



ANDRAGOGIKA



FILOZOFICKÁ FAKULTA  
Univerzita Karlova



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

## Adult Education and Learning Policy in a World Risk Society

16<sup>th</sup>–18<sup>th</sup> May 2019

Charles University, Prague, Czech Republic

### *Second Call for Papers*

The world of adult education and learning is deeply entwined with *modern risks*, a central concern in social theory and social science research. For Ulrich Beck, the late 20<sup>th</sup> and early 21<sup>st</sup> centuries are characterised by the rise of old and new forms of risk, and by crises at diverse levels. These include social, economic, political, cultural, environmental and other types of risk that affect the existence of, and interactions among, individuals, communities, organisations, states and transnational actors.

Although authors like Beck have not systematically elaborated the topic of risk for the field of adult education and learning, modern risks are a fundamental concern for policy research in this area for at least two basic reasons. First, adult education and learning have been a political issue for decades, within both “lifelong education” and “lifelong learning” discourses. Second, as political issues adult education and learning are closely interrelated with such institutions and phenomena as politics, democracy, work, culture, economics, communication, life style, and family – the central “arenas” in which risks emerge and develop.

Of relevance to the field of adult education and learning policy is the development of risks in the areas of knowledge, science or policy. This affects not only to policy narrowly-defined – formulated and

implemented by professional politicians and nation-states – but also policy in the broader sense that becomes itself the subject of political debate. Only in this way can the paradoxical perception that we are living in a different world from that we actually inhabit be overcome. This can be the source of maladaptive responses, such as globalism, which applies economic approaches to all kinds of issue, and anti-modernity, an effort to avert the globalization process by returning to different forms of nationalism.

Adult education and learning policy may ignore contemporary risks, or it may respond to them in adequate or inadequate ways – causing to them, exacerbating them, addressing or even preventing them. This area is the central concern of the 2019 conference of the ESREA Network on Policy Studies in Adult Education.

The notion of risk is conveyed – simultaneously – elements of both pessimism and optimism; there are potential pathways from a (world) risk society to the reinvention of politics and a new cosmopolitan order. Specific forms of this new order continue to be contested in numerous locations and at numerous levels. Future development also raises how far we can develop reflexivity, a capacity to question social reality along with our own ways of grasping reality.

## *Keynote speakers*



### **Negotiating risk and hope in modern societies: Adult education as a democratic resource**

Palle Rasmussen

Palle Rasmussen is professor of education and learning research in the Department of Learning and Philosophy, Aalborg University, where he directs the Centre for Education Policy and Evaluation Research. His research areas include education policy, adult education, lifelong learning, evaluation methodology and broader social issues. He has led or participated in several research projects on adult education, and he has written on the development of EU education programmes and been active in several European research networks.



### **Calculating Risk: International Organisations and the Construction of Governing Utopias**

Sotiria Grek

Sotiria Grek is senior lecturer in social policy at the School of Social and Political Science, University of Edinburgh. She works on education policy, transnational policy learning, the politics of quantification, knowledge and governance. She has co-authored (with Martin Lawn) 'Europeanising education: governing a new policy space' (2012, Symposium) and co-edited (with Joakim Lindgren) 'Governing by Inspection' (2015, Routledge). She was recently awarded a European Research Council Starting Grant (ERC-StG-2016) to study 'International Organisations and the Rise of a Global Metrological Field' (2017–2022).

## *Submission of proposals*

Contributions on the following topics would be appreciated:

### *1. Risks related to polity changes*

- What kinds of risk are associated with new reshaped relationships of power and policy making (e.g. the end of the monopoly of traditional politics in adult education and learning policy making)?
- What is the real influence of international organizations on country-level education policies, and what are the implications of under- or overestimating that influence?
- Who is responsible for the impacts of implementing adult education and learning policy in specific national/regional contexts?

## *2. Role of expertise in policymaking and the transnationalization of adult education and learning policy research*

- What is the influence of expertise on adult education and learning policy-making, and what are the causes and effects of failures in different forms of expertise?
- What are the new forms of transnationalized academic research in adult education and learning policy (theoretical concepts and research methods applied, values emphasized)?
- What do we know about new transnational forms of adult education and learning policy expertise produced outside the academia (theoretical concepts and research methods applied, values emphasized)?

## *3. Education policy and new social risks*

- How can adult education and learning policy contribute to community integration today?
- What is the role of new social risks in contemporary adult education and learning policy (e.g., issues of risk distribution and legitimization)?
- What are the opportunities and threats of treating adult education and learning as a social right or obligation?

## *4. Reflecting risks and the need to learn as a source of inspiration for adult education and learning policy-making*

- To what extent is there a correspondence between, on the one hand, the ways adult individuals reflect risks and respond to them in their learning, and, on the other, adult education and learning policy?
- To what extent can the debates and social practices that exist in civil society and the political public sphere inspire the making of adult education and learning policy?
- To what extent, and in what ways, can particular forms of adult education and learning policy support the development of civil society?

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 a Discussant.

## *Deadlines*

All abstracts must be submitted by **18<sup>th</sup> December 2018** to [esrea.psae2019@ff.cuni.cz](mailto:esrea.psae2019@ff.cuni.cz)  
All proposals will be blind reviewed by the scientific committee.

Acceptance will be confirmed by **15<sup>th</sup> February 2019**.

Final versions of papers (no more than 5000 words including references) must be submitted by **25<sup>th</sup> April 2019**. 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 in Prague, Czech Republic, on the premises of the Faculty of Arts, Charles University.

## *Conference Fees*

	<b>Early registration – Payments received by 22<sup>nd</sup> February 2019</b>	<b>Payments received after 22<sup>nd</sup> February but before 31<sup>st</sup> March 2019</b>
<b>Full fee</b>	180 EUR	200 EUR
<b>Fee for ESREA members</b>	130 EUR	150 EUR
<b>Fee for PhD students</b>	60 EUR	70 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. Applications should be submitted on the bursary application form by the deadline for paper proposals. Bursaries can be used to cover all or part of the cost of travel and accommodation.

**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 is **31<sup>st</sup> March 2019**.

**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***

Lecturer Ellen Boeren, University of Edinburgh, United Kingdom

Professor Pepka Boyadjieva, Bulgarian Academy of Sciences, Bulgaria

Contract Professor Vida A. Mohorčič-Špolar, University of Ljubljana, Slovenia

Associate Professor Annette Rasmussen, Aalborg University, Denmark

Professor Michael Schemmann, University of Cologne, Germany

Professor Stanislav Štech, Faculty of Pedagogy, Charles University, the Czech Republic

Professor Licínio C. Viana Silva Lima, University of Minho, Portugal

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## ***Conference e-mail and website***

All correspondence regarding the conference should be sent to: [esrea.psa2019@ff.cuni.cz](mailto:esrea.psa2019@ff.cuni.cz)

Website: <https://sites2.ff.cuni.cz/esrea2019>

## ***Organizers***

The Conference is organised by the [ESREA Network Policy Studies in Adult Education](#) in collaboration with the Department of Adult Education and Personnel Management, Faculty of Arts, Charles University.