



KATEDRA ANDRAGOGIKY
A PERSONÁLNÍHO ŘÍZENÍ
Filozofická fakulta
Univerzita Karlova



11th ESREA triennial conference *Dialogue in and through adult education and learning*

Second Call for papers

Venue: Faculty of Arts, Charles University, Prague (Czech Republic)

Term: 24th–27th September 2025

The Triennial Conference of the European Society for Research on the Education of Adults ([ESREA](#)) will bring together researchers and scholars from across Europe and beyond to discuss dialogue in, and through, education and learning

Rationale

Dialogue in society in general, in the field of education, and in adult education in particular, is a major topic of discussion. It can be linked to the question of responding to the changes in contemporary society, which for many good reasons can be characterised as a communicative society. However, the quantity, intensity and speed of communication do not guarantee the kind of communication that can lead to significant learning, social justice and a better life, nor do they guarantee the existence of the preconditions for the quality of deliberation that it has long been argued, is the basis for democracy and the development of genuinely responsive social institutions, including those involved in adult education.

The need for dialogue in today's world is reinforced by the growth of inequalities, the erosion of democracy, and the profound marginalisation associated with the impossibility of being heard and recognised. Alongside the persistence and also the reemergence of old divisions (between West and East, North and South, the privileged and dispossessed, between citizens and denizens etc.), we are witnessing worrying trends of polarisation, division and violence, the shift from liberal to so-called illiberal democracy, and witnessing increasing conflict, war and the massacre of civilian populations.

Adult education and learning can, and should, contribute to a better life for all, since dialogue is a fundamental element of adult education as a field of intervention and research, not only to prevent or correct the effects of oppression, poverty, and societal problems, but also to promote dignity, recognition, solidarity, and reciprocal learning among adult citizens and in relation to other generations. Dialogue is a basis for new and better quality of social communication, including in the media and in the public sphere. The ability to communicate and learn through dialogue and mutual recognition is a prerequisite for good enough adult education and a positive answer to the key fundamental question of social research and adult education research: how can we live together?

Research in adult learning and education is characterised by a plurality of topics, approaches, methodologies and conceptualisations of the fundamental nature and possibilities of adult learning and education. Many of these approaches elaborate in specific ways on the theme of dialogue as a valuable mode of learning and method of education. Dialogue includes ethical, methodological, theoretical, political and pedagogical dimensions. You can see this in the history of progressive education for adults, critical pedagogy, popular education, transformative learning theory, feminist adult education, versions of hermeneutics and phenomenology, and anti-racist adult education. It is also relevant to liberal and andragogical strands of adult education. In addition it is a point where adult education with general educational theory (e.g. the idea of *Bildung*), more recent and specific approaches to dialogical pedagogies and dialogical research methods bring a new critical and creative contribution to the field. This richness of ideas fuels the possibility of dialogue as an invaluable source of learning and development in all the contexts of adult learning: formal, non-formal and informal, private and public, intra, inter and trans-cultural.

A common trend in most approaches to dialogue is the possibility and the desire to build on reflexivity, including self-reflexivity, since meeting the 'other' is a way to look at ourselves, revealing (often by contrast) our presuppositions, narratives, and representations. In dialogue, we can share, listen, and change what we think and say, while keeping it open to debate, and therefore learning. Real dialogue is challenging: the other's perspective is often different from ours, based on other values, frameworks of meaning, and priorities. Conflict is unavoidable, and conflict is a major leverage for learning. However, in our society the opportunity of meeting the other is not granted, neither the capacity of authentic communication and reciprocity. So, the utopia of dialogue is based on the imagination of a space where people can meet as equals and communicate on an equal basis. In that sort of space, any person, no matter their age, gender, class, ethnicity, or experience, should be able (enabled), ready, and capable to share their experiences, feelings, knowledge etc. Based on this ideal we expect this kind of experience to grow individual and collective critical consciousness, or to find common interests, take decisions, and practice freedom. This is a real challenge for contemporary education.

In the conference, we want to share ideas, data, projects, and outcomes related to these topics, and more. We welcome the presentation of forms of communication that are connected to the ideal of dialogue with regard to a wide range of phenomena, from the practices of everyday life associated with informal learning, to adult education, which aims to develop dialogical skills as part of the prerequisites for a good life for individuals and groups.

Holding the conference in Prague we will also take inspiration from history and how remarkable forms of dialogue have brought to the modern Czech context, not least using adult education, such as in the building of the new democratic multi-ethnic state after the First World War, or the dialogue among different political currents and worldviews in the 1960s, and within the opposition movements of the following twenty years, or again the atmosphere of enthusiasm and nonviolent social change during the late 1980s and 1990s. The recent development of adult education in the broader context of Central and Eastern Europe, which we have explored in previous Triennials, remain topics of abiding interest which the programme will speak to.

We welcome other modes of presentation apart from written papers for parallel sessions and symposia (such as roundtable discussions, workshops, drama pieces, film etc.). Please ensure that the content and structure used in such alternative formats are described in the proposal.

Themes and topics

The central theme of the conference concerns adult education and learning in relation to dialogue in the spheres of culture, identity, citizenship, community, migration, work, vocational education, adult educators, and the specific features, needs, and resources of different groups and contexts.

So, we welcome papers, posters, symposia and workshops on the following topics:

- Updating dialogue in theories of adult education (transformative learning, critical pedagogy, pragmatism, liberal education, etc.)
- Dialogue between different theoretical and/or methodological approaches in adult education
- Dialogue between academia, policy makers and practitioners
- Dialogue in the relationship between adult educators and adult learners
- Dialogue within and between different communities
- Intercultural dialogue and learning
- Intergenerational dialogue and learning
- Dialogic pedagogies and the macro-, meso- and micro-conditions for successful dialogue-oriented adult education
- Current problems and opportunities for dialogue and learning in the public sphere and in social networks, including in terms of the virtual public sphere
- Dialogic possibilities in social media and using digital devices
- Complexity, ambivalence, and discontents related to dialogue in education
- Involving excluded and marginal groups in dialogic education and public dialogue
- Dialogic skills in the framework and development of skills / competences, including informal and organisational context to develop dialogical skills
- The impossibility of dialogue in certain research, educational or social contexts
- The need for diverse modes of expression and codes to sustain or to research dialogue (visual arts, theatre, music, dance, body, etc.)
- The history of adult education as a source of inspiration for the development of dialogue in and about the field of adult education and learning

Keynote speakers



Laura Formenti

Unthinking conformity: dialoguing as questioning

Laura Formenti, full professor in General and Social Pedagogy at Milano Bicocca University, Italy, does research in the education, training and guidance of adults and older adults, vocational training for educators, social workers and health professionals, and family pedagogy. Former Chair of ESREA and of the Italian Universities' Network for Lifelong Learning, her approach is systemic, participatory, dialogic, and transformative. She uses ethnographic,

narrative, aesthetic and cooperative methods with a critical interpretative framework, often entailing involvement of learners in action-research and intervention. She has explored original and new methodologies with individuals, groups, organizations and complex systems, to study as well as transform knowledge, practices, and perspectives of meaning at a micro, meso and macro-level. Among over 170 publications, the book "Transforming Perspectives in Lifelong Learning and Adult Education. A Dialogue", written with Linden West, received the 2019 Cyril O. Houle Award of AAACE.



Tetyana Hoggan-Kloubert

Carrying Loss and Finding Home: Migration Dialogues in Adult Education

Tetyana Hoggan-Kloubert is 'akademische Rätin' (Associate Professor) at the University of Augsburg (Germany), co-editor of the International Journal of Lifelong Education, co-editor of The Good Society: A Journal of Civic Studies, and co-director of the Institute for Civic Studies and Learning for Democracy. After having studied in Ukraine and Germany, Dr. Hoggan-Kloubert researches migration, civic education (and indoctrination) in Eastern Europe, Western Europe and the United States. As a visiting researcher, she conducted research at various US universities (Harvard University, Tufts University). She has published 6 books and numerous articles and chapters. Since 2022, she is the founder and director of the NGO German-Ukrainian Dialogue, which aims to create spaces of encounter and democratic supportive structures for those in vulnerable positions.



Tomáš Samek

Dialogue and Democracy: Can Education Deepen the Connection?

Tomáš Samek is a linguistic and cultural anthropologist specializing in the complex interconnections between consciousness, communication, and social cohesion. His research explores the diverse ways in which everyday speech relates to both individual and collective awareness, including phenomena such as the interactional construction of social identities and the relationship between media and group imagination. He also examines linguistic expressions of social identity in Czech- and German-speaking countries. Tomáš Samek teaches at the Faculty of Education, Charles University in Prague, and is the author of the book *This Land is Our Land: Czech and German Public Spaces from a Deictic Perspective*.

Organizing committee (Charles University)

Olga Běhounková

Alexandra Fonville

Kateřina Gáspárová

Martin Kopecký

Barbora Petříková

Zdeněk Sloboda

Scientific committee

Per Anderson, Linköping University

Ingela Bergmo-Prvulovic, Jönköping University

Rosanna Barros, University of Algarve

Pepka Boyadjieva, Bulgarian Academy of Science

Miroslav Dopita, Palacký University Olomouc

Fergan Finnegan, Maynooth University

Laura Formenti, University of Milano-Bicocca

Maria Gravani, Open University of Cyprus

Jan Kalenda, Tomáš Baťa University

Martin Kopecký, Charles University

Maja Maksimović, University of Belgrade

Barbara Merrill, University of Warwick

Borut Mikulec, University of Ljubljana

Marcella Milana, University of Verona

Petr Novotný, Masaryk University

Joanna Ostrouch-Kaminska, University of Warmia and Mazury in Olsztyn

Jana Poláková Vašátková, Palacký University Olomouc

Steffi Robak, Leibniz University of Hanover

Michal Šerák, Charles University

Päivi Sivonen, University of Turku

Instructions for abstract submissions

Researchers on adult education and learning from all countries and continents are invited to submit abstracts addressing the conference theme.

The conference offers space for papers, posters, symposia and workshops.

Paper and poster

An abstract of up to 600 words in total (not including references) should include information on the aim, relevance to the conference theme, theoretical framework, methodology, and outcome / expected results. One person can present a maximum of two papers in Parallel sessions and Symposia (or one paper and one poster).

Symposium

A symposium may include a maximum of 4 papers presented of 250 words each (excluding references) or a combination of minimum 3 papers of 250 words each (excluding references) for presentation and a discussant to comment on those papers. All ESREA's networks are encouraged to present one and only one symposium.

Workshop and other formats

The abstract, up to 600 words (references excluded), should include an introduction of the topic and its relevance for the conference, the format of the workshop (e.g. experiential session, methodological workshop, dialogic session, biographical, arts-based, drama workshop, etc.) Please ensure that the content and structure used in such alternative formats are described in the proposal. and explain the objectives, target group, a sketch of planned activities and structure. It should also include information on the equipment needed in the room.

Format of the files

Please prepare your abstracts in doc, docx or rtf format, and create two separate files, following the Template:

- A. Complete file. Contains: Type of proposal (paper, poster, symposium, or workshop), title, author's name and affiliation (for all authors), 3-5 keywords, text, references.
- B. Anonymized file. Contains: Type of proposal, title, 3-5 keywords, text, references. Please delete from the text and references all the Authors' names

How to name your abstracts:

Short_title_Paper_Abstract_ESREA2025

Short_title_Poster_Abstract_ESREA2025

Short_title_Symposium_Abstract_ESREA2025

Short_title_Workshop_Abstract_ESREA2025

“Short title” means shortened to 25 characters

The two files will be uploaded to a form with all the authors' names, affiliations, and emails, and the corresponding author's contact.

The detailed procedure for abstract submission will be described on the [conference website](#).

All proposals will be blind reviewed by the scientific committee.

Criteria for the reviewing process

- Connection to the field of adult education and learning
- Connection with the conference theme
- Clarity of the presentation, theoretical framework, methodology and specific parameters of each category (paper, poster, symposium or workshop) as mentioned above

Conference publication

The intention of the organisers is to prepare a conference publication. The exact form of the publication and the possibility to submit articles /chapters will be specified later.

Language policy

The conference language is English. However, since most participants are not original English speakers, we suggest that presentations are accompanied by a slideshow (obviously this does not apply to all formats e.g. workshops, roundtables).

Key deadlines

Submission of abstracts – 28th February 2025

Decision about acceptance of abstracts – 15th April 2025

Early bird registration – from 1st May 2025 to 30th June 2025

Full fee registration – from 1st July to 11th August 2025

Deadline for full paper / presentation submission (uploading) – 5th September 2025

Abstract submission

Submission of abstracts will be possible via the website, the address of which will be published by the end of September 2024 in an updated version of this Call for papers.

Support to PhD students' participation

It is a key part of ESREA's mission to support doctoral and early career researchers. We therefore warmly invite doctoral candidates to present at the conference and offer bursaries to support participation. We also recognise that doctoral students need specific spaces for peer learning, networking and mentoring and we will all hold a pre-conference and also award a prize for the best doctoral paper.

- Pre-conference 24th September

The Ph.D. student pre-conference will focus on interdisciplinarity in adult learning and education research. Particular attention will be paid to the potential use of social media within the adult education research community. The pre-conference will be designed to support peer learning and opportunities for networking and mentoring from senior researchers. The pre-conference is included in the full conference fee.

- Best Ph.D. paper award

ESREA will award the prize for the best Ph.D. paper. The recipient will have the opportunity to prepare a manuscript based on her/his paper for review by RELA journal with the help of a selected member of the scientific committee.

- Bursaries

Ph.D. student participants who are individual members of ESREA or studying at institutions which have institutional membership of ESREA can apply for 10 bursaries (400 €). Applications should be submitted on the bursary application form by the deadline for paper proposals.

Fee*

	Early bird fee	Regular fee
ESREA member	320 €	380 €
ESREA non-member	370 €	430 €
PhD student / retired researcher	160 €	200 €

* Fees cover also coffee breaks and light lunches.

A contact email

esrea2025@ff.cuni.cz

The conference website

<https://esrea2025.ff.cuni.cz/>

About ESREA

<https://esrea.org/>