

CASAE/ACÉÉA Newsletter

Our connections, practices, and voices

Fall 2023

CASAE/ACÉÉA was established in 1981 as a vibrant and energetic organization that provides a supportive network for graduate students, faculty members, researchers practitioners and policy makers who are engaged or interested in adult education scholarship.

L'ACÉÉA joue un rôle actif dans la promotion de l'éducation des adultes comme domaine d'étude et de pratique, à l'échelle nationale et internationale.

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Greetings and Report from the President

Dear CASAE/ACÉÉA colleagues,

It was wonderful to reconnect with old friends and colleagues and meet many of you in person at CASAE 2023. We look forward to seeing you again at CASAE 2024!

CASAE 2024 conference will be taking place in person in Montreal, Quebec from June 17-19, 2024 and will be hosted by the Department of Education and the Centre for the Study of Learning and Performance at Concordia University. This year's theme is: Redéfinir l'éducation des adultes/Redefining Adult Education. We also have an exciting full-day preconference on Monday, June 17. Thank you to the conference organizing committee: Mitchell McLarnon, conference chair (Concordia), Jean-Pierre Mercier, preconference chair (UQÀM), Jayne Malenfant (McGill), Arpi Hamalian (Concordia), and Marlon Sanches (Concordia) for their commitment and service to CASAE! Deadline for submitting proposals is: January 5th, 2024. Check CASAE's website for more details. <https://www.casae-aceea.ca/conferences/>



We have a strong Board of Directors to provide collective leadership to CASAE. We welcome Officers, José Wellington (Welly) Sousa (President-Elect), Tannaz Zargarian (Treasurer), and Marlon Sanches (Secretary), who is continuing in his role. For Regional Directors we have: Amea Wilbur (British Columbia) who is continuing in her role and we welcome new members: Catherine Irving (Atlantic), Jean-Pierre Mercier (Quebec), Emily Dobrich (Ontario), and Lili Jardine (Prairies). We also welcome Vitor Yano as CASAE's Graduate Students/Post-doctoral Representative.

Continuing in their roles, we have Robin Neustater and Adam Perry as the Canadian Journal for Studies in Adult Education (CJSAE) Co-Editors-in-Chief and Jean Pierre Mercier as French Language Editor. Of course, our journal cannot run without our talented Manager, Scott Macphail. I encourage you to check out the call for proposal submissions for the CJSAE special issue.

Our Board of Directors, along with our dedicated secretariat, Tim Howard, met and set an ambitious work plan for 2023-2024. Our Regional Directors are taking on a leadership role on diverse projects, including learning circles from Quebec, CASAE Adult Literacy Special Interest Group from Ontario, and webinars on migration from the Prairies region. Check this newsletter issue for more details on these projects. Also, a CASAE subcommittee is doing an overhaul for our website, with a new image for the CJSAE page, new photos, and videos reflective of our diverse membership. Keep an eye on our new and improved CASAE website in the new year. Thank you, Tim, Emily, Vitor, Lilli, and Welly for your work on the website.

Feel free to reach out to your Regional Director if you have any innovative ideas for running a webinar, a workshop, or any knowledge mobilization activity with your fellow adult educators in your region.

Thank you to Ling Lei, Newsletter Editor, for putting together this rich and exciting issue of our newsletter and for her commitment to CASAE.

Our strength lies in your involvement as membership. I encourage you to be involved in our events and initiatives and I invite you to share this information with your colleagues and students. If you know others who would like to receive our emails (incoming graduate students, for example), please encourage them to become members of CASAE.

Hope to see you all at CASAE 2024! Join us in the beautiful City of Montreal as we network, build community and share our research, education practices, field work and reflections, while keeping equity, diversity, inclusion and decolonization at the centre of our work as adult educators and global citizens.

We hope that 2024 will bring justice and peace in the world. I wish you all a peaceful and restful holiday with your families and loved ones.

Sincerely,
Roula Hawa

Roula Kteily-Hawa, PhD, MSc, MPH, BEd, OCT, PHEc
President, [Canadian Association for the Study of Adult Education](#)
Associate Professor and Program Coordinator,
Family Studies and Human Development,
Brescia University College at Western, London, Ontario

News from Canadian Journal for the Study of Adult Education (CJSAE | RCÉEÉA)

CJSAE|RCÉEÉA is a voice of adult education scholars and practitioners to share and discuss current research and issues in the field of adult education. The first issue of 2023, *L'éducation Inclusive des Étudiantes et Étudiants au Secteur Collégial dans la Province de Québec*|*Inclusive Education of College Students in the Province of Québec*, examines the inclusion in CEGEPs in five key articles. There is also a reflection by adult educators and scholars on their experience and learning in a study circle focused on the *Pedagogy of the Oppressed*. You will also find a book review of the new French translation of this book published by Les Éditions de la rue Dorion.

Currently, we are preparing the second issue of 2023, a general issue, which will come out later this year. Looking forward to 2024, there will be two special issues highlighting the contributions of Dorothy Smith to adult education, and autoethnography.

Did you know that all back issues of CJSAE| RCÉEÉA are online. Check them out for your reading and research - <https://cjsae.library.dal.ca/index.php/cjsae/issue/archive>

Report from Quebec Regional Director

Jean-Pierre Mercier, Professeur

Exciting learning circles have been successfully organized by Jean-Pierre Mercier in Quebec, with the August session running in-person at the Université du Québec à Montréal (UQAM) and the September and October sessions running in a hybrid format, in-person at UQAM and on-line, with participation from across the province.

The *Collectif interdisciplinaire pour la recherche et le développement sur l'éducation et la formation tout au long de la vie* (CIRDEF) arranged for the following three learning circles:

Speaker	Title	Date
Radia Sami	Injustice sociale et transmission de l'amazighe	August 24th, UQAM
Aly Ndeye	Regard historique sur le contrat racial en éducation	September 19th, UQAM and on-line
Altay Manço	Lutter contre la discrimination des migrants qualifiés sur le marché de l'emploi	October 25th, UQAM and on-line

Message from Your Prairies Representative

On June 1st and 2nd, 2023, I attended my first CASAE conference where I delivered a paper presentation, as a graduate student, to disseminate the research findings of my doctoral dissertation in adult learning: *Exploring the Intercultural and Holistic Transformative Learning Experiences of Professional Colombian Immigrants in Canada* ([Jardine, 2023](#)). The different sessions were very conducive to enriching dialogues among the presenters and audience. While attending the conference and networking with CASAE members, I experienced and felt that CASAE offered a safe place for graduate students and scholars to continue growing in the field of Adult Learning. Additionally, their communications and website offer additional resources to continue the conversations around adult learning trends and topics: peer reviewed journal, webinars, employment opportunities, conferences, awards, and more. At the Annual General Meeting (AGM), I noticed that CASAE needed a Prairies Representative, so I asked myself: "Why not? I will complete



the last requirements of my Doctor of Education Degree in Adult Learning in a few days, and this will be a great platform to continue growing as an adult learning scholar. Let's do it!"

I am Dr. Lili Jardine, the new CASAE Prairies Representative. I am a sessional instructor at Brandon University and the University of Calgary, and I am also an entrepreneur. In 1989, I came to Canada for one year as an international student, and in 1998, I returned to Canada, the place I call home, as an immigrant.

I would like to let the CASAE members and prospective members know that I am currently in the process of planning a webinar series that focuses on the **professional experiences of immigrants and/or international students**. Therefore, I am inviting graduate students and scholars who are exploring these experiences to present in the webinars. If you would like to become a presenter, please submit the title of your session, a 200-word abstract, and five keywords to Lili (JardineL@BrandonU.Ca) by January 31st, 2024. Please do not hesitate to reach out to me if you have any questions or suggestions.

Regarding the membership, please visit the [website](#) and join us:

Regular: \$125.00

Retired: \$87.00

Sessional, Post-doc, Student, Unwaged: \$41.00

Invitation to Participate in Feminist Exhibition

You are invited to participate in a feminist exhibition titled *Visibility / Invisibility: Gendered (Re)Orderings*. The physical exhibition will be curated in museums and gallery spaces in Victoria BC, and we will also develop a virtual exhibition. This exhibition offers a space to 'imagine', a space to use and think through stories and representations to explore, imagine, trouble and/or reimagine the concepts of visibility and invisibility as experienced in our complex gendered world. Through a feminist lens this living exhibition will showcase living gendered knowledges, imaginations and experiences through agentic stories objects, artworks, images, belongings, and artefacts. In other words, exhibition topics and images will take different forms. The idea is open to interpretation and radical imagination!

Visibility and invisibility are central to the discursive and interpretive layers of the socio-gendered ordering of things or in more traditional terms: our social, political, and cultural structures. To be visible or invisible is not straight forward, not always a reconcilable opposite. Women in all their diversity and others who experience gender oppression are made – by their own hand or others -- visible and/or invisible.

Feminist stories and representational -- objects, artworks, images, belongings, artefacts -- in this exhibition will represent power, the power (or not) to portray, depict, symbolise, render, story, to be 'subject' or 'object' of one's own story, life, and society. Rather than expressing a fixed meaning and providing a specific explanation, feminist representational object allows us to explore multiple and sometimes contradictory experiences of visibility and invisibility.

Participants wishing to take part in this exhibition will identify an object, image, artwork, belonging, etc. and speak to notions of visibility and invisibility, telling their own story, the story of someone they know or musing on societal and cultural acts of making visible and invisible. Ideas can focus on (but are not limited to) femininity, masculinity, non-binary, identity, aging, social construction, deconstruction and reconstruction, violence, care, rendering, portrayal, absence, presence, inclusion, exclusion, violence, harmony, belonging, decolonising, struggle, defiance, history, complicity, and other socio-gendered dynamics that have an impact on the lives of women and others across the globe who experience gender oppression. What story do you want to tell? What representational objects, artworks, etc. best enable you to show and tell a story of visibility and/or invisibility in a deeply gendered world? Examples can be provided if they would help to inspire your creativity because we do want creativity!

Details:

Photograph/Image: High resolution

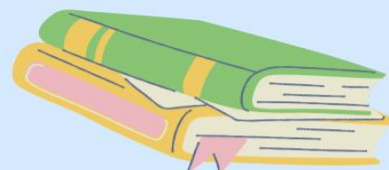
Artworks or objects: Must be delivered and will be returned on an agreed upon date (keep small and easy to mail)

Accompanying story: Maximum 400-450 words

First Date: February 01, 2024

Send to: clover@uvic.ca

Call to Join an Adult Literacy Special Interest Group



Coming in 2024

**Adult Literacy
Special Interest Group (SIG)**

**WITH THE CANADIAN ASSOCIATION FOR THE STUDY
OF ADULT EDUCATION (CASAE)**

Looking for a community of researchers and practitioners to discuss research, share ideas, or collaborate/support others interested in adult literacy?

We are organizing a special interest group with CASAE for those interested in adult literacy and adult basic education.

**We invite interested CASAE members
and adult literacy enthusiasts to join.**

**For more info or to join our mailing
list, contact Paula Elias at
Paula.Elias@mail.utoronto.ca.**



PIMA and Climate Justice Education

Collaboration as an intellectual and political approach to climate justice education

Shirley Walters, PIMA President

For the last 4 years PIMA has prioritised climate justice education working in collaboration with the Canadian Association for Studies in Adult Education (CASAE), United Kingdom (UK) based Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA), the African adult education network, MOJA, and Adult Learning Australia (ALA), and others. Together we have run webinars and `teach-ins`. The history of this collaboration is captured in an article, "Towards an emergent curriculum for climate justice adult educators/activists" in Australian Journal of Adult Learning, Volume 62, Number 3, November 2022. <https://ajal.net.au/latest-issue/>

We firmly believe that adult educators, and all other educators, have extremely important roles to play in response to the climate crisis – both as citizens and in our professional capacities – we all need a more profound understanding of the climate crisis so we can act urgently 'as if all of our houses are on fire'! PIMA was formed in 2015 as Friends of Pascal International Association (PIMA) and registered in Melbourne, Australia. It is an international network of individual adult educators, lifelong learning practitioners and scholar activists from 46 countries across most regions of the world. Its mission is to promote, interrogate, and mobilise adult learning and education (ALE) in the interests of greater socio-economic and ecological justice. The climate crisis is top of mind, hence our commitment in 2019 to encourage adult educators, scholars, and activists to become engaged in the praxis of climate justice education across geographical regions, across the political 'south' and 'north'.

In addition to the webinar series, we bring out special editions of the PIMA Bulletin, in which colleagues publish. In January 2023 <https://www.pimanetwork.com/bulletinjanuary2023> we opened discussion on '(Re)-envisioning relations between humans and the 'more-than-human world'. This theme is deepened in the most recent bulletin November 2023. In this, we describe the successful teach-ins held on *Unlearning Separation and Relearning Relationality with the Pluriverse*. These were led by Canadian, Elizabeth Lange. <https://www.pimanetwork.com/november-2023-bulletin>

In PIMA we have prioritised collaboration as an intellectual and political approach which counters individuality and separation and builds alliances. The climate crisis is global therefore our response needs to be global. Understanding the realities of the climate crises across the world and recognising that our own actions can have huge positive or negative impacts on others, is crucial.

Collaborative organising and writing challenge individualised modes of knowledge production. Climate justice education is a political/pedagogical process for the educators, activists, and participants. Working together cooperatively allows us to practice and rehearse the common future we are working towards. Through respectful collaboration, together, we can extend our reach.

For more information on PIMA, refer to www.pimanetwork.com or Shirley Walters ferris@iafrica.com

Anti-Racism and EDI: 2023 Annual Conference Presentation Highlight

Dr. Rita Atake is an Associate Professor in the School of Communications at the University of the Fraser Valley (UFV) in BC. Dr. Atake serves as the co-chair of the Race and Antiracism Network and co-organizer of the Scholarly Sharing Initiative. She is the Principal Investigator of a study titled "*Equity Frameworks for Mentoring Racialized Early-Career Faculty in Higher Education.*" The study is focused on mentorship practices for faculty members who are non-Indigenous and do not identify as Caucasian, European, or White as defined by the Canadian Employment Equity Act.

Canadian universities are prioritizing their Equity, Diversity, and Inclusion (EDI) action plans aiming to create an inclusive community and diversify academic programs. Crucial for achieving these goals, Dr. Atake's study objectives are to understand the experiences of racialized faculty members and to inform the development of mentorship models tailored to supporting newly hired racialized faculty.

There is currently an absence of formal mentorship programs specifically for racialized faculty in Canadian institutions and existing mentoring provisions for racialized faculty lack specific criteria and guidance for mentor-mentee relationships and outcomes. This study will provide a unique opportunity to contribute to future mentorship models for supporting newly hired racialized faculty aligning with the broader objectives of Canadian institutions of incorporating antiracist and Equity, Diversity, and Inclusion (EDI) perspectives into all operational processes.

Members' Publications

- Clover, D. E., Sanford, K., & Harman, K. (2022). *Feminism, adult education, and creative possibility: Imaginative responses*. Bloomsbury Publishing. <https://www.bloomsbury.com/ca/feminism-adult-education-and-creative-possibility-9781350231047/>
- Ilieva-Trichkova, P., Galloway, S., Schmidt-Hertha, B., Guo, S., Larson, A., Duckworth, V., & Maruatona T. (2022). Researching inequality and lifelong education from 1982 to 2020: A critical review. *International Journal of Lifelong Education*, 41(6), 597-614. <https://doi.org/10.1080/02601370.2022.2148303>
- Jardine, L. (2023). *Exploring the intercultural and holistic transformative learning experiences of professional Colombian immigrants in Canada* [Doctoral thesis, University of Calgary]. Open Theses and Dissertations. <https://hdl.handle.net/1880/116628>
- Kteily-Hawa, R., & Anderson, C. (2023). [Feminist aesthetics, intertwined indigenous and immigrant life narratives, and teaching practises](#) (pp. 165-181). In H. Mreiwed, M. R. Carter, S. Hashem, & C. Blake-Amarenti (Eds), *Looking back to look forward: Making connections in and through arts-based educational research*. Springer Briefs Series.
- Kteily-Hawa, R. et al., (2022). [Understanding the epidemiological HIV risk factors and underlying risk context for youth residing in or originating from the Middle East and North Africa \(MENA\) region: A scoping review of the literature](#). *PLoS ONE* <https://doi.org/10.1371/journal.pone.0260935>.
- Kteily-Hawa, R., & Gillis, R. J. (2021). [Community-based adult education and intervention efforts to promote human rights, health equity and reduce HIV infection rates: The response of a vulnerable stigmatized community in Canada](#). In M. Alfred, P. Robinson, & E. Roumell (Eds.), *Advancing the global agenda for human rights, vulnerable populations, and environmental sustainability: Adult education as strategic partner* (pp. 83-97). Information Age Publishing.
- Liu, J., & Guo, S. (2023). The making of ideal immigrant settlement workers: Examining the technologies of ruling power in Canadian immigrant service organisations. *Journal of Ethnic and Migration Studies*, 49(9), 2229-2246, <https://doi.org/10.1080/1369183X.2022.2158791>

- Lluch, C., O'Mahony J., D'Souza, M., Hawa, R. (2023). [Health literacy of healthcare providers and mental health needs of immigrant perinatal women in British Columbia: A critical ethnography](#). *Issues in Mental Health Nursing*.
- Mercier, J.-P. (2023). Balancing Family Life and College Studies: Needs of Student Mothers and Institutional Strategies. *Canadian Journal for the Study of Adult Education*, 35(01). <https://doi.org/10.56105/cjsae.v35i01.5690>
- Mokhberi, M., Biswas, A., Masud, Z., Kteily-Hawa, R., Goldstein, A., Gillis, J. R., Rayana, R., Ahmed, S. I. (2023). [Development of a COVID-19 related anti-Asian Tweet data set: Quantitative study](#). *JMIR Formative Research*, 7, e40403.
- O'Neil, P., Kteily-Hawa, R., & Janzen Le Ber, M. J. (2022). [Social portraiture: Decolonizing ways of knowing in education through arts-based participatory action research](#). *The Canadian Journal of Action Research*, 22(3), 32-44.
- Rodriguez, N., Mizzi, R. C., Allen, L., & Cover, R. (Eds.). (2023). [Queer studies and education: An international reader](#). Oxford University Press.
- Wong, L., & Guo, S. (2023). Brain drain, brain gain and brain circulation: Emerging trends and patterns of Chinese transnational talent mobility. *Journal of Chinese Overseas*, 19(1), 1-33. <https://doi.org/10.1163/17932548-12341477>

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Thank you for reading!

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