



**UNIVERSITY OF BELGRADE
FACULTY OF PHILOSOPHY**

ESREA 9th Triennial European Research Conference

**Adult education research and practice
between the welfare state and neoliberalism**

**Hosted by the Department of Andragogy, Faculty of Philosophy,
University of Belgrade, Serbia**

September 19-22, 2019

CONFERENCE THEME

The past two decades have been marked by fundamental changes in economy, politics and ideology, reshaping significantly the concepts and practice of adult education. Technological changes, especially the increased use of information and communication technology (ICT), and marketisation and changing employment relations have increased the need for adult education and boosted certain branches and organizational forms of education and training. At the same time, many social goods have been transformed into service commodities, with an increasing tendency of state withdrawal from social services, including education, whose delivery is increasingly left to the regulation of the free market. The end of the welfare state marked the beginning of the new role of adult education, and new kind of challenges. The same tendencies shaped research and the academia, both in terms of methodology and topics, influencing the realm of scientific research on adult education.

The conference aims to explore what happens with adult education during this shift, how the post-modern world, marked by the neoliberal economies, the growing power of ICT and the privatisation of services, is influencing concepts, practices and research of adult education in its various fields (for example general, vocational, further, community and higher education of adults, literacy, education of specific target groups etc.). We invite researchers employing theoretical, empirical, historical, comparative and other approaches which explore these questions and topics to join us in Belgrade.

Event website: <http://www.aes.rs/esrea2019/>

ORGANIZERS

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

ESREA is the most important research organisation in the field of adult education in Europe. It promotes and disseminates theoretical and empirical research on the education of adults and

adult learning in Europe through its thirteen research networks, conferences and publications. See more at: <https://www.esrea.org/>

- *Department of Andragogy, Faculty of Philosophy, University of Belgrade, Serbia*

The Department of Andragogy was established 40 years ago at the Faculty of Philosophy, the oldest and most prominent institution of higher education in Serbia and among the oldest in the South-Eastern Europe (established 1808 in Belgrade). See more at: <http://www.f.bg.ac.rs/en2/andragogy>

- *Adult Education Society, Serbia*

The Adult Education Society is a non-profit civil society organization established in 2000 with the aim of affirmation, support and development of adult learning and education, promotion of lifelong learning culture and support to social inclusion and international cooperation in the field of adult learning and education. See more at: <http://www.aes.rs/en/>

KEYNOTE SPEAKERS

Catherine Odora Hoppers, South African Research Chair in Development Education, University of South Africa.

António Sampaio da Nóvoa, Faculty of Psychology and Education Sciences University of Lisbon.

Steffi Robak, Institut für Berufspädagogik und Erwachsenenbildung, Hanover.

CALL FOR PAPERS

This conference explores the topic “Adult education research and practice between the welfare state and neoliberalism” is an opportunity to gather researchers and scholars – from all adult education disciplines and sectors, from academia, policy and practice – in order to discuss how the tectonic shifts in economic, political and social models shape adult education and the main challenges they raise, considering the multiple crises – especially the crisis of the welfare state – that affect modern times.

During the last century of its history, adult education has undergone serious shifts, mostly in terms of its societal and economic role, function and value, its focus and how the ‘responsibility’ for adult education is shared amongst various social actors, and its relationship with dominant ideologies. After being associated with social movements for a long time, adult education ‘boomed’ in the seventies and eighties, experiencing slow transformation and its main paradigm became lifelong learning. This shift was also made from an emphasis on human rights and social justice issues to concerns with professional development, employment and coping with new technologies.

The economic and political framework has also experienced a shift. The ‘Keynesian approach’, which was dominant until the 1970s, understood public education as a precondition of a strong, functioning state and stable international systems, and was the economic theory that, to a large extent, underpinned the European understanding of the welfare state, and which led to the intensive development of adult education in many countries. From 1990 on, the ‘Washington

consensus' changed the focus onto the notion of human capital which understands education primarily in relation to its role in promoting economic growth. Not only did the marketisation and privatisation of education become mainstream, moreover, adult education was understood as the service offered to the customers, and the role of the state was to facilitate this process of neo-liberalization.

Under the circumstances shaped by both Keynesian and Washington-consensus, a variety of hybrid social practices have been developed and various combinations and alternatives have been found (more or less neo-liberal, with varying notions of role of the state, with dominant or limited commercial values etc.) creating a broad range of adult education forms and mixed approaches to theory and practice of adult education.

In that context, considerations of two major discursive points of orientation in recent social history – the welfare state and neoliberalism – and their various alternatives and derived approaches, and how they impacted adult education, could be explored from multiple points of view: the philosophical approaches they imply; the economic principles and practices they promote; the policy and political environment they create etc. The conference invites to discuss the different meanings of these and related concepts, their various usage and understandings.

These developments have been followed closely by ESREA researchers, who have examined various aspects of these changes. Recent ESREA network conferences have focused on many aspects of these significant social, economic and political shifts:

- The network 'Active Democratic Citizenship and Adult Learning' – explored how adult education can support the struggle for democracy in precarious times;
- The network 'Education and Learning of Older Adults' analysed well-being in the world today and how education and learning can help older people to achieve it, and also how older people can find a 'voice' and take an action through learning for creativity;
- The network 'History of Adult Education and Training in Europe' took us back to the roots and the influential figures of 19th and 20th Centuries - initiators, leaders or inspiring examples in European adult education;
- The network 'Interrogating Transformative Processes in Learning and Education' was also dealing with the contemporary dilemmas around the meanings, theories and practices that are involved in the understanding and facilitation of transformative processes;
- The network 'Migration, Transnationalism and Racisms' prioritised one of the burning issues of the modern world - anti-racist adult education, and how to build solidarity;
- The network 'Between Local and Global: Adult Learning and Global Communities' examined national tensions and transnational challenges in a world on the move; and also critically examined bridges and gaps in global policy of Education 2030 and its impact on local communities;
- The network 'Life History and Biography' concentrated on personal aspects and how modern togetherness could cause discontent, and looked into the world we live in and the discourses we live by;
- The network 'Access, Learning Careers and Identities' enquired into learning contexts and its implications for access, learning careers and identities;
- The network 'Adult Educators, Trainers and their Professional Development' considered if the social change is still part of the mission of adult educators and their learning journey;

- The network 'Gender and Adult Learning' explored various issues related to gender – from history, philosophy, methodology and practice, related to the topics of diversity and intersectionality;
- The network 'Policy Studies in Adult Education' dealt with the urgent problems of the adult education policy – its sustainability, as well as equity and social justice.

All these issues can be linked to an analysis of the post-modern world, characterized by continuous changes of economic and social factors, sped up by information and communication technologies, and have had a significant influence on why and how adult people learn. Further, the question of responsibilities and priorities in adult education, the power of single actors/institutions and their hidden agendas should be examined. Serious questions need to be asked about changes in modern education structures and institutions, that once provided the stable foundations for well-ordered modern societies, and the far-reaching consequences this has had for individuals and communities. Beside the analysis of the development of these processes, the issue is also to determine what are the consequences for adult education, when conceived as a social movement, based on solidarity and common values? Is the disintegration of social structures and social services traditionally provided by the state, together with the disappearance of the network of social bonds 'killing' adult education as a source of transformative power in communities and societies? Is there space for adult education in national and global policies, in international cooperation and aid, in local and community programmes?

With the disappearance of the welfare state, provision of adult education tends to be marked by consumerism with decreasing role of the state and increased regulation through the free market. The organizers of this conference would like to invite you to explore the consequences of these developments for adult education. Are there adult education sectors that benefit from such global economic and technological changes? What happens to specific and delimited areas of adult education (such as literacy or community education)? How far is research in adult education affected by these developments? Are vocational education and training of adults, career development and employment orientated adult education, cognitivist approaches to the learning of adults, distance and online learning benefiting from such developments? What are the risks inherent to these mutations? From a theoretical perspective, what may be the conceptual attempts to ground and shape new models of holistic, inter-sectorial approaches?

An important question in the 'context of disappearing context' as the consequence of globalisation of information and communication technologies is: can it be seen as a significant opportunity for adult education to be more inclusive, to reach-out more diverse groups, or to become more efficient? Or are there new pitfalls linked to the shift of responsibility for education to the individuals and the reduction of public investments in education?

Lifelong learning as the dominant paradigm and the main framework for adult education was seen as a contribution of the humanistic, learner-centered approach. Did it turn to the opposite – a mean to turn individuals into selfish, competitive users of adult education as a commodity? Was adult education defeated by the entrepreneurial character of lifelong learning? ESREA networks have been exploring this paradigm shift. Since this tendency continues, and adult education is disappearing from the policy agendas, national and global financial schemes and moving away from the visions of the purpose of adult education offered by founding figures in adult education research, it is of the utmost importance to explore the causes, mechanisms and the consequences of varied conceptualizations of adult education and to offer research views and arguments about the importance and the role of lifelong learning.

Many of the recent ESREA conferences focused on the existence of multiple crises (e.g., political, economic, social, cultural) as an important feature that characterizes the last decades, providing significant findings and arguments on single aspects of the crises. The persistence of the issue, especially in the increasingly neoliberal context, requires further exploration: What are the factors that can turn crises into opportunities for adult education? How have different sectors reacted and what are the consequences for various target groups (women, minorities, migrants, older people, etc.), for providers, policy makers and researchers? We are facing potentially disruptive changes and witnessing how hegemonic discourses are bringing us away from the essence of adult education, so there is a need to reflect it and to explore possible ways out of the crisis, or at least to open some hope of discussing findings that help build alternatives.

Papers and contributions exploring various aspects of these multifold issues and connections between modern economy, ideology and politics, on one hand, and adult education as an opportunity for changes and a transformative force, on the other hand, are welcome.

ESREA Triennial conferences aim to create space for the critical examination of the crucial problems of our times, and 'transitional times' seems to become permanent, generating incessant changes creating more risks than opportunities. Therefore, ESREA seems to be a kind of research bulwark, or flagship, that is inclusive of various approaches and also seeks to re-equilibrate what is happening in the field nowadays.

The conference will be an opportunity to meet many ESREA colleagues and networks. ESREA is the most important network of research organisation in the field of education and learning of adults in Europe. It promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications, following its mission to support the advancement of high-quality research on the education and learning of adults in Europe.

The conference topic speaks directly to the experiences and interests of colleagues from Eastern and South-Eastern Europe. Adult education has deep roots in the region, and some adult educators have played an important role internationally as the carriers and promoter of the conception of Andragogy. Moreover, these countries were/are exposed, especially after the fall of communism (and its specific 'understanding' of the welfare state), to the political and economic wave of neoliberalism, that wiped out many of the adult education structures and practices. Neoliberalism was offered and often imposed as the most rapid mean of transformation of the economic system, leading to commercialization and privatization. The conference invites to reflect these processes, and to look at how to balance: adult education traditions with the challenges of modern technological and economic development; and adult education as the tool for economic growth, employment as well as for democracy, human rights and social inclusion. The whole range of issues related to the 'transition', modernisation and European integration in and through adult education, experiences of colonisation and liberation, modern post-colonial education policy transfer etc. need careful attention in the East and South-East European context.

Contributions from colleagues outside of Europe are also very welcome.

The conference will include keynote speeches, plenary sessions and presentations and discussions in parallel groups, as well as through various workshops, round-table discussions, symposia, exhibitions and exchanges. Through the celebration of the 211 years of the University of Belgrade and 40 years of Andragogy Department, participants will have the chance to meet national academic community, known also as the 'cradle of free, critical thinking' in the turbulent events throughout the history of this part of South East Europe. Optional tours will be

available, offering the possibility to learn more about Belgrade, Serbia and the Balkans.

Participants at the ESREA conference are invited by the host, Faculty of Philosophy, to take part in the festivities celebrating 40-years anniversary of the Chair for Andragogy and Study Group for Andragogy, which will take place during the conference, culminating on Saturday late afternoon in the 'festive Akademie' to be held at the Faculty and the conference dinner on Saturday evening.



SCIENTIFIC COMMITTEE

- **Katarina Popović**, University of Belgrade, Serbia
- **Fergal Finnegan**, Maynooth University, Ireland
- **Laura Formenti**, University of Milano Bicocca, Italy
- **Miomir Despotović**, University of Belgrade, Serbia
- **Aleksandra Pejatović**, University of Belgrade, Serbia
- **Sabine Schmidt-Lauff**, Technische Universität Chemnitz, Germany
- **Balasz Nemeth**, University of Pecs, Hungary
- **Andreas Fejes**, Linköping University, Sweden
- **Bernd Käpplinger**, Justus-Liebig-Universität Gießen, Germany
- **Barbara Merrill**, University of Warwick, UK
- **Georgios K. Zarifis**, Aristotle University of Thessaloniki, Greece
- **Simona Sava**, University of Timisoara, Romania
- **Maria Gravani**, University of Cyprus, Cyprus
- **Michel Alhadeff-Jones**, Columbia University, NYC
- **Emilio Lucio-Villegas Ramos**, University of Seville, Spain
- **Cristina Vieira**, University of Coimbra, Portugal
- **Jyri Manninen**, University of Eastern Finland, Finland
- **Marcella Milana**, University of Verona, Italy
- **Adrianna Nizińska**, University of Gothenburg, Sweden
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SUBMISSION PROCEDURE

The organisers welcome submissions in the form of Papers, Posters, Roundtables, Symposia and Workshops. Please clearly indicate at the beginning of the abstract which type of session you wish to do. Only limited number of roundtables, symposia and workshops will be accepted.

While it is allowed to submit maximum two proposals per person as the presenting author, it is possible for you to be listed as the co-author on several other persons' submissions as long as you do not seek to co-present the session.

Paper and poster

Paper and poster presentations proposals should be no more than 500 words and include, beside the general information, information on: aims/objectives; main perspective/theoretical/conceptual framework; methods, research design, mode of inquiry; data sources or evidence; results and/or conclusions; its significance in connection to the conference themes.

Roundtable

A Roundtable proposal should include a 500 word summary of the overall aims/objectives of the session; a description of how the session will be structured; a 100 word description of the contribution of each participant; and its significance in connection to the conference themes.

Symposium

A Symposium should include a 500 word summary of the overall proposal specifying aims/objectives; main perspective or theoretical/conceptual framework; significance in connection to the conference theme, and a description of how the session will be structured, and a 200-250 word description of each individual presentation.

Workshop

A Workshop proposal should include a 500 word summary describing the objectives, planned activities, significance in connection to the conference theme, theoretical background, and a list of equipment or room set-up requirements. Maximum duration of workshops is 90 min.

The deadline for submission of abstracts is **15th March 2019**. Guidelines for abstracts: <http://www.aes.rs/esrea2019/>

The Scientific Committee of ESREA 2016 is responsible for the selection of the submitted abstracts. Please make sure that your submission contains following elements:

- the title
- type of session
- the name and e-mail address of each author (indicating which one will be presenting and/or communicating with the Organizer)
- abstract in Word format

Abstracts should be submitted to esreabelgrade@gmail.com

The abstract, the paper and its presentation should be in English. Simultaneous translation will not be available in plenary sessions. However, where possible, in line with the ESREA language policy, efforts will be made to provide some translation in the parallel sessions. The Organizer reserves the right to decide about the time and order of the presentations.

All authors attending must register for the ESREA 2019 Conference. Link for registration:

https://docs.google.com/forms/d/e/1FAIpQLSchwO_i9eAdiK_mSNcFx6KOUbPZsPRUu97VvUGwqpWcR-0ZHw/viewform

Submitted abstracts will be made available to the participants electronically well before the Conference. Full papers will be available online before the Conference. Selected papers/contributions will be published after the conference.

IMPORTANT DATES

23. 4. 2019	Early bird registration ends (after this date the higher fee will apply)
22. 6. 2019	Final deadline for registration and payment of the conference fee
31. 7. 2019	Deadline for the submission of the final papers

FEES, BURSARIES AND PRIZE

Non-members: Early Birds € 200, later € 250; Members: Early birds: € 150, later € 230;
PhD students: Early Bird € 70, later € 100.

Bursaries for the graduate students will be available.

There will be a PhD prize for the best PhD student paper.

PhD Conference

Pre-conference for PhD students will be organized on September 19th, as a day-long event and it will be included in the fee.

As a way to support graduate student's participation in the conference, there will be bursaries for PhD students. To be able to apply, one needs to be a graduate student (e.g. doctoral student, Masters student); a member of ESREA (either individual or covered by an institutional membership) and have had a paper accepted for the main conference.

CONFERENCE VENUE

Faculty of Philosophy, University of Belgrade is the oldest and most prominent institution of higher education in Serbia and among the oldest in the South-Eastern Europe – it has been established 1808 in Belgrade. *Department of Pedagogy and Andragogy* has its roots in the first systematic lectures about popular education and learning at the Faculty of Philosophy in 1934/35 and 1935/36.

The Chair for Pedagogy as an independent part of the Faculty of Philosophy was established in 1950 and later became the Department of Pedagogy in 1962.

In 1961/62 Andragogy (adult education) was introduced for the first time into curriculum of Group of Pedagogy. There were some common courses (2 years), obligatory for all students of Pedagogy, and after that one of three majors could be chosen ('Theory of Adult Education with Methodologies of Adult Education' was one of them).

In 1979 the Study Group for Andragogy was established as the separate entity within the Department of Pedagogy and Andragogy.

At present, the Faculty of Philosophy teaching staff employs approximately 255 professors who work with 6000 students at all academic levels (Bachelor, Master and doctoral programs) for nine different renowned departments. The Study Group for Andragogy employs 18 professors and assistants. Most of them are engaged as researchers in the projects of the Institute for Pedagogy

and Andragogy at the same Faculty.

Today, the Faculty of Philosophy is not only a place where lectures and science projects are being conducted; today, the Faculty of Philosophy is a place where students gather, a place of debate and sporting events, a place of book launches and conferences, a place of for the exchange luminous ideas, a place of civil courage where students and civic protests for freedom and democracy have occurred.

The Faculty is located in the very heart of Belgrade, in the pedestrian zone, 18-20 Čika Ljubina Street, Belgrade, 11000. There are numerous hotels around and in the heart of the centre.



Belgrade, the capital of Serbia (Beograd - White City”) is one of the oldest cities in Europe and the only one built at the confluence of the Danube and Sava rivers.

Belgrade is a modern European city with population of about 1.7 million people. It is an administrative, political and cultural center of the country, but since it has been inhabited from ancient times, you can find archaeological sites and traces of the long history in the city.

Belgrade is known as “the city that never sleeps” – famous for its vibrant nightlife and the vast variety of options it offers for having fun – floating clubs on the rivers and Skadarlija (the bohemian area) and plenty of good food everywhere.

The city is growing, and when it has crossed the river Sava, it became “new”. New Belgrade (Novi Beograd) and this is the center of business in Serbia. The headquarters of numerous international companies can be found there, but also major shopping malls and the Belgrade Arena – the largest event hall in the Balkans – that has already hosted some world-famous events like the Eurovision song contest, Summer Universiade, and the Davis Cup finals.

Skadarlija is one of the places that you shouldn’t miss on your Belgrade tour. It is located in the

heart of Belgrade, the old, romantic and bohemian, known in history and legend, and it lives more than a century in many songs, interesting stories and anecdotes as well as in many literary and journalistic writings. This magical part of Belgrade , beloved corner of poetry and romantic history, famous for its wooden cobbles , gas lanterns among the trees in bloom , the famous houses and taverns , where famous writers , journalists, actors, directors, musicians, singers , painters and other merry-makers spent many pleasant evenings. Today Skadaliya is one of the key tourist attractions of Belgrade. It is under state protection as a cultural monument. In this neighborhood there are a handful of restaurants where you'll be able to really experience the traditional Serbian cuisine. There are also galleries, antique shops and souvenir shops.

In Belgrade you can also find one quite special monument – “The house of flowers” (Kuća cveća). It is the burial place of Josip Broz Tito, the former president of Yugoslavia and a person that has marked the second half of the twentieth century in this part of the world.

Faculty of Philosophy is located in the heart of the city - Knez Mihailova pedestrian zone with shops and numerous cafés can be reached in a minute. The majority of Belgrade’s historic sights, museums, galleries and theatres can be reached on foot.

The most frequently visited place in Belgrade by is Kalemegdan fortress, built on the confluence of two rivers, where the remains of the old fortress and city are located within the huge green area almost in the city center.

Belgrade is well-connected – many international airlines have regular flights from/to many world destinations from the “Nikola Tesla” airport.



We are looking Forward to Welcoming You!

The Organising Committee of ESREA 9th Triennial European Research Conference

