se) Submissions to the journal are welcome at any time.

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## NEW ESREA book

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Fragoso, A. Kurantowicz, E. & Lucio-Villegas, E. (eds.) (2011) *Between Global and Local: Adult Learning and Development*. Frankfurt am Main: Peter Lang.

More information at:

<http://www.peterlang.net/Index.cfm?vSiteName=SearchSeriesResult.cfm&vSeriesID=ESREA&vLang=E>

## Forthcoming conferences/seminars

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19-20 May

PURE conference – Regional development and higher education – the next decade  
Brussels, Belgium

More information available at: <http://pure.pascalobservatory.org>

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23-26 May, 2011

Annual international conference in Education  
Athens, Greece

<http://www.atiner.gr/education.htm>

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25-27 May, 2011

12<sup>th</sup> International conference on human resource development research and practice  
University of Gloucestershire, UK

<http://hrdconference2011.glos.ac.uk>

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28-29 May, 2011

International transformative learning conference in Europe  
Athens, Greece

More information available at: [www.tlathens2011.gr](http://www.tlathens2011.gr)

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10-12 June, 2011

The 52<sup>nd</sup> annual conference of the Canadian association for the study of adult education  
Toronto, Canada

More information available at: [www.oise.utoronto.ca/CASAE](http://www.oise.utoronto.ca/CASAE)

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13 June, 2011

Critical perspectives on professional learning, fifth annual conference  
Leeds, UK

More information available at: [www.leeds.ac.uk/medicine/meu/Lifelong11](http://www.leeds.ac.uk/medicine/meu/Lifelong11)

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16-18 June, 2011

14<sup>th</sup> International conference “Evaluation in education in the Balkan countries”  
Belgrade, Serbia

<http://belgradeconference.webs.com>

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23-24 June, 2011

Learning through experience: developing international and regional research agendas for recognition of prior learning (RPL)  
Glasgow Caledonian university, UK  
[www.crl.org.uk](http://www.crl.org.uk)

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23-25 June, 2011

AEPRIL conference – Balancing workplace learning and practitioner research across professional fields.  
Nijmegen, The Netherlands  
More information at: [www.eapril.org](http://www.eapril.org)

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24-26 June, 2011

World conference on Education and social integration of vulnerable groups  
University of Macedonia, Thessaloniki, Greece  
More information at: <http://Eiconf2011.wordpress.com>

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29 June – 1 July, 2011

FACE annual conference: Lifelong learning and community development  
University of Glasgow, UK  
[www.f-a-c-e.org.uk](http://www.f-a-c-e.org.uk)

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3-7 July, 2011

International doctoral summer school – Theorising the political and ethical in doctoral research in education  
[letschool@stir.ac.uk](mailto:letschool@stir.ac.uk)

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5-7 July, 2011

41<sup>st</sup> annual SCUTREA conference  
University of Lancaster, UK  
More information at: [www.scutrea.ac.uk](http://www.scutrea.ac.uk)

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21 July, 2011

Learning ageing and wellbeing  
Birmingham medical institute  
More information available at: [www.associationforeducationandageing.org](http://www.associationforeducationandageing.org)

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29-31 August, 2011

European summer university for lifelong learning  
Neuchatel, Switzerland  
More information at: [www.unine.ch/freref](http://www.unine.ch/freref)

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11-13 October, 2011

International conference of the association for education and ageing  
Maynooth national university, Ireland  
More information contact: [jim.soulsby@btinternet.com](mailto:jim.soulsby@btinternet.com)

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4-7 December, 2011

The 7<sup>th</sup> international conference on research work and learning  
East China normal university, Shanghai, China

[www.rwlecnu.org](http://www.rwlecnu.org)

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9-11 May, 2012

ProPEL 2012 international conference: Professions and professional learning in troubling times: Emerging practices and transgressive knowldges

Univeristy of Stirling, Scotland

More information at: [www.propel.stir.ac.uk/conference2012](http://www.propel.stir.ac.uk/conference2012)

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## **New books in adult education/adult learning**

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Biesta, G., Field, J., Hodkinson, P., Macleodo, F & Goodson, I. (2011) *Improving learning through the lifecourse: learning lives*. London: Routledge.

Cooper, L., Orrell, J. & Bowden, M. (2010) *Work integrated learning: A guide to efective practice*. London: Routledge.

Edwards, R. Biest, G, & Thorpe, M. (2010) *Rethinking contexts for learning and teaching: Communities, activities and networks*. Londong: Routledge.

Fuller, A., Heath, S. & Johnston, B. (2011) *Rethinking widening participation in higher education: The role of social networks*. Londong: Routledge.

Illeris, K. (2010) *The fundamentals of workplace learning*. London: Routledge.

Jackson, S. (2010) *Innovations in lifelong learning*. London: Routledge.

Malita, L. & Boffo, V. (2010) *Finding the first job through digital storytelling: A guide to getting into the employment world*. Available at: [www.lajost.eu](http://www.lajost.eu)

Malita, L. & Boffo, V: (2010) *Digital storytelling for employability*. Available at: <http://www.fupress.com/Archivio/pdf/4540.pdf>,

Maloch, M., Cairns, L., Evans, K. And O'connor, B. (2010) *The SAGE handbook of work-place learning*. Sage.

Strauch, A., Radtke, M., Lupou, L. (ed). *Flexible pathways towards professionalization: Senior adult educators in Europe*. WBV, Germany.

Wright, H. (2011) *Women studying childcare: integrating lives through adult education*. Trentham books limited.

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### Ongoing research projects and announcements

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**The International Journal of Education and Ageing** are about to publish Issue 3 of Volume 1 and are encouraging subscriptions and papers from across the world. Over 40% of our current subscriptions are non UK based and we want to ensure that this is maintained and improved and that we receive good papers from European researchers. The journal Editor in Chief is Professor Keith Percy who may be known to you.

**INCLUD-ED Strategies for Inclusion and Social Cohesion in Europe from Education** (No. FP6 - 028603-2, coordinated by Barcelona University, Spain) is a FP 6 project which analyses educational strategies that contribute to overcome inequalities and promote social cohesion, also educational strategies that generate social exclusion, particularly focusing on vulnerable and marginalised groups. The main attention of this project focused on the study of the interactions between educational systems, agents and policies in compulsory education (i.e. pre-primary, primary, and secondary education, including vocational and special education programmes).

Department of Education at Vytautas Magnus University participates in projects - 1, 2 and 6 during the 5 years of project duration. Longitudinal case study (4 years) is implemented by using these methods: communicative observations, standardized open-ended interviews, communicative daily life stories, communicative focus group, questionnaires (for pupils and members of family), analysis of school internal documents. The main question of this longitudinal case study was „*How does community involvement in education contribute to strengthen connections between education and diverse areas of society? How do these mixed interventions contribute to social cohesion?*“. For more information, please contact prof. Vaiva Zuzeviciute [v.zuzeviciute@smf.vdu.lt](mailto:v.zuzeviciute@smf.vdu.lt)

### **Developing instruments to improve learning and development of disadvantage seniors in Europe: the paladin project**

Albertina L. Oliveira\*, Cristina Vieira\*, Margarida P. Lima\*, Sónia Nogueira\*, Luís Alcorado\*, Joaquim A. Ferreira\* & George Zarifis\*\*

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PALADIN (Promoting Active Learning and Ageing of Disadvantage Seniors), it's an European project which is co-financed by the Lifelong Learning Programme from the European Commission, as a Grundtvig Multilateral Project. PALADIN is based on the assumptions that people who consciously become skilled learners gain in autonomy and take more responsibility for their own learning and development and that they are also more likely to develop a sense of well-being and fulfilment. PALADIN partnership is composed of 7 institutions from 6 countries (Portugal, Spain, Greece, Malta, Hungary and Switzerland) that have some of the lowest rates of participation in lifelong learning. Once we have a long way to go before the rate of enrolment in lifelong learning activities rose to the level already achieved by some countries (e.g., 90%, Sweden), the Project intends to contribute to the empowerment of the disadvantaged seniors through the development of their readiness for self-direction in learn-

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ing. To achieve this goal the academic team of the project had developed a process of building self-efficacy for self-direction scales for disadvantage seniors in health, activity, education, citizenship and finances.

In order to test the five scales mentioned, two universities (University of Coimbra, Portugal, and Aristotle University, Greece) lead the process of scales construction, which have departed from several focus groups aiming at analysing the relevant domains of functioning in each area. After the construction of the first draft of the scales, the pilot and definitive studies have been carried out simultaneously in the European countries mentioned in seniors with more than 50 years old with low school level, low qualification and low economic level.

Given the empirical data obtained, we can affirm that there is good indication that all the scales show evidence of validity indicators (reliability, construct validity, convergent validity and discriminant validity) suggesting they serve the purpose to which they have been build. However, more analyses and studies are needed to obtain other important validity indicators such as internal structure and test criterion evidence. In future studies there is the need to enlarge the samples and to obtain them by random selection methods. Concerning the other requisites for the scales, we have worked toward producing attractive and simple to use instruments and we think that they really have these characteristics. But only its use with the disadvantaged seniors in the future will give us more clearly such information.

**To read more about the Project:** <http://projectpaladin.eu/>

**CReBUS - Creating a business in the digital age - developing entrepreneurship competencies for young Europeans through eMentorship** is a European project selected for funding under LLP – KA3 ICT. An intensive needs analysis was carried out in the European project CReBUS ([www.crebus.eu](http://www.crebus.eu)) in three stages over a period of three months (January-March 2011) with active participation and contribution of project partners from Romania, Italy, Spain, Austria, and Latvia.

The concept of the needs analysis which was developed during the research preparation stage (January 2011), based on the project main objectives: to evaluate the training needs and learning interests of the young entrepreneurs, to identify the domains of interest for starting a business from youngsters who are going to graduate, as well as potential barriers related to this aspect and to define a curriculum for developing entrepreneurial competences, using the WEB 2.0 learning opportunities.

The main source of feedback was the online questionnaires aimed at identifying students/graduates

([https://spreadsheets.google.com/viewform?hl=en\\_GB&formkey=dFhKQUNCNGRsN1R4cGJPUE41bzdEV0E6MA#gid=0](https://spreadsheets.google.com/viewform?hl=en_GB&formkey=dFhKQUNCNGRsN1R4cGJPUE41bzdEV0E6MA#gid=0)) and young entrepreneurs'

([https://spreadsheets.google.com/viewform?hl=en\\_GB&formkey=dFNHOU1xTIY3Ykt0S3U4Mm44N0ZTbEE6MA#gid=0](https://spreadsheets.google.com/viewform?hl=en_GB&formkey=dFNHOU1xTIY3Ykt0S3U4Mm44N0ZTbEE6MA#gid=0)) needs in order to develop e-Mentorship system of business start-up for CReBUS e-Learning Community. The total number of 158 responses were received. The total sample size was consisted of 109 students/graduates and 49 entrepreneurs.

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The three most important kinds of knowledge for business start-up for potential members of the CReBUS are the following: knowledge of how to start a business and run it successfully, knowledge of how to manage the different functions within an enterprise, knowledge of the different forms of financing (self-financing, external financing, etc). The three most important cognitive skills for business start-up for potential members of the CReBUS are the following: analyzing and planning / generation of business ideas, identification and realization opportunities, management of resources (human and non-human, analyzing and planning / generation of business ideas, setting goals, setting goals. The three most important practical skills for business start-up for potential members of the CReBUS are the following: problem solving skills, leadership skills, communication skills.

The recommendations for the E-mentoring process are the following: 30% of theory and 70% of practice, efficiently and effectively, learning from entrepreneurs' experience (mistakes, difficulties, success stories, etc). For more information about the project and the research report, please visit [www.crebus.eu](http://www.crebus.eu).

### HOW to become a member of ESREA

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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](http://www.esrea.org)
2. Fill out the form and e-mail to [andreas.fejes@liu.se](mailto: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 2010 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

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If you want to have some information included in forthcoming newsletters, here are the deadlines for the forthcoming newsletters 2010.

Number 3 2011 – deadline for submission June 15

Number 4 2011 – deadline for submission September 15

Number 5 2011 – deadline for submission November 15