



LAKE COMO SCHOOL
OF ADVANCED STUDIES

Department of Human Sciences for Education, PhD program *Education in Contemporary Society*

Spring School

April, 1st – 5th, 2019

Lifelong learning and social justice

Dilemmas of complexity in researching contemporary adult education

Call for applications

Jointly organized by ESREA, Milano Bicocca University and Lake Como School of Advanced Studies, the summer school offers an international critical forum for PhD students, early-career academics and experienced researchers, to debate and exchange ideas, explore methodological issues and discuss research projects on adult education and learning in the European context.

The school is organized by the PhD Program “Education in Contemporary Society”, Department of Human Sciences for Education, University of Milano Bicocca, in partnership with the European Society for Research on the Education of Adults – ESREA (<http://www.esrea.org/>), the leading academic research society in European adult education with its 12 research networks, conferences, publications and a refereed indexed journal (<http://www.esrea.org/publications/rela/>).

Aims

The School aims are:

- Creating deep dialogue and exploring ideas and methods of research in adult education
- Enhancing collaboration and networking among experienced and early researchers
- Encouraging partnership in joint research projects, as well as co-authorship and joint publications
- Fostering research on adult education across disciplines, approaches, and epistemologies.

This broad set of aims can be achieved thanks to the great diversity inside ESREA, whose 12 [Research Networks](#) will be involved in the Summer School to cover many topics:

- Access, learning careers
- Active democratic citizenship and adult learning;
- Adult educators, trainers and their professional development;
- Adult learning and communities, between global and local;
- Education and learning of older adults;
- Gender and adult learning;
- History of adult education and training in Europe;

- Interrogating transformative processes in learning and education;
- Life history and biography;
- Migration, transnationalism and racisms;
- Policy studies in adult education;
- Working life and learning.

The theme

The relationship between *lifelong learning* and *social justice*, two pillars of the EU educational and social policy, raises many dilemmas. The concept of lifelong learning was initially meant, in the 1960s, as an opportunity for adults and a tool for strengthening social cohesion and achieving a greater level of justice and equality. Some twenty years ago the EU added a new emphasis on lifelong learning as a means of enhancing economic competitiveness. Important shifts in culture, technology and demography have further shaped the concept. The principle of lifelong learning and the Knowledge Based Economy are supported by a Europe which aspires to be “smart, sustainable and inclusive”, but across Europe significant sections of the population, especially in historically disadvantaged communities and vulnerable groups, remain heavily under-represented at the highest levels of qualification and are excluded from participation to learning, work, social life and active citizenship. The severe consequences of social and educational inequality include mental health problems, depression and hopelessness. Specific groups, for example young precarious workers and many migrants, also suffer from the effects of inequality.

The current definition of lifelong learning has been criticized for the increasing focus on ‘employability’, the push to adaptation of learners to the needs of rapidly changing labour markets, and the dismissal of the diverse needs of different citizens. Decent employment is of vital importance, but ensuring good work also depends on developing creativity, fostering dialogue, and advancing equality. Social justice and meaningful lifelong learning, for all citizens no matter their origins, gender, physical limits or disabilities, economic and social vulnerability, are key concepts for researching education in contemporary society. In the spring school, critical reflection and interdisciplinary imagination will sustain the development of new, open and more effective research and intervention.

Dilemmas of research will also be tackled: in methodologies (increasingly mixed, merged, participatory, co-operative, and innovative); in approaches (using big data, experimental and evidence-based inquiry alongside critical, constructivist and participatory research); in interdisciplinarity and meeting stakeholders outside the university.

The summer school format and process

The summer school proposes a cooperative, dialogical and project-oriented working method. During 5 days, all participants will be invited to present their work, to develop practical skills and competences in workshops, to reflect on research epistemology and methodology, and to share an experience of cooperative design. The program entails a small number of keynotes and lectures by guest participants, methodological workshops, peer-review of PhD projects, reflexive groups, project work, advice on dissemination and publications, pop-up spaces for spontaneous dialogue and informal activity, a final symposium on the future of research.

Location

The participatory dimension will be favored by the location of the school: Villa Del Grumello, in the wonderful landscape of Como’s Lake. It is a property of Fondazione Alessandro Volta, which gives economic and organisational support to the school: www.fondazionealessandrovolta.it
Address: Via per Cernobbio, 11, Como (Italy)

Organizing committee

Director of the Summer School:

Prof. Laura Formenti, University of Milano Bicocca, Coordinator of the PhD Program “Education in Contemporary Society” and Chair of ESREA - European Society for Research on the Education of Adults

Joint Directors:

Dr. Fergal Finnegan, National University of Ireland at Maynooth (NUIM), vice-Chair of ESREA

Prof. Jyri Manninen, University of Eastern Finland (UEF), Joensuu

Scientific Committee

The Scientific Committee of the Summer School is composed by the members of the Steering Committee of ESREA, professors

- Michel Alhadeff-Jones, Columbia University, NY, USA;
- Andreas Fejes, Linköping University, Sweden;
- Maria Gravani, Open University of Cyprus;
- Bernd Käßplinger University of Giessen, Germany;
- Emilio Lucio-Villegas Ramos, University of Seville, Spain;
- Barbara Merrill, University of Warwick, UK;
- Marcella Milana University of Verona;
- Adrianna Nizińska, University of Gothenburg, Sweden;
- Cristina Vieira, University of Coimbra, Portugal

and by a local board from the PhD program Education in Contemporary Society, Department of Human Sciences for Education, Milano-Bicocca:

- Maria Grazia Riva, Director of the Department, General and Social Pedagogy
- Claudia Baracchi, Moral Philosophy
- Elisabetta Biffi, General and Social Pedagogy
- Elisabetta Nigris, Didactics
- Cristina Palmieri, General and Social Pedagogy
- Sergio Tramma, General and Social Pedagogy
- Mario Vergani, Theoretical Philosophy
- Guido Veronese, Clinical Psychology
- Franca Zuccoli, Didactics.

Faculty and participants

The summer school can host a maximum number of 35 participants. Participation is mandatory full time, from the 1st to 5th of April.

The following scholars have manifested their interest to participate.

- Michel Alhadeff-Jones (Columbia University; ITPL network),
- Elisabetta Biffi (Milano-Bicocca; General and Social Pedagogy),
- Andreas Fejes (Linköping; RELA Journal),
- Fergal Finnegan (NUIM; Active Democratic Citizenship Network),
- Laura Formenti (Milano-Bicocca; Life History and Biography Network),
- Andrea Galimberti (Milano Bicocca; Access and Career Network),
- Maria Gravani (Cyprus; Lifelong Learning expert);

- Larissa Jogi (Tallinn University; Adult Educators, Trainers and Professional Development),
- Emilio Lucio-Villegas Ramos (Sevilla; Local and Global Network),
- Jyri Manninen (University of Eastern Finland);
- Marcella Milana (University of Verona; Policy Studies Network),
- Barbara Merrill (Warwick University; Access and Career Network),
- Cristina Palmieri (Milano-Bicocca; General and Social Pedagogy),
- Annette Sprung (University of Graz; Migration, Transnationalism, and Racism Network),
- Cristina Vieira (University of Coimbra; Gender Network),

All of them are doctoral supervisors and will encourage at least 1 or 2 PhD student/early researchers to apply. To finalize participation everybody - PhD students, early researchers and experienced researchers must fill and send an application (see Annexes). If necessary, a selection will be made, based on them.

Costs and fees

The summer school has no fees. Each participant will be self-funded for trip and accommodation. All participants will be asked a contribution of 200 euros for coffee breaks, lunches and a welcome reception on Monday 1st.

Accommodation

Villa Del Grumello has 3 single and 6 shared rooms (2/4 beds) for a total of 19 students. The cost is 30 euros + VAT (33 euros) per night.

Convenient accommodation will be suggested in the city. For the teachers, different hotels with different prices will be suggested.

How to apply

If you are interested in participating, please fill the form and send it to: laura.formenti@unimib.it

Deadlines

Deadline for application: 3.12.2018.

Notification of acceptance: within the 22.12.2018.

Registration time: between 22.12.2018 and 22.01.2019.

Further information will be published soon in the Foundation website.