Editors’ Note

In preparation of the second ReNADET meeting that will be jointly organized in Tallinn with the VET & Culture Network, our convener Larissa Jõgi and her colleagues in the University of Tallinn organize a very special event that will be close to no other in terms of paper presentations and plenary discussions. The idea is to organise three flow sessions. Each flow session will have 3 to 6 cafés and guests can visit all of them in one session. Presenters-hosts will share their ideas with all conference participants in this way. Café hosts will have 20-15 minutes for presenting and the same amount of time for discussion with their “guests”. And then they will get new guests in their café and hear their thoughts, and so on. Hosts may take notes from the discussions for later on conclusions. Café hosts may also use handouts or other presentation techniques in their cafés e.g. computers, posters, photos, iPads etc.

The idea of the learning café is not a new one in seminar and meeting organizing. It is a simple, effective, and flexible format for hosting immediate and participatory dialogue in large groups of people. Learning cafés can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event’s unique invitation, design, and question choice, but the following five components comprise the basic model:

1) Setting: Create a “special” environment, most often modelled after a café, i.e. small round tables covered with a checkered tablecloth, butcher block paper, colored pens, etc.
2) Welcome and Introduction: The host begins with a warm welcome and an introduction to the learning café process, setting the context and putting participants at ease.
3) Small Group Rounds: The process begins with the first of three or more 15-minute rounds of conversation for the small group seated around a table. At the end of the 15-minutes, each member of the group moves to a different new table. The host will stay at the table to welcome the next group and briefly fills them in on what happened in the previous round.
4) Harvest: After the small groups, individuals are invited to share insights or other results from their conversations with the rest of the large group. This will take place in what Larissa and her team introduced as an ‘Open Space’.

Open space is one way to enable all kinds of people, in any kind of organization, to create inspired meetings and events. Over the last 20+ years, it has also become clear that opening space, as an intentionional leadership practice, can create inspired organizations, where ordinary people work together to create extraordinary results with regularity. Open Space works best when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high, and the time to get it done was yesterday. It’s been called ‘passion bounded by responsibility’, the energy of a good coffee break, intentional self-organization, spirit at work, chaos and creativity, evolution in organization, and a simple, powerful way to get people and organizations moving — when and where it’s needed most.

This and another handful of small surprises (including a theatrical drama event as a group dynamics exercise) is what we are promised by Tallinn. We look forward to it!

The Editors
Adult Education in Portugal

by, Prof. Eylem Kaya

Through modes of life in which everything is changing rapidly, one of the most significant scopes of this change is education, and more as a growing movement of today’s global world and a progressive force in a community is Adult Education. For many years, a tremendous importance has been attached by the researchers, educators, trainers etc. to this area by ever widening range of the approaches in many countries. The undisputable remark is often quoted on the urgency of education adults for the name of promising tomorrows in terms of the learning how to resist the repressive circle of the existence in this globe. However, looking through the knowledge and ability attainment within the framework of this aforementioned rapid change in education is a somewhat confusion since the philosophy of education new designed in a spherical shift has rather an illusive aspect and conceiving that at first glance is an uneasy process forsooth. In the philosophy point at issue, the perplexing first starts with the diversification of the terminology concerning the ambit of education via creating such kind of an ambiguity and image as if exploring a new world in the area.

The Historical Frame

After almost 50 years of authoritarian political rule (1926-1974), the democratic revolution of April 25, 1974 is not only a political but also an educational turning point for the country and more a big hope especially for Adult Education which has been neglected within the dependence of education on political whim and expediency for years, however soon later it was no more out of the political agenda and the subject of the educational policies during the first term of the revolution, 1974-1976. As the popular education initiatives of 1974 and 1976, basic adult education was included in the National Literacy and Adult Basic Education Plan was promoted between 1979 and the mid 1980s, moreover the education and training systems in the EU were being considered in the light of the global changes of the capitalist system and after becoming a member state of the European Union in 1986, Portugal followed the trend, since then, it was felt that the economic structure was not meeting the requirements of the world economy, for this reason the expectations of this society in relation to education were reconfigured in line with the new demands of the integrated economy of the EU (Guimarães, 2009).

The Structural Frame

Emphasizing basic adult education within the current framework of national education policies were applied under the three modalities: Second-Chance Education, Out-of-School Education and Adult education and Training courses all focusing on mainly certification of school attainment as well as professional certification. From the these three initiatives, Second-Chance Education has been designed for the individuals who were at the age of 16 or over 18 and did not finish his/her compulsory schooling or post-compulsory education. The aim of Out-of school education is fostering the development of knowledge and skills through either formal or non-formal actions especially for the ones who did not complete their compulsory schooling. Besides, Out-of-School Education differs from Second-Chance Education, in terms of not conferring school certification but having a wide range of programmes and variety of organizations such as Ministry of Education Agencies, Local Government Bodies, Popular Education Associations, Cultural and recreation Associations, Student and Youth Groups, Trade Unions, Workers’ Committees, Civic and Confessional Organizations (Castro et al., 2006). As the third, Adult Education and Training Courses also called EFA courses and based on a curricular organization, on specific subject matter and on a flexible pedagogic structure has had a contribution by providing integrated education and training for people who are over 18 preferably women, unemployed and those regarded as underprivileged who did not complete their compulsory education; seeking to reduce the number of adults with low school and vocational qualifications; bolstering lifespan education and training and getting the innovative nature of the relationship established between the trainers, within the context of the training team and between the trainers and trainees (Oliveira, 2004). Carrying out a national survey on literacy in Portugal in the second half of the 1990s led to a realization of some urgent issues which should be taken into consideration by the authorities such as the low levels of school attendance and qualification and insufficient function of all in the society. Then, the Portuguese participation for the 5th International Conference on Adult Education held by UNESCO (Hamburg, July 1997) became another key point of forming a Task Force for the Development of Adult Education in the name of revitalizing adult education in Portugal by underlining the necessity of preparing the future and simultaneously correcting the past and the requirement of the promotion of adult education as a real political priority for the Government of the Nation (Melo, 2004). Furthermore, when looking through the statistics done by National Statistics Institute for 2001, 62.2% of adults in Portugal had not completed their basic compulsory education (currently 9 years but 12 years in 2009/2010), and some differences according to the age groups had been observed as well, for example; 77% of 45-65, 58% of 25-44 and 46% of 18-24 year-old citizens. Under the need of pursuing a development and decentralization policy and as the result of a specific programme "Know + Programme to the Development and Expansion of Adult Education and Training", an independent structure for adult education and training called ANEFA (The National Agency for Adult Education and Training) was formed in the favourable circum-
stances provided mainly by the European Union funding in 1999 and controlled by the Ministry of Education and the Ministry of Labour and Solidarity. November 2000 was the date for the start of National System of Recognition, Validation and Certification of Competences coinciding with the opening of the first six centers of recognition, validation and certification of competences launched by ANEFA in Portugal. This initiative aimed the upgrade of the low level of certification an qualifications of the Portuguese Population who were eighteen and over to be oriented through this recognition, validation and certification of competences process acquired in different contexts, whether formal, non-formal or informal (Oliveira, 2008). How hopeful being established of ANEFA was for the country on the way of growing adult education and training activities, but all happened in a short time of existence and ANEFA was abolished in 2002 because of the governmental change in Portugal, since that time, its programmes have been supervised by The Vocational Training Directorate. In 2006, New Opportunities Initiative was started to be able to increase the minimum level qualifications for the youth and the adult and to qualify a million of them by 2010 as appointed in “Lisbon Strategy”, soon after New Opportunities Centers dependent on EU funding and now with a total number of 425 in mainland Portugal and Madeira (one of the two autonomous regions of the country) were opened. In these centers, 18 year-old or over who have not completed 4, 6, 9 or 12 years of school education (basic, secondary, vocational), or want to have a professional qualification are integrated with the praxis. Later, within this political framework, The National Agency for Qualification called ANQ controlled by Ministry of Education and the Ministry of Labour and Social Solidarity was founded in 2007. The mission of ANQ is not only to manage and develop National System of Recognition, Validation and Certification of Competences but also to coordinate the implementation of policies concerning the vocational education and training of the youth and the adult. In this context, supervision of the system depends on ANQ, but the actions of education and training are implemented by different public or private organizations (e.g. business, local development, municipal, voluntary associations, enterprises, vocational training centers, schools). The future perspectives of ANQ for Adult Education are to assure the accomplishment of the proposed results up to 2010, to put into action the structural funds for qualification up to 2013, to fight the qualifications structural deficit of the Portuguese population, namely the scholar drop out and failure, as well as qualifying adults through double/integrated certification pathways (ANQ, 2008).

The Functional Frame

For future, these initiatives applied to upgrade of the low levels of qualification in Portugal may be questioned in terms of their clearly favouring a market oriented approach, whereby participation in educational programmes has its own price, and forming inequalities and consequently giving a harm to active participation in the development of a democratic citizenship. Moreover, funding of the Centers dependent of the certified adults and not acting for the adults’ best interests but for the best and quickest way of achieving quantitative goals are significant points to be taken into consideration while educating and training (Oliveira, 2008). Nevertheless, adult non-formal education has not really been considered in the national plan of the Ministry of Education, nor has it been considered a necessary piece in the democratization of democracy and neo-liberal welfare reform strategies may again deeply affect the remaining adult education sectors in Portugal, refusing to adopt a national policy and to build on a coherent and autonomous system of public adult education. It also gradually lost its identity and became the object of a process of fragmentation, dispersion and subordination to the rationale of education in a school setting and to the interests of a quasi economic modernization and business competitiveness (Lima, 2004). On the other hand, the interference of the two basic sectors- the State and the Market with education has brought forth the concept of the third sector frequently depoliticized, starting from a sectorial and fragmented view of the totality of the social. At this point, NGOs which represent the dynamic part of the civil society through the role of new intermediaries between the society and the state and where social initiatives specially focusing on education are regulated by de-centralizing the system come into question and whether they really care for the concept of human rights or the concept of trade in learning should be kept in minds (Lima, 2006).

Concluding Remarks

It is clear that the continuous need of having qualification and competence not only for Portuguese people but also for all in the name of coping with the challenges of modern life, especially ones relevant to technological affairs, has been stated within the integrated economy of the EU and globalized pattern of lifelong learning. Unsurprisingly, present context of the change in economy meaning the change in education shows that the only way of keeping up with all these changes is learning, whereby the responsibility of such a learning shifts from the state to the individual. Hence, this learning means just earning since the motto here “the more you learn the more you earn” is the first thing that should be learned and always remembered by people in today’s world. The idea behind all these efforts come up with Neo-Liberal strategies of the welfare states incrementally serve for the advantageous class who already has the chance of having better education, not for the disadvantaged one who has already mischance of lacking in that albeit, and within this frame, unfortunately Adult Education has been accepted as being one of the core parts of those Neo-Liberal initiatives applied on worldwide stage, then again, the aim of this kind of education is not designed for dealing with the social and cultural transformation of the societies via democracy and active citizenship or increasing the quality of human beings and equality of sharing, but for creating a system and sector fed with the inequalities of the present conditions and setting an ambit which advocates the system rights not
advocating human rights. On the one hand, education no matter for adults or not is the education if it verily has a quality in its own which converts the inequalities of conditions to the equalities for people in a humanistic way sure on behalf of social inclusion not the exclusion and forming a fair society and social justice, on the other hand, education if it produces new inequalities in stead of eradicating the present ones is not the education real. In this context, maybe the question of why there was no Adult Education domain in the diagram of the Portuguese Education System enacted in 1986 reminds the reality that there should be a regular state system which only changes in case of public need not of government desire in any country and really has a public policy for each kind of education domain since Adult Education is one of the most significant and indispensable of them as well. which only changes in case of public need not of government desire in any country and really has a public policy for each kind of education domain since Adult Education is one of the most significant and indispensable of them as well.

References

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If you are interested in developing your experience and skills in educating adults, this programme will give you the opportunity to learn in a rigorous and supportive environment. You will have a chance to undertake a significant placement in an organization of your choosing, and to gain knowledge of the practical aspects of working with adult learners. As a postgraduate qualification, the programme also introduces the history and philosophy of adult education in Scotland and internationally.

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**KATARINA POPOVIC**

**A DISTINGUISHED ADULT EDUCATOR**

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The freedom to learn lies at the heart of all great civilizations. It is a prerequisite to our other freedoms of speech, assembly, and worship. Indeed, education is the shield that arms our citizens against political tyranny and economic impoverishment. While learning is an instinct, it is one that must be nourished and cultivated, and it is in this garden of the mind that the inductees of the International Adult and Continuing Hall of Fame have labored.

The International Adult and Continuing Education Hall of Fame has been created not only to honor leaders in the fields of continuing education and adult learning, but to serve as a record and inspiration for the next generation of continuing education leaders. Election to the Hall of Fame acknowledges that these men and women have made distinguished contributions to the field of adult and continuing education. Each has provided a crucial nexus between resources and learners.

The story of the International Adult and Continuing Education Hall of Fame officially began with the desire to provide a mechanism to honor and document contributions of the past to better build the future. Dr. Thurman J. White began the discussion of this idea with current leaders and officers of several associations and organizations. In 2011 sixteen adult and continuing education colleagues from around the world were inducted into the International Adult and Continuing Education (IACE) Hall of Fame on April 7, 2011 in Toronto, Canada, in conjunction with the University Professional & Continuing Education Association’s Annual Conference (UPCEA). The UPCEA is the largest single gathering of higher education professionals who develop, implement, and promote professional and continuing education and online learning in North America. Katarina Popovic our colleague from the University of Belgrade and ESREA member, was among those who were inducted in the International Adult and Continuing Education Hall of Fame this year.

**Congratulations Katarina!**

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**INTERESTED IN ADULT EDUCATION AND VET RESEARCH IN EUROPE?**

You will find useful information and many activities of European Networks other to ESREA|ReNAdET by visiting the websites below

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- **WIFO Gateway to Research on Education in Europe**

- **Network to Support VET Trainers in Europe**
  The Network of Trainers in Europe is a result of a Leonardo funded project which aims to establish linkage between researchers and practitioners of VET training across Europe. Accessible from: [http://www.trainersineurope.org/](http://www.trainersineurope.org/)

- **TTNet - Teachers and Trainers Network**

- **VET & Culture Network**
  An international, voluntary association of senior and junior researchers and students, who wish to practice cross-cultural, independent and critical research, debate and academic teaching about relations between education, work and politics. Accessible from: [http://www.peda.net/veraja/uta/vetculture](http://www.peda.net/veraja/uta/vetculture)

- **VETNET**
**UILL**

**Monitoring the implementation of the Belém Framework for Action: International Expert Meeting**

25 - 27 January 2011, Hamburg, Germany

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Twenty-seven governmental experts, heads of non-formal adult education departments and representatives of inter-governmental and civil society organisations took part in an international meeting at UIL from 25 to 27 January 2011 to discuss approaches and methods in monitoring the implementation of the Belém Framework for Action. Specialists from all UNESCO regional bureaux and from the UNESCO Institute for Statistics (UIS) complemented the group. The first objective of the Expert Meeting was to scrutinise and amend two documents, which had already been the subject of an international online consultation forum in October/November 2010. The first of these was an Overall Monitoring Strategy, which had been drafted by UIL to establish an integrated approach to monitoring both the implementation of the Belém Framework and general developments in adult education and lifelong learning. The second document reviewed was a Monitoring Matrix, which was derived as a technical tool. The Matrix can be applied in implementing the key areas at operational level – and can subsequently serve as a global template, adjusted to different contexts and levels as required. The Meeting’s second objective was to discuss and develop a core set of common indicators which can be applied to a range of contexts. Third, the Meeting was to propose additional areas of research necessary to track the implementation of the Belém Framework.

Concerns put forward by participants confirmed UNESCO’s emphasis in the Monitoring Strategy and mirrored comments from the online consultation. First of all, national contexts and specificities must be taken into account, and ownership of the monitoring process must remain clearly at national level, even if the overall monitoring strategy is global in scope. Second, monitoring adult education in general and the Belém Framework in particular must streamline with other reporting processes, both internationally as well as nationally (and across ministries). The meeting produced very useful suggestions for the guidelines and questions that UNESCO will prepare for the first post-CONFINTEA national progress reports. It was acknowledged that a very clear and structured questionnaire would be crucial in guiding the reporting process.

As a major outcome, priorities were suggested for the next issues of the **Global Report on Adult Learning and Education (GRALE)**, which will be UNESCO’s main instrument in giving a global account of the CONFINTEA follow-up process. The specific proposal is to focus on one thematic aspect in each forthcoming GRALE, in addition to a consistent set of core questions on the overall development of adult education. For the next GRALE, anticipated for publication in 2012, the focus proposed by the meeting is adult literacy.

Complementing the intense deliberations on the national reporting process with the help of guidelines, the meeting proposed specific areas where in-depth research would be needed to generate the information which cannot be obtained through national reports. The priority areas recommended for further research were around conceptual definitions, financing mechanisms, literacy and the recognition, validation, and accreditation of learning.

UIL is now developing a set of preliminary guidelines for reporting on national progress, in close collaboration with UIS and the UNLD department at UNESCO Headquarters. These will be further discussed in the second meeting of the CONFINTEA VI Advisory Group that will take place in Mexico City, Mexico, on 28 May 2011.
Projects & Activities

**CAREER PLAN 50+**

The innovative tool of this project will enable management in companies to improve their abilities to identify and predict skills and competencies across departments for employees older than 50 years and thus to better evaluate competencies of individual departments and the whole company. These abilities are of great importance when planning and implementing vocational education for employees, not only those over 50 years old but also younger employees, since departures of older workers from the companies demand mutual sharing and transfer of missing knowledge and competencies. Career Coaches Practitioners will be trained to help 50+ employees with planning further career development in the same or other assignment and to actively and gradually transit to natural, and not necessarily early, retirement for whatever reason. This transition should offer mutual benefit to both the employee 50+ and the company, whereby interpersonal learning between new, younger workers and the retiring workers should take place. For this the project supports a combination of the use of acquired knowledge on one side, and further learning and personal development on the other. This will be achieved by implementing new practices of lifelong learning, such as coaching and blended learning (mix of live and e-learning). Career Plan 50+ develops cooperation between company management, human resources development, employees 50+, other employees and educational institutions. Project is oriented towards responding to the market by developing a competence-based system of human capital in either an individual company or a dedicated business sector: the emphasis here is on the SMEs. Career Coach Practitioners in companies will be able to predict future needs of companies for various competencies, firstly within their own company and secondly by communicating with other Career Coaches Practitioners 50+ from the same sector who will be educated during this project and its further development. The project partners are confident that a firm cooperation between the automotive industry and educational institutions will be established.

For more information on this project visit the project’s website: [http://www.careerplan50plus.eu/](http://www.careerplan50plus.eu/)

**IN-DIVERSITY**

The presence of people from other cultures in the labour market has increased, but the design and implementation of specific policies for managing diversity and the promotion of intercultural dialogue in enterprises has not changed. It is predictable that the employers consider more and more the diversity as an element to manage in their companies, and that they need specific training to qualify them in order to integrate the differences of the workers, include cultural, in the culture of the organization. The IN-DIVERSITY project will introduce management and training tools to manage the cultural diversity in companies and in the labour market. Furthermore IN-DIVERSITY will transfer to other countries the innovation of the products of the DiManT project. The products, an e-learning course about Managing Diversity, and the Diversity Management toolkit, are addressed to manage the diversity from the point of view of all the differences among individuals. IN-DIVERSITY will focus on the cultural differences of workers and how to manage them within companies. The reality of the companies in every partner country will be studied by analysing the migrant movements and adapting the final products to the situation concerning cultural diversity in the companies. The In-Diversity project aims to:

- Support the transit in the companies from the multiculturalism (existence of different cultures without interrelationship) to interculturality (the existence of spaces of communication for the coexistence of different cultures);
- Develop the social, civic, cultural and intercultural competencies to favour the interculturality in enterprises;
- Improve the quality and innovation in vocational education training systems, introducing contents about management of cultural diversity in the training offer;
- Integrate immigrant workers in a different culture in order to recognize and take full advantage of their talent and potential;
- Foster the implementation of Diversity plans in the companies, including them inside the strategic plans and goals.

For more information on this project visit the project’s website: [http://www.in-diversity.eu/web/](http://www.in-diversity.eu/web/)
ESREA promotes research through network meetings, seminars and conferences, a triennial research conference and through publications. Information on ESREA Networks’ organization and activities—other than the ESREA|ReNAdET—will be available in this section of the Newsletter.

**ESREA Networks**

**Elderly, Education, Intergenerational Relationships and Social Development**

*Second Conference of ESREA Network on Education and Learning of Older Adults (ELOA)*

25-27 October 2011

Braga, Portugal

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The proposed theme “Elderly, Education, Intergenerational Relationships and Social Development” lends itself to the contemplation of several approaches and issues. These are:

a) The modernity that led to the separation of spaces and times between childhood and the adult world.

b) The ternary cycle of life (in which childhood and youth are associated with learning and preparation for the productive adult life, the group considered as adults and its corresponding active life and the elderly associated with retirement) has been questioned, despite its ongoing dominance in the social structure.

c) Another proposed axis of reflection is the impact of life expectancy in the retirement, health and economic systems. The European Union’s response to this issue was to promote the strategy of active ageing that translated in the increase of retirement age and a longer working life.

d) Another dimension to analyse is concerned with the changes inside families and the role older adults have within this network of relations, taking into account variables such as gender, age, health, social class and ethnicity.

e) How post-modernity can contribute to the induction of insecurity in the elderly regarding their own identity in the face of a social context characterised by a rapid change in many of its aspects.

For more information on this event please contact:

eloa2011@ie.uminho.pt

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**Pushing Forward the Agenda: Emerging Issues in Working Life and Learning Research**

*First International Seminar of the ESREA Network on Working Life and Learning*

21-22 November 2011

Linköping, Sweden

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Research on adult education and transitions is an emerging but an increasingly popular area of research, particularly in the field of higher education, (Field et al, 2009) as it reflects the nature of life in late modernity. A person’s life-course is less linear now and instead may be subject to changes, often external such as losing a job or more personal ones such as a divorce. For some adults transitions in learning may not always be positive as they struggle to cope with their learning or with external and/ or personal constraints. Transitions may, instead of a taking a person forward, move them backwards or back to where they were before they started learning as they find it impossible to ‘keep on going’. Research on transitions has been helped by the development and growth in the use of biographical methods in adult education across Europe (West et al, 2007) as biographies capture a person’s experiences of transitions across a life-course. Research is revealing the complexities between the experiences of learning and transitions in a range of adult education context. It can also help to inform policy and practice. Papers, poster session and round tables will be welcome which address one or more of the following areas across the wide range of adult education contexts.

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For further information please contact:

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**Trans-nationalization of Educational Policy Making: Implications for Adult & Lifelong Learning**

*Inaugural Conference of the ESREA Network on Policy Studies in Adult Education*

10-12 February 2012

Nottingham, United Kingdom

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Globalization, and the trans-nationalization of education policy-making which accompanies it, have many implications for policy studies in adult and lifelong learning. The inaugural conference of the ESREA Network on Policy Studies in Adult Education will explore both how globalisation affects agency and policy processes and how it affects the conditions or structures under which policy processes occur. It also aims to deepen our understanding of how scientific inquiry, as a means of comprehending and interpreting current policy processes and their implications, can accompany and provide support for contemporary developments in adult learning and education. Papers may address any topic related to policy in adult/lifelong learning and education, including:

- The processes of globalisation and localisation.
- The nature and significance of Europeanization.
- Cultural differences.
- Legitimisation, resistance and negotiation.
- The role of the research sector.

Proposals on any topic related to policy in adult education and lifelong learning are welcome. Scholars from all countries are invited to submit proposals. Papers may relate to any part of the world.

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All correspondence regarding Conference and Net-...
ESREA NETWORKS

Ever since its existence ESREA is made up of several networks that on a regular basis have meetings at which research around certain themes is being discussed. At the moment, ESREA has eleven active networks, and each active network has a meeting every year, or every second year. Members of ESREA may at any time propose the establishment a new network to the ESREA Steering Committee. A first step is to contact the ESREA Secretariat. The subsequent step is the submission of a written proposal indicating: Proposed network title; aims/themes to be addressed; name of convener(s) or consortium; indications of support for the network; a provisional work programme, and date for a kick-off meeting. When a new network proposal is approved, the convener(s) will receive support from the ESREA Steering Committee and ESREA Secretariat during the start-up phase.

You will find more information about each network by clicking on the links below.

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ESREA Network on Access, Learning Careers and Identities
This network was formerly known as the Access network. The new title reflects the changing and broadening nature of research and literature in this field. In addressing the wider field the network will focus on access into learning and experiences of learning in a range of educational settings such community education, vocational education, further and higher education.

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ESREA Network on Active Democratic Citizenship and Adult Learning
This network was established as a challenge to the breakdown of the East and Central Europe under Soviet influence. Adult education and active citizenship have a long history of interaction and cross-fertilisation. Europe's recent past provides a myriad of examples of a mutually sustaining partnership between the practices and institutions of adult learning, on one hand, and of active civic engagement, on the other hand.

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ESREA Research Network on Working Life and Learning
This research network has a commitment in developing a new interdisciplinary research field and involving in political and practical collaboration and discussion. This commitment ties together a plurality of topics as well as theoretical and methodological approaches.

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ESREA Network on the History of Adult Education and Training in Europe
The network “History of Adult Education and Training in Europe” is continuing and developing further the work of the network “Cross-cultural influences in the history of European adult education”, established in 1991 by Marthe Friedenthal-Haase (Tübingen/Leipzig), Stuart Marriot (Leeds), and Barry J. Hake (Leiden).

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ESREA Network on Gender and Adult Learning
The purpose of this ESREA network is to cast more light upon this field of research in adult education in Europe. Reports of research are discussed in terms of their theoretical aspects such as gendered learning, gender in higher education, gendered biographies, masculinities-femininities, gender in adult training, but also in terms of their methodological dimensions.

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ESREA Network on Life History and Biographical Research
This network enables people to share their research and to learn from each other, whether they are experienced researchers or post-graduate students about to begin their studies. The Network has led to a number of collaborative research projects, some of which have been financed by the European Union.

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ESREA Network on Between Global and Local: Adult Learning and Development
This network was established recently and the first meeting took place in 2006 as to join European researchers committed to study the multiple relationships between development and adult learning. It focuses on different scales of development that should be analysed together, clearly identifying the global and regional/local dimensions.

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ESREA network on Migration, Ethnicity, Racism and Xenophobia
This network aims to create a space to explore the articulation of adult education with the themes of migration, ethnicity and xenophobia. It encourages democratic and critical dialogue between socially committed adult education scholars seeking to develop theoretical and methodological resources that can contribute to the formation of a ‘solidarity from below’.

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ESREA network on Education and Learning of Older Adults
Central aim of this network is to bring together research activities in this field on a European scale and to establish a regular interchange of researchers who work on these topics.

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ESREA network on Policy Studies in Adult Education
This network aims to develop a core forum of select experts relevant to the area of policy issues in adult education which will commit to ongoing dialogue and development around two specific areas: the development and im-

THE FUTURES OF ADULT EDUCATOR(S): AGENCY, IDENTITY AND ETHOS

The theme of this joint meeting reflects the scope of both networks. This year’s meeting focuses on the future or the futures of adult educators in respect to issues of developing their identities and professional status, issues of networking and/or unionizing and collaborating among different “types” of adult educators and related staff in adult education in general, and issues of power and authority in the adult-educator interaction. A limited number of papers will be presented. A shortlist of sub-themes includes:

- Perceptions of adult educators.
- Theoretical, political and practical discourses on adult educators.
- Context and environment of adult education.
- Ownership of the adult educators’ profession.
- Learning, becoming, being and growing as professional adult educator, including issues of ageing and gender.

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More information and registration details can be found at the ESREA|ReNAdET website: http://www.esrea-renadet.net/
Conferences & Networking

Non-Formal Learning Dialogue: Practice meets research Seminar 20-25 November 2011 Rautavaara, Finland

This seminar aims for increasing competence in combining non-formal education practice and research, to further assist the recognition and the improvement of quality in the field of non-formal education. The objectives of the seminar are to:
• Explore methodologies of research in learning process and learning outcomes, which could potentially fit the principles and nature of Non-Formal Education,
• Develop critical thinking of practitioners towards various research methodologies,
• Increase awareness of the added value provided by research towards the non-formal learning
• Explore cost effective ways to incorporate research with non form learning processes,
• Provide space for discussing the usage of the applied research in the NFL processes

The seminar is organized by UNIQUE’s Finnish partner Ushangary.

For more information on this event go to: www.unique-network.org

For further information and questions, contact Mr. Antti Korhonen
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Discovering Men’s Sheds The Effect on Men’s Health, Wellbeing and Informal learning International Conference 29 September 2011 Leicester, UK

After research confirmed that older men in the UK are isolated - over 300,000 older men only leave their home once a week or less - we initiated the Men in Sheds project funded by the Sir Jules Thorn Trust. Men in Sheds is a pilot project involving a workshop (‘Shed’), tools and equipment so men in later life can get together to share and learn new skills. At this conference we will explore how the informal learning promoted in the project has benefited the health and wellbeing of its male participants. We’ll also discuss the policy, social, economic and demographic contexts underpinning the current work. The keynote speaker for this event will be Professor Barry Golding, Deputy Head of School of Education, University of Ballarat, Australia and an honorary Australian Men’s Sheds Association Patron and Adult Learning Australia Board member.

For more information on this conference please go to: http://www.ageuk.org.uk/professional-resources/home/conferences/discovering-mens-sheds/

Validation and Evidencing Informal and Non-Formal Learning in European Collaboration and Mobility Actions 5th European Conference 14 October 2011 Leuven, Belgium

The current conference in Leuven will contribute to the actual discussion of evidencing learning outcomes in collaborative projects, partnerships and mobility actions. The conference in Leuven will be our first cluster meeting comprising the four LLP sectors Adult, Vocational, School and Higher Education. It has been developed in the framework of the VIP project dealing with validation of learning outcomes in European projects and partnerships. Within this conference we will present the outcomes of the VIP project, apply the instruments and create new opportunities for projects and services in the field of learning outcome validation. As we will follow our philosophy of “Active Conferencing” volunteering participants are warmly invited to bring in their collaborative learning projects and mobility activities.

For more information on this event go to: http://www.vip-eu.org/uploads/media/flyer_reveal_conference_110703.pdf

New Issue RIZOMA Freireano RHIZOME Freirean

The issue no 9 (2011) of the “Rhizome Freirean” has now been released. The main topic in this issue is “Community — University Research Partnerships”.

The issue is accessible from: http://rizoma-freireano.org/index.php/n-9-sumario-index

EUROlocal Conference/Workshop 27-29 October, 2011 Murten, Switzerland

This Conference/Workshop will bring together academics and practitioners in practical sessions to explore all aspects of Learning Cities and Regions. At the same time it will give delegates the opportunity to describe their own experiences and knowledge on this most important topic. Attendance at the Conference/Workshop is a must for regional developers, local authorities, and regional and national decision-makers.

More information is available at: http://pascalobservatory.org/pascalnow/pascal-activities/events/eurolocal-conferenceworkshop medicine/meu/lifelong11
STUDY GUIDES IN ADULT EDUCATION
by Regina Egetenmeyer (ed)

The Study Guides in Adult Education series are edited since 2009, have been designed to give students and researchers in adult education access to international discussions in adult education. The series grew out of the “European Master in Adult Education” programme and the DAAD Guest Chair in “Adult and Continuing Education and Learning”, both hosted at the University of Duisburg-Essen, Germany. These projects have contributed to the internationalisation of adult education studies in Europe. As a result, some volumes feature a special focus on European issues and developments. The structure of the series is based on the core curriculum of the European Master in Adult Education. All of the study guide authors have actively contributed to the aforementioned programmes. Each Study Guide in Adult Education provides a structured overview of the international discourse on a topic related to adult and continuing education. Several volumes were used by the authors in classes with master’s students in adult education. Since the study guides have been designed as textbooks to be used in higher education settings, each section concludes with several exercises and tasks. While exercises may be used to gain a deeper understanding of the text, tasks point readers to further readings and resources for each topic. Furthermore, the series aims to contribute to the emergence of a systematic framework to organise and synthesise international discussions in adult education. Therefore it is especially suitable for use in international courses on topics related to adult and continuing education.

REWORKING VOCATIONAL EDUCATION:
Policies, practices and concepts
Studies in vocational and continuing education
Volume 7

By Anja Heikkinen & Katrin Kraus (eds)

A new political order is transforming the nature of work in advanced industrialized countries. This transformation is driven by a strong emphasis on competitiveness, an increasing flexibility of labour markets and work organization due to growing virtual and global relations, and an increasingly important service sector. Within the transformation towards post-industrial service economies, vocational education has been put in the role of enabling this comprehensive transition by preparing people across all age groups for the new economic order and providing them with the necessary competences. What does this mean for the nexus of education and work? How does it affect the idea of vocation, the reality of lifelong learning, the concept of employability, and the future of vocational education and training? This volume analyses the foundations of this transformation featuring globalization and individualisation. It offers an analysis of the shifting terrain of governance and policy and their impact on the field of vocational education. With contributions from scholars located in Europe as well as in Australia and the USA, it provides an understanding of a number of important educational policy topics, including changing social and cultural conditions in labour, migration, an ageing populace and the spread of cross-national discourses. Additional chapters tackle the concepts of “employability”,

Barbara Budrich Publishers


BELANGER, P. (2011): Adult Learning and Participation Theories.


Forthcoming Volumes in this series

NEMETH, B.: Modern Adult Education and Politics.


ISBN: 978-3-03911-603-4
paperback €42,40
230 pages

Peter Lang
European Initiatives

CAPIVAL
Capitalising on VALIDPACK: Going Europe Wide

The CAPIVAL project aims at developing and maintaining a European network that will promote the implementation of the Validpack instrument in over 20 European countries. This aim of CAPIVAL project is objectified in the following specific objectives:

- To raise awareness on the existence of Validpack – a competence assessment instrument for trainers, in all European countries by establishing national Validpack contact points
- To identify the need, usefulness and potential of the Validpack instrument in different national contexts by conducting testing of Validpack in interested organizations and most likely to further use the instrument: assessment centers, adult education centers/institutions, professional associations, employers, etc
- To ensure Validpack adaptation in cooperation with relevant and interested stakeholders
- To sustain the Validpack implementation through the developing of training courses for competence assessors and reference materials aimed to describe in terms of quality criteria the competence assessment process in all its phases and aspects

To widely disseminate the results of Validpack implementation spreading.

The Validpack exploitation strategy is based on a network of national contact points. A national contact point is an institution/organization from an EU member state, concerned with adult learning and quality of teachers/trainers in the field that will:

- test the Validpack in its own national and institutional context;
- give feedback on Validpack instrument;
- and use and promote Validpack at national level as long as it is considered useful and relevant.

What is Validpack instrument?
Validpack instrument is the product of VINEPAC project - Validation of informal and non-formal psycho-pedagogical competencies of adult educators. It is a unique and innovative package of validation instruments that creates a framework for the documentation and evaluation of trainers’ competences, no matter whether they have been acquired in formal, non-formal or informal learning context.
Validpack is organized around three main validation steps: self evaluation, external evaluation and consolidation and its aim is to:

- assess trainers’ competences related to the facilitation of effective adult learning;
- give space for documentation of experiences;
- create a base for certification upon the validation results;
- document a minimum standard of trainer’s competences;
- offer teachers/trainers for adults the opportunity to get across the frontier within Europe.

Where can you find the Validpack instrument?
CAPIVAL is the answer!
The Validpack instrument is already recognised as an efficient, innovative and user-friendly tool for trainers in some European countries. Due to its obvious potential, the CAPIVAL project – Capitalizing on Validpack: going Europe wide intends to exploit it by extending its use to over 20 European countries.
A network of national contact points is established in the Member States with the specific aim of raising awareness on the existence of Validpack and the benefits of Validpack further implementation.
A national contact point is an institution/organization concerned with adult learning and the quality of teachers/trainers in the field that tests, recommends adjustments to and promotes Validpack at national level.
An international training course will be run in order to activate a competence assessors’ group who will be able to use the Validpack in their current activities.
Furthermore, the national and European agencies dealing with coordination and implementation of competence assessment system will be provided with a reference material comprising quality indicators for an efficient, user-friendly and reliable competence assessment process.

More information on this project is available at: http://www.capival.eu

Information on the VALIDPACK instrument are available at: http://www.vinepac.eu/

VALIDPACK instrument is available for downloading at: http://www.capival.eu/images/handbook.pdf
In the European Comenius project European Teachers Synthesize we offer in services courses to primary and secondary schools teachers to become an European Teacher. In the project: European Teacher Synthesize (ETSize) we adapt the learning materials from the Comenius project ‘Face-IT’ to experienced teachers. We offer our model and ideas of the “European Teacher” for free to the schools. In this project 7 teacher training institutes from all over Europe work together to realize the idea of a European Teacher. Each of the institutes has at least a network of 300 schools to promote the courses. By sending a brochure to every school we will reach at least 20,000 teachers! With the courses we will explore possibilities for a European Teacher network in future.

Dissemination of the content of the “European Teacher” to schools and their teachers. The learning materials for the initial teacher training are already developed within the “FACE IT” project: 13436-LLP-1-2007-1-NL. In the project: European Teacher Synthesize (ETSize) we adapt the learning materials to experienced teachers and we build a structure for “European Teacher” in-service courses. We disseminate our model and ideas of the “European Teacher” to the schools. Each of the 6 partners (and 1 other partner) has a network of 300 schools to promote the courses. With this dissemination we will explore possibilities for a European Teacher network in future.

We use innovating methodologies:

- work with digital learning communities between course members (in moodle)
- improve the European Dimension in schools
- promote and stimulate international collaboration between schools

For more information on this activity visit:

The UNESCO Institute for Lifelong Learning is very pleased to be able to report on a number of CONFINTEA VI follow-up activities within and across countries during the first half of 2011. Among the highlights were the first Regional CONFINTEA VI follow-up meeting (held in Latin America and the Caribbean) and the Eighth World Assembly of the International Council for Adult Education (ICAE), held in Malmö, Sweden, where implementing the Belém Framework for Action (BFA) recommendations was a key theme.

These and other events have demonstrated a real interest in issues relating to CONFINTEA and the Belém Framework. The Sixth International Conference on Adult Education (CONFINTEA VI), hosted by the Government of Brazil in Belém from 1 to 4 December 2009, provided an important platform for policy dialogue and advocacy on adult learning and non-formal education at global level. The conference brought together UNESCO Member States, United Nations agencies, multi- and bi-lateral cooperation agencies, organisations from civil society, the private sector and learners from all world regions.

Professor Marcie Boucouvalas from Virginia Tech University in the United States has received a Fulbright Scholarship to carry out a research project designed to illuminate the prospects and challenges in applying and implementing the Belém Framework for Action in Greece. The project, conducted in collaboration with the Greek Ministry of Education (Magda Trantalidou) and the Aristotle University of Thessaloniki (Georgios K. Zarifi), aims to highlight the areas in the Framework that are of highest priority to Greece and to enhance collaborative efforts within Greece as well as between Greece and the global community to promote adult learning and education.

For more information on this activity please contact:
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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 part of Europe. The secretariat of ESREA is located at the ‘Department of Behavioural Sciences and Learning’ at Linköping University in Sweden. ESREA is in legal terms a non-profit organization governed under Swedish law. Membership of ESREA is open to all individuals and institutions engaged or interested in research on the education of adults and adult learning.

Find more about ESREA and the ESREA Networks, Events & Membership at: www.esrea.org

ESREA | ReNADET info

The general scope of this ESREA Network is to provide input on how to improve the conditions needed for the personal and professional development of adult educators and trainers, enhancing the attractiveness of their profession and therefore strengthening the idea of quality in adult education in Europe. This is to be achieved by stipulating some insight into key issues and challenges related to the adult educator and related staff, and by highlighting essential areas of action, current trends, good practices and relevant policies. On these grounds the aim of the network is threefold:

► To bring forward the experience from all around Europe, on issues pertaining to the multiple roles, practices and settings in which adult educators and related staff, act and grow.
► To report on current European projects and stimulate research in this area.
► To explore the ways in which policies develop and analyse their possible impact.

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**REL A - Academic Open Access Journal**

The ‘European journal for Research on the Education and Learning of Adults’ (RELA) is ESREA’s refereed academic journal creating a forum for the publication of critical research on adult education and learning. It has a particular focus on issues at stake for adult education and learning in Europe, as these emerge in connection with wider international and transnational dynamics and trends. Such a forum is important at a time when local and regional explorations of issues are often difficult to foreground across language barriers. As academic and policy debate is increasingly carried out in the English language, this masks the richness of research knowledge, responses and trends from diverse traditions and foci. The journal thus attempts to be linguistically ‘open access’. Whilst creating a forum for international and transnational debate, contributions are particularly welcome from authors in Europe and other locations where English is not the first language.

For more information about the journal and how to submit a paper go to: www.rela.ep.liu.se

**You can send your comments and contributions to the following address:**

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