

# **ESREA – European Society for Research on the Education of Adults**

## **Building Solidarities for Anti-Racist Adult Education**

**4<sup>th</sup> Conference of the ESREA Migration, Transnationalism and Racisms Network**

**University of Edinburgh (Scotland), June 13-15<sup>th</sup>, 2018**

### **Call for Papers**

The unprecedented speed and scale of transnational migration is giving rise to complex, often contradictory, discourses, politics, policies and practices. On the one hand, there is global competition for talents that seems to be breaking down gender, racial and ethnic hierarchies on which older migration regimes were built. Wealthy countries are using migration as a strategy to compete for the most skilled and talented workers to fill gaps in their labour market and to replenish an aging workforce, draining resources from less privileged countries. Yet the skills, knowledge and competences of many migrants become devalued and delegitimised as the migrants attempt to enter education and employment.

On the other hand, the world, or more specifically Europe, has been thrown into turmoil by the refugee or migrant “crisis”, with refugees moving from the Global South to the Global North to try to escape war and poverty. The reality of the vast majority of refugees being hosted in developing countries, often in camps, is not usually part of the narrative and receives very little attention. Racist asylum deterrents and detention have become normalised as nation states attempt to secure their borders and national identities against the influx of the culturally different “other”. New racisms and distinctions emerge as people are sorted and classified as being more or less deserving: “genuine” refugees are still broadly tolerated but “economic” migrants and the “undocumented” are vilified and returned to the countries from which they have fled. Integration discourses promote a stable and homogeneous “us”, and harness language and citizenship regimes to select which “others” are deserving of citizenship. Discourses and policies concerning immigration, especially the question of “burden sharing” and refugee “relocation”, have linked the politics of fear with the exploitation of socio-economic concerns of citizens and international power relations within the EU: a pattern visible in the non-solidarity approach of current governments in Central-East European countries. In short, transnational migration can create, reinforce, consolidate and disrupt power relations and inequalities.

In the face of growing and evolving racisms, anti-migrant and anti-Muslim sentiment this conference seeks to open a space for dialogue and critical reflection on the role of adult education. The context of migration has presented challenges for adult education: for example, the instrumentalising and neoliberal discourses of lifelong learning and citizenship education, which link learning to immigration policy and naturalisation processes, and the (mis)recognition of skills and knowledge of those from the South. Anti-immigration backlash and uncertainty about future labour markets in Western Europe have also affected CEE migrant workers, or served as a mobilization ground for right-wing populists and a new wave of nationalisms both in the West and in the East. At the same time, the context of migration has also opened opportunities for adult education. In the absence of political

solutions, we have witnessed the growth of civil society, grass-roots activism and migration solidarity movements. These movements have to face complex challenges between acting in solidarity and struggling with enormous barriers, finding themselves not recognised or even under threat by right wing extremists. What can we learn from these mobilisations and what scope is there to develop local, national and transnational anti-racist solidarities?

This conference invites contributions which explore adult education and learning in all its forms (formal and informal), and locations (community, workplace, institutional), in relation to migration and the new lines of exclusion, social hierarchies and social solidarities that have emerged. Within the framework of adult education and learning, relevant topics might include:

- The role of adult education (research and practice) in migration regimes
- Critical approaches to the role of adult education in the acquisition of a national language in migration regimes
- Strategic alliance building and the development of anti-racist initiatives
- The challenges and learning processes in grass-root social movements and migrant organisations
- How models of integration, resettlement and education policies shape activities and agendas of organisations, and the future which can be imagined for refugees and migrants
- The strategies and pathways forged by transnational migrants as they confront everyday exclusions and racism in increasingly hostile environments
- The contribution of adult education research and practice to building solidarities, anti-racism and learning for democracy
- The gendered, classed and racialized nature of migration
- Critical reflections on knowledge production and research into migration

### **Submission of Abstracts and Papers**

Proposals are invited for individual papers and/or round tables related to the conference questions. 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. These should be stated in the email accompanying the abstract together with name, institutional affiliation, and contact details. 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 in the first instance to [l.m.morrice@sussex.ac.uk](mailto:l.m.morrice@sussex.ac.uk)

The conference language will be English. According to 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 for papers 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.

### **Time Table and Contacts**

The deadline for the submission of abstracts will be January 7<sup>th</sup>, 2018

The acceptance of proposals will be announced by February 15<sup>th</sup>, 2018

Full papers (max. 5000 words) should be submitted by May 13<sup>th</sup>, 2018

More information will be given after the acceptance of proposals on the conference website.

Please send your abstracts to: [l.m.morrice@sussex.ac.uk](mailto:l.m.morrice@sussex.ac.uk)

For questions please contact one of the network convenors: [annette.sprung@uni-graz.at](mailto:annette.sprung@uni-graz.at); [angela.pilch-ortega@uni-graz.at](mailto:angela.pilch-ortega@uni-graz.at);

### **Registration/ Conference Fees**

Early bird (registering before 10<sup>th</sup> March 2018):

Regular rate/Academic staff: £ 100,-

PhD students (or other participants with lower budget) : £ 35-

Registering after 10<sup>th</sup> March 2018:

Regular rate/Academic staff: £ 120,-

PhD students (or other participants with lower budget) : £ 50,-

The conference fee will include refreshments and lunches during the conference and food and drink for the conference meal.

Enrolment for the conference will be available on the conference website.

### **Student Bursaries**

ESREA covers up to three bursaries for doctoral students. The bursary is at the moment 300 Euros/person and should be used to cover parts of the costs for travel expenditures and/or

accommodation during the conference/meeting. The procedure for applications (after the acceptance of abstracts) will be announced on the conference website.

Please see the ESREA website for information about becoming a member of ESREA:  
<http://www.esrea.org/membership?l=en>

### **Scientific Committee**

Linda Morrice (University of Sussex), Annette Sprung (University of Graz), Angela Pilch-Ortega (University of Graz), Brigitte Kukovetz (University of Graz), John Grayson, Marcin Starnawski (University of Lower Silesia), Chris Parson (University of Geneva), Marcin Gołębniak (University of Lower Silesia), Jim Crowther (University of Edinburgh)

### **Organising Committee**

Jim Crowther, University of Edinburgh ([Jim.Crowther@ed.ac.uk](mailto:Jim.Crowther@ed.ac.uk))

Margaret Petrie, University of Edinburgh ([Margaret.Petrie@ed.ac.uk](mailto:Margaret.Petrie@ed.ac.uk))

The event is also supported by CERES (Centre for Education for Racial Equality in Scotland) at the Moray House School of Education.