

ESREA Active Democratic Citizenship and
Adult Learning Research Network
Institute for Pedagogy and Andragogy,
Faculty of Philosophy, University of Belgrade

MOVEMENTS FOR DEMOCRACY, CRITICAL LEARNING AND THE LIMITS OF WHAT WE KNOW

Book of Abstracts



Belgrade, 2023

ESREA Active Democratic Citizenship and
Adult Learning Research Network

Institute for Pedagogy and Andragogy,
Faculty of Philosophy, University of Belgrade

**MOVEMENTS FOR DEMOCRACY,
CRITICAL LEARNING AND
THE LIMITS OF WHAT WE KNOW**

26–27 May, 2023

Belgrade

Book of Abstracts



1838

Publisher:

Institute for Pedagogy and Andragogy,
Faculty of Philosophy, University of Belgrade

For the publisher:

Jovan Miljković

Editors:

Maja Maksimović
Nikola Koruga

Assistant Editor:

Kristina Robertson

Reviewers:

Scientific Committee of the ESREA ADCAL network conference

Artistic solution cover:

Dosije studio, Belgrade

Illustration:

Jelena Jačimović

Pre-press:

Dosije studio, Belgrade

Print run:

50 copies

ISBN 978-86-80712-50-5

Contents

PAPER PRESENTATIONS

- Alessandra Mussi*,
From Margins to Adult Education Centers.
Insights from a Research on Active Citizenship Education
with Female Migrant Students 9
- Alicja Szostkiewicz, Monika Modrzejewska*,
The Activation Experience of Socially Excluded People Towards
a Critical Assessment of Being in a Relationship. 12
- Anke Grotlüschen, Markus Ertner, Alisa Belzer, Keiko Yasukawa*,
The Role of Adult Learning and Education in the Concept
of Lifelong Learning. An International Study with Eight
Countries from Four Continents 13
- Annika Pastuhov*,
Public Pedagogies in Party-Political Social Media Feeds.
The Case of the Finnish Nato Membership Debate in 2022. 16
- Balázs Németh, Carmel Berendi*,
The Roles and Impacts of Learning Cities in Promoting
Active and Democratic Citizenship Through Adult Learning
for Community Development. 19
- Barbara Samaluk*,
Slovenian Movements and Organisations Fighting Precarity:
Knowledge Production, Tactics and the Scale-Up Process. 22
- Chad Hoggan, Tetyana Hoggan-Kloubert*,
Solidarity as a Task of Civic Learning 24

Diana Holmqvist,
 Education for Sustainability in a University Setting:
 What is Possible?..... 26

Edisa Kecap, Dubravka Mihajlović, Aleksandra Pejatović,
 Education: A Path to Emerge from the Shadows
 of Invisible and Unpaid Labor 28

Eleni Papaioannou,
 Second Chance Education in Cyprus: A Critical Look
 at the Socio-Political Empowerment of Marginalised
 Adults 30

Fergal Finnegan,
 Learning from Each Other’s Struggles: Popular Education
 With Experienced Activists 32

Fergal Finnegan,
 Research on Social Justice and Transformative Learning
 Theory: Insights, Limits and Pressing Questions..... 33

Henrik Nordvall,
 Study Circles as a Mean for Intra-Party Education:
 Institutionalized Popular Education and the Social Movement
 Legacy in the Swedish Political Landscape 34

Jelena Joksimović, Natalija Drakulović,
 How We Learn When We Cocrete? 36

Katarina Popović, Ivan Nišavić,
 Navigating the Post-Covid Era: The Challenge of Educating
 for Democratic Citizenship 38

Maja Maksimović,
 Where Have All the Flowers Gone: Learning from
 the Failure of the Posthuman Education Project 41

<i>Milica Marušić Jablanović, Violeta Orlović Lovren,</i> Learning Through Defense and Defiance – Environmental Protests in Serbia as a Sign of Hope and a Source of Inspiration	43
<i>Tamás Kovács,</i> Lifelong Learning Initiatives in Hungary at the Turn of the Millennium – How Can a Region Preserve its Culture and Population Through Adult Education?	45
<i>Tijana Atanasijadis, Milica Milićević, Kristina Robertson,</i> Discovering the Epistemological Foundations of Adult Education within a Social Movement: A Case Study from Serbia	47
<i>Zorica Milošević, Natalija Gojak, Jana Mišović,</i> Education in the Model of Integral Social Protection.	49
<i>Živka Krnjaja, Nevena Mitranić, Dragana Purešević,</i> The Story of(f) the Course: Initial Education on the Edge of the Unknown	51

WORKSHOPS

<i>Nikola Koruga,</i> Critical Utopian Approach as a Tool for Social Action.	57
<i>Sanja Krsmanović Tasić, Dunja Đokić, Nikola Koruga,</i> Teacher-Artist Partnerships in Challenging Times	59
<i>Tamara Nikolić,</i> Performativity and Overcoming the Knowing Paradigm in Adult Education	61

*Maja Maksimović*¹
University of Belgrade, Serbia

Where Have All the Flowers Gone: Learning from the Failure of the Posthuman Education Project

In the spring of 2022, a group of researchers, architects, and educators collaborated to develop posthuman artistic, scientific, and educational practices aimed at exploring the intricate relationship between humans and plants. The project was hosted at the Microgallery of the Centre for the Promotion of Science. We invited the community, our friends, and colleagues to bring dry houseplants to the Center, share their stories, and entrust us with their care. With the assistance of botanists on our team, we committed to the regeneration of these plants. One of the goals of this exhibition was to provide a space for slowing down, reflection, and dedication, especially in the current period of galloping digital capitalism. Our attention is continuously reformulated into “hyper-attention,” which involves superficial engagement at the expense of focused awareness necessary for discernment and intimacy (Till, 2019). Moreover, consumers must not be attached to their objects; they must be unfaithful to them, consuming them by separating from them, destroying them, and discarding them to redirect the energy of their instincts towards newer objects (Stiegler, 2011). Therefore, we proposed the question: Can we consciously create relationships with plants to learn to dedicate ourselves to slow processes, respect perishability, and the power of regeneration?

As the lockdown was gradually easing up, this project also aimed to delve into the theme of decay and the potential for rejuvenation given the appropriate circumstances. Consequently, both people and houseplants were involved in a workshop, and the participants shared personal stories about the plants, with botanists “diagnosing” the plants’ conditions and subsequently implementing all necessary measures. Plant owners (if we can speak of ownership) become co-authors of this exhibition, and its curation takes on the original meaning of the term – nurturing (Latin *curare* – to nurture, heal). Thus, the educational goal of this exhibition goes beyond familiarizing oneself with biological processes as such, but focuses on exploring a personal and intimate relationship with plants. By involving the broader community in the creation of the exhibition, a space has

1 mmaksimo@f.bg.ac.rs

been created for recognition, encounter, exchange, and co-creation. The visitors of the Microgallery could take time, sit in front of the glass window with the plants and read the collaborative book we have created.

As time passed, some of the plants began to decay. After several months on display, some developed freckles, some were stolen while placed outside on the street, and some simply died. This prompted us to reflect on our approach towards care and its consequences. We ask ourselves: What kind of knowledge was produced within this failed participatory posthuman education project? In terms of democratic processes, we can look at the questions of participation and accountability. What happens to hope when promises are not kept? To answer these questions, we have collected stories from the authors and participants.

References

- Till, C. (2019). Creating 'automatic subjects': Corporate wellness and self-tracking. *Health*, 23(4), 418–435.
- Stiegler, B. (2011). Pharmacology of desire: Drive-based capitalism and libidinal dis-economy. *New Formations*, 72(72), 150–161.

Active Democratic Citizenship and Adult Learning Research Network

Aims and Themes of the Network

What, if anything, is the role of adult learning and education in fostering active democratic citizenship and the making of a democratic society? The ADC network is dedicated to exploring these central and longstanding questions through research, debate and discussion of active citizenship by studying and reflecting on these issues. We are currently particularly interested in adult learning in social movements; civic education for adults; the social and political construction of citizenship in relation to various discourses on adult learning and education and the historical and contemporary role of popular education. The ADC network welcomes a variety of approaches dealing with the nature, possibilities and limits of adult education in encouraging active citizenship and promoting democracy as well as relations between and changing roles of

- adult education and active citizenship,
- adult education, democracy and democratization,
- popular education and social movement learning,
- adult learning and (active) citizenship, democracy and democratization,
- local, national and global citizenship.

Convenors:

Fergal Finnegan, Maynooth University

Henrik Nordvall, Linköping University

Annika Pastuhov, Åbo Akademi University

Maja Maksimović, University of Belgrade

CIP – Каталогизација у публикацији
Народна библиотека Србије, Београд

374.72(048)

37.014.5(048)

321.7:37.01(048)

MOVEMENTS for democracy, critical learning and the limits of
what we know (2023 ; Belgrade)

Movements for democracy, critical learning and the limits
of what we know : 26–27 May, 2023, Belgrade : book of abstracts /
[editors Maja Maksimović, Nikola Koruga]. – Belgrade : Institute
for Pedagogy and Andragogy, Faculty of Philosophy, University,
2023 (Beograd : Dosije studio). – 63 str. ; 20 cm

Na vrhu nasl. str.: ESREA Active democratic citizenship and adult
learning research network. – Tiraž 50. – Bibliografija uz svaki rad.

ISBN 978-86-80712-50-5

- а) образовање одраслих — Апстракти
- б) Перманентно образовање — Апстракти
- в) Демократија — образовање — Апстракти
- г) образовање — Друштвени аспект — Апстракти

COBISS.SR-ID 116403721



УНИВЕРЗИТЕТ У БЕОГРАДУ
ФИЛОЗОФСКИ ФАКУЛТЕТ



ISBN 978-86-80712-50-5



9 788680 712505