

**ESREA Network on Between Global and Local:  
Adult Learning and Development**

**CALL FOR PAPERS**

**Local Change, Social Actions and Adult Learning:  
Challenges and Responses**

**26, 27 and 28 of June 2014**

**Institute of Education  
University of Lisbon (Portugal)**

The relationship between adult education and development, with development considered in its different understandings, has always been central in research and policy debates. In a strict sense, this relationship has focused on economic growth and the relevance of adult education for the promotion of human capital; however in a wider sense, this relationship has emphasized the different features of development, whether social, cultural, political, civic, ecological, etc., and the enlarged scope of intervention that adult education initiatives and projects may involve.

Within this relationship, the UNESCO has played a relevant role implementing several kinds of events, such as the International Conferences of Adult Education, but also the OECD and the European Union have played an important role, even if the understanding of development and adult education of these organizations is mainly centred in social and economic development. Owing to the work achieved by such supra and international organizations, public policies in adult education in many countries have been influenced by, and have reflected, such impacts in local projects and initiatives. Within these projects and initiatives, in some occasions reproduction of main guidelines was at stake in many others it was reinterpretation of orientations, which were favoured referring to the needs and problems felt by the citizens.

When approaching the relationships between adult education and development, the role of local actors (whether individual or institutional actors) and networks may reveal the possibilities and the problems that local governments and governance may present, especially when the promotion of participative democracy and emancipation is at stake. Therefore, the discussion of the social purpose of adult education and of (individual) empowerment within development projects and initiatives is relevant especially when bottom-up decision-making processes are concerned. Then, the debate upon how practices and policy orientations produced locally may influence national and global policies is a concern for those who are engaged in adult education and development within the larger frame of top-down decision-making more common in many countries and regions of the world.

**Specific axis of discussion**

With the aim of approaching such issues, the network conference includes the following wishes to examine the following themes:

- i) *the meanings of adult education and development* – from the economic to a wider understanding of development: what is the role of adult education in the promotion of local emancipatory practices and projects?
- ii) *the role of local networks and actors and the articulation with international and national settings*. are local governments and governance paradoxical contradictory

- trends forces in emancipatory and democratic adult education?
- iii) *participation of adults in local education and development activities and projects:* is the social purpose of adult education limited by a discourse of ‘empowerment’ when emancipation is most needed?
- iv) *Bottom-up and top-down decision making processes:* how can local decision concerning adult education and development influence national and global policy orientations?

### **Keynotes**

**Rui Canário** holds a PhD in Sciences of Education of the University of Bordeaux II (France). He did his aggregation at the University of Lisbon. He is Full Professor at the Institute of Education of the University of Lisbon, where he taught and researched in the field of Sociology of Education and Adult Education until he retired in February 2012. He has published widely, including books and articles in Portuguese and articles in non-Portuguese scientific journals.

**Licínio C. Lima** holds a PhD in Education and is Full Professor of Sociology of Education and Educational Administration of the Department of Social Sciences of the Institute of Education of the University of Minho. He has been involved in several adult education research organisations, was a coordinator of national and international studies related to adult education policies and practices and has published in Portuguese and in other six languages books and scientific journals.

**Alberto Melo** has a Degree in Law (University of Lisbon) and a Post-graduation in Adult Education (University of Manchester). He has wide experience in lecturing in several European universities, including the University of Algarve, as well as in decision-making structures concerning adult education at a government level and local development/civil society organisations. He was also a consultant in several national and international organisations such as UNESCO and OECD.

### **Scientific Committee**

**António Fragoso** (University of Algarve, Portugal)

**Carmen Cavaco** (University of Lisbon, Portugal)

**Emílio Lucio-Villegas Ramos** (University of Sevilla, Spain)

**Ewa Kurantowicz** (University of Lower Silesia, Poland)

**Paula Guimarães** (University of Lisbon, Portugal)

**Rob Evans** (University of Magdeburg, Germany)

### **Local Organising Committee**

**Catarina Paulos** (University of Lisbon, Portugal)

**Gabriela Lourenço** (University of Lisbon, Portugal)

**Laura Marrocos** (University of Lisbon, Portugal)

**Marcelo Marques** (University of Lisbon, Portugal)

**Maria Fernanda Marinha** (University of Lisbon, Portugal)

### **Abstracts**

Participants are invited from all fields of research on adult education and adult learning to submit an abstract addressing the following axis:

- i) the meanings of adult education and development – from the economic to a wider understanding of development: the role of adult education in the promotion of local emancipatory practices and projects;
- ii) the role of local networks and actors and the articulation with international and national settings – are local governments and governance: paradoxical contradictory trends forces in emancipatory and democratic adult education;
- iii) participation of adults in local education and development activities and projects: social purpose, adult education, empowerment and emancipation;
- iv) bottom-up and top-down decision making processes: local decision concerning adult education and development in national and global policy orientations.

Abstracts should be no more than 500 words.

The deadline for submission of abstracts is January 31, 2014.

The Scientific Committee of this conference is responsible for the selection of the submitted abstracts. Latest notification of acceptance is February 28, 2014.

Abstracts should be submitted to: <http://conf.globalandlocal.ie.ul.pt/>

### **Information for contributors of Abstracts/Papers**

A paper is proposed and submitted in the form of an abstract by one person. Up to three other people can be named as co-authors in the abstract proposal. For each participant, a maximum of two such proposals may be submitted in which the person is named as an author or co-author. The abstract proposal must indicate which of the named authors will be presenting the paper.

All those authors attending must register for this Conference.

The conference organizers will allocate a chairperson and a discussant for each paper.

Accepted abstracts will be in PDF-format available on this website.

### **Criteria for Review of Abstracts**

Abstracts for papers are welcome from all fields of research referring the conference theme. The criteria used in reviewing each abstract will be as follows:

- Should be directly related to specified aspects of adult education;
- Should make reference to a theoretical framework, involve systematic enquiry of an analytic or empirical nature;
- Background, method, results and implications should be set out clearly in a manner which is accessible to an international audience.

### **Language**

The abstract, the paper and its presentation should be in English. Simultaneous translation will not be available in plenary or paper presentation sessions.

Please bear in mind when presenting a paper that you are speaking to an international audience, the majority of whom may not be familiar with your own country let alone its adult educational system. Please avoid the use of acronyms and do not use expressions which relate to your adult educational system without providing a contextualization.

### **Papers**

Completed papers should be submitted by May 31, 2014 and sent to: <http://conf.globalandlocal.ie.ul.pt/>

The papers should be up to 5000 words.

## **Language**

The abstract, the paper and its presentation should be in English. Simultaneous translation will not be available in plenary or paper presentation sessions.

Please bear in mind when presenting a paper that you are speaking to an international audience, the majority of whom may not be familiar with your own country let alone its adult educational system. Please avoid the use of acronyms and do not use expressions which relate to your adult educational system without providing a contextualization.

## **Publication**

Submitted papers will be put on a CD (with ISBN) which will be distributed with the conference pack distributed when arriving at the conference venue.

## **Registration**

On-line at [http://globalandlocal.ie.ul.pt/?page\\_id=142](http://globalandlocal.ie.ul.pt/?page_id=142)

## **Conference fees**

*Early bird fee (On or before **May 31**)*

ESREA member: 60€

Non-member: 110€

PhD students: 30€

*Full fee (On or after **June 1**)*

ESREA member: 100€

Non-member: 150€

PhD student: 70€

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<https://pagamentos.ie.ul.pt/>

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## **About ESREA**

The European Society for Research on the Education of Adults (ESREA) promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications. Active members come from most parts of Europe.

ESREA is made up of several networks which on a regular basis have meetings at which research around certain themes is discussed. At the moment, ESREA has seven active networks, and each active network has a meeting every year.

Among these is the ESREA Network on Between Global and Local: Adult Learning and Development. This network is aimed at joining together European researchers

committed to studying the multiple relationships between community development and adult learning. Different scales of development should be analysed together, clearly identifying the global and regional/ local dimensions of them. It involves educational processes and opportunities for social change, focusing on people's autonomy and emancipation. The idea is to create a network capable of encouraging research on development in the context of globalization, through territorial and micro-scale approaches, urban and rural studies, and taking in regenerating communities, learning places and spaces, regional development and planning. Above all, all these themes can show the central role of adult learning in the processes of development.

### **About the Institute of Education of the University of Lisbon**

The Institute of Education is a new organic unit of the University of Lisbon, designed to research, train and intervene in specific problems of education and training in Portugal. Its major goal is to contribute to a better understanding of the educational and training processes, thus working towards an improvement of the quality of education and training.

The Institute of Education includes several departments among which the Research and Teaching Unit of Education and Training Policy. This Unit involves the Group of Adult Education responsible for the local organisation of this network seminar.

### **For more information**

<http://globalandlocal.ie.ul.pt>