



UNIVERSITÀ
di VERONA

Dipartimento
di SCIENZE UMANE



Third Conference of the ESREA Network on Policy Studies in Adult Education

Equity, Social Justice and Adult Education and Learning Policy

8-10 June 2017

Verona, Italy

Second call for papers

Social and economic crises are experienced collectively at both national and international levels, not least in those countries and world regions with growth models anchored in neoliberal principles (e.g. privatization, free trade, deregulation and fiscal austerity). In Europe, state and regional responses to the last global financial crisis point to a renewed reliance on adult skills as the panacea. In the meantime, the exacerbation of religious conflicts, extremisms and warfare worldwide has pushed an ever-increasing number of citizens to escape poor economic conditions, political crisis and war to seek alternative life prospects in Europe and elsewhere. Under these circumstances, both research and public knowledge have highlighted the long-term evolution of inequalities, a concentration of wealth, the limits of social solidarity, and the fragility of social cohesion. These challenge existing growth models, and call for ontological shifts in public policy to reconcile economic growth, equity and social justice.

The aim of the 2017 ESREA Policy Studies conference is to explore equity and social justice concerns in relation to adult education and learning policies. How far – given cultural, ethno-racial, linguistic, religious and sexual diversity – do these support or hamper the conditions for a fair redistribution of resources and the full recognition of rights?

Borrowing a metaphor from Italo Calvino's novel *Invisible cities* (1974), the landscape of adult education and learning can be seen as

comprising multiple configurations of space and time: *visible cities* that operate in the full glare of policies and dominant knowledge; clandestine and *invisible places* that move in urban and suburban areas, at the edge and in the interstices of dominant regimes of justification and recognition; and *submerged worlds* awaiting an archaeology of practices. Taken together, these configurations of space and time incorporate the principles, criteria and (different and sometime competing) discourses of equity and social justice. In a continuing game, visible cities put invisible places and submerged worlds into the shadows, thus marginalizing certain configurations of space and time, and their organizing principles – or leading them to be entirely forgotten.

In these circumstances it is of critical importance to study what models of equity and social justice are embedded in adult education and learning policy at local, national and international levels, in Europe and beyond. Likewise it is important to recognise the utopian nature of universal equity and social justice. All of which urges us to bring about a political “utopia in everyday life.” This conception, introduced by the Italian-born adult educator Ettore Gelpi, suggests paying equal attention to all those utopias that contribute to altering orthodox socio-economic and power relations through the day-to-day activity of social actors who operate in visible cities, invisible places and submerged worlds.

Keynotes



Adult education in times of crisis: The Contributions of Paulo Freire and Ettore Gelpi to policy studies

Licínio C. Lima

Licínio C. Lima is Full Professor at the University of Minho, Portugal. He was Head of the Unit for Adult Education, Director of the Research Centre and of the Ph.D. in Education at UMinho. He has been guest professor of various universities in Europe, Asia and Latin America. His latest publications include *Recognition of prior learning at the centre of a national strategy: Tensions between professional gains and personal development* (JACE, 2016).

Re-framing adult education for globalised mobility

Sue Webb



Sue Webb is Professor of Education at Monash University, Australia and previously Professor of Continuing Education and Director of the Institute for Lifelong Learning at the University of Sheffield, UK. A co-editor of the *International Journal of Lifelong Education*, her research focuses on social inequality in access and participation in further/higher education and through migration. Her latest publications include *Geographical and place dimensions of post-school participation in education and work* (NCVER, Australian Government, 2015).

Submissions of proposals

Contributions on the following topics would be appreciated:

1. Growth, Equity and Social Justice from a global perspective

- How have financial debacles affected adult education and learning policy?
- How are international organizations inducing reforms in adult education and learning?
- How is global governance organized in adult education and learning, and how does it affect policy in this area?
- What economic and social theories are influencing adult education and learning policy?
- What constitutes policy-relevant research in adult education and learning, and what are its methods and criteria for validity and reliability?

2. Growth, Equity and Social Justice issues in local and national contexts

- What growth, equity and/or social justice concerns are addressed by governments through adult education and learning policy-making?
- What processes are or could be used to assess the effectiveness of adult education and learning policy in relation to local or national growth and/or social cohesion?
- What types of imbalance exist in local or national adult education and learning systems (e.g. opportunities, access, benefits)?

3. Adult education and learning policy, equity and social justice

- How are equity and social justice understood, signified and/or interpreted in adult education and learning policy?
- How are inequalities and social discriminations addressed in adult education and learning policy?
- What are the implications of political, economic and social instabilities for adult education and learning policy?
- What are the effects of transnational migration on adult education and learning policy?

4. Rethinking policy models: the legacy of adult education research and practice

- How can we recover the inherently political nature of adult education and learning practice?
- How can we make operational today the lessons learned from key adult educators and practices of the past?
- How can we give visibility to marginalized and/or obliterated adult education and learning practices that *de facto* sustain more equitable and just societal societies?

Contributors need not confine themselves to the above topics. Proposals that develop themes and issues from the prior conferences of the ESREA Network Policy Studies on Adult Education are particularly welcome. Scholars from all countries are invited to submit proposals, and papers may relate to any part of the world.

Guidelines for Submission of Proposals: 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. Include title and 5 keywords.

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 Discussant.

Deadlines

All abstracts must be submitted by **19th January 2017** to esrea.psae2017@ateneo.univr.it.

All proposals will be blind reviewed by the scientific committee.

Acceptance will be confirmed by **27th February 2017**.

Final versions of papers (no more than 5000 words including references) must be submitted by **19th May 2017**. Please use the APA (American Psychological Association) reference system.

Presentations: 30 minutes maximum; at least 15 minutes will be allowed for discussion.

Language: The conference language is English.

Conference venue: The conference will be held on the premises of the University of Verona, Italy.

Conference Fees

	Early registration - payment received 6 th March 2017	Payments received after 7 th March but before 17 th April 2017
Full fee	190 EUR	210 EUR
Fee to ESREA members	140 EUR	160 EUR
Fee to doctoral students	70 EUR	80 EUR

The conference fees *include* lunch and refreshments; they *exclude* the conference dinner (see below), any airport/hotel transfers and hotel accommodation.

Bursaries: A limited number of bursaries is available to PhD students who are individual members of ESREA, or studying at institutions which have institutional membership of ESREA. To be eligible, your paper must have been accepted for the conference. Bursaries can be used to cover all or part of the cost of travel and accommodation. **N.B.** Applications for bursaries should be submitted together with the paper proposals through the Bursary Application Form that can be downloaded from the conference website, under 'Submission of proposals'.

Registration for the ESREA Conference will only be taken with full payment. Details of payment procedure will be made available at the conference website. Final date for registration: 17th April 2017.

Conference Dinner: More information will be made available via the conference website.

Hotels and Accommodation: You must book your own hotel accommodation. Information about hotels and rates will be made available via the conference website.

Scientific Committee

Assistant Professor Rosanna Barros
University of Algarve, Portugal

Professor Pepka Boyadijeva
Bulgarian Academy of Sciences, Bulgaria

Professor, Penny Jane Burke
University of Newcastle, Australia

Professor Paolo Federighi
University of Florence, Italy

Contract Professor Vittoria Gallina
University of Rome "La Sapienza", Italy

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University of Malta, Malta

Professor Julia Preece
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Professor Palle Rasmussen
Aalborg University, Denmark

Professor Kjell Rubenson
British Columbia University, Canada

Professor Henning Salling Olesen
Roskilde University, Denmark

Professor Terri Seddon
Australian Catholic University, Australia

Organizing Committee

Associate Professor Marcella Milana, University
of Verona, Italy, marcella.milana@univr.it

Assistant Professor Antonietta De Vita,
University of Verona, Italy,
antonia.devita@univr.it

Senior Researcher Paolo Landri, Institute for
Research on Population and Social Policies,
Italy, paolo.landri@irpps.cnr.it

Contract Professor Dr. Vida A. Mohorčič-
Špolar, University of Ljubljana, Slovenia,
vida.mohorcic-spolar@guest.arnes.si

Conference mail and website

All correspondence regarding the conference should be sent to: esrea.psae2017@ateneo.univr.it

For all information and updates check regularly the conference website:

<http://profs.formazione.univr.it/esreapsae2017>

Organizers and sponsors

The Conference is organised by the [ESREA Network Policy Studies in Adult Education](#) in collaboration with the International Research Centre for Global and Comparative Policy Studies on the Education and Learning of Adults ([IRC-GloCoPos](#)). The University of Verona, the Department of Human Sciences and the scientific journal [Scuola Democratica](#) sponsor the Conference.