

## 2ND CALL FOR CONFERENCE PAPERS

Department of Education and Lifelong Learning, NTNU, and NTNU Oceans welcome abstracts for an interdisciplinary conference in Trondheim, Norway on June 15-16<sup>th</sup>, 2023

### *Sustaining, knowing, and ‘living’ the Blue? Coastal communities as places to belong across generations*

Deadline for submission of abstracts is January 31st, 2023

The ocean nurtures 80% of life on our planet. Coastal landscapes have been a home for people worldwide for centuries, earning a living in close interaction with the seas. Children were brought up to be of use in closely knitted families and communities, learning essential skills and knowledge from an early age, of key importance for making a living in rugged coastal landscapes. Growing up to be ‘coastal’ or an islander was closely connected to overall moral values of working together for a common good in mutually interdependent communities.

Coastal communities are characterized by being in transition with regard to economies, working life, demography, and social-cultural life. While many coastal communities are facing challenges in relation to depopulation, declining employment opportunities in the fishing sector, and depletion of fish stocks, others are prospering economically due to new ways of using marine resources, such as fish farming production. Rising sea and ocean levels as well as other changes brought about by climate change, pollution and new contested ways of using sea resources to make a living, raise questions of economic, environmental, social and cultural sustainability of coastal communities.

Children and young people are important but often overlooked actors in creating sustainable livelihoods, economies and knowledge in coastal communities for the future. Children’s and young people’s lives and education today are connected to growing up in societies

characterized by rapid transition calling into question what it means to be coastal. Education is seen as key to entering sustainable economies worldwide, as a ticket for individuals to succeed in the labour market, and as a tool to promote life quality. However, the relationship between education and sustainability more broadly beyond economic growth is debated. Moreover, the interconnection between education, work, everyday life, and life quality in coastal communities remains to a large extent unexplored. Historically, children and young people learnt through work and responsibilities as part of social and economic reproduction of the wider family and community. We witness shifting and competing forms of knowledge, and an increasing valuing of formal education as a key for future (working) life.

Many coastal societies today are characterized by ethnic diversity, creating complex dynamics in relation to inclusion and exclusion. These and other changes have wide-ranging implications for present everyday life and future development of inclusive and sustainable societies for present and future generations.

This interdisciplinary conference is related to the research project; *Valuing the past, sustaining the future. Education, local knowledge and identities across generations in coastal communities* (2016-2023), funded by Research Council Norway, and conducted by a team of interdisciplinary researchers from five countries. The project is part of one of NTNU's thematic research priorities; Oceans. The overall aim of the conference, similar to the research project, is to create a dialogue between different disciplines and research traditions related to the marine environment with the wish to provide a critical, renewed and deeper knowledge base about the shifting and dynamic interplay between education (non-formal and formal), society and working life, bridging past-present-future. Children and young people are a particular focus of investigation, but we believe a broad scope and a contextual and relational perspective to be fruitful as a source of knowledge to inform and critically renew policies and practices.

This conference welcomes contributions from different disciplines and fields such as (but not limited to) history, sociology, geography, anthropology, marine sciences, comparative literature, rural studies, gender studies, in addition to education and childhood and youth studies. Thematically, the following four streams are suggested:

#### Stream 1: Coastal childhoods and relations across generations

It has been argued that; 'Children living in coastal communities, at the water's edge, between the sea and the hinterland, have an everyday life with the view of the ocean promising 'an endless horizon'. Coastal childhoods are shaped by close interaction with the sea and the oceans in everyday life, in communities characterized by rapid transition with regard to economies and working life, livelihood, identity formation and intergenerational relations. While children in the past grew up to 'be of use' within interdependent intergenerational communities, it has been argued that children today are brought up to be 'authentic and unique self', putting a high pressure on humans, and challenging a sense of community.

This stream focuses on childhoods as these are lived, practiced, experienced and remembered, in close interaction with the sea and the coastal landscapes. Everyday lives, relations between and across generations through time, in various coastal communities will be of interest.

- Growing up to be coastal; relational perspectives and memories of childhood
- Historical and contemporary perspectives on children, gender, family - and community life
- Exploring and dreaming the coast and the seascape through play and leisure

- Exploring the sea and the coast through children's literature
- Children and young people; Individualization, diverse identities, values and lifestyles
- Learning to care for the sea and nature
- Material culture, emotions and the embodiment of waterborne identities
- Post-Covid era in coastal communities
- Researching coastal childhoods; theoretical perspectives and methodologies

### Stream 2: Knowledge, work and education in transition

Coastal livelihoods, work and economies changing over time have created new dynamics between 'traditional'/local forms of knowledge, formal education and scientific knowledge contributing to the formation of a variety of marine epistemologies, often revealing different values and interests among people (gender, ethnicity, age, lifestyle).

This stream focuses on the role of knowledge and education in transition across generations, to shed light on how various forms of knowledge, such as local knowledge, environmental, and indigenous knowledge, have been/are transmitted and transformed from older generations to younger through intergenerational practices, - or neglected and being lost. Provokingly we may ask: Is contemporary formal education valuing individualized, theoretical and abstract knowledge promoting 'urban lifestyle' essential to sustain coastal communities? What is 'blue education'? To what extent are the insights of earlier generations of coastal people still relevant to us?

Different forms of knowledge are closely intertwined with values and particular ways of living also reflected in marine policies and politics. Important questions are how the different forms of knowledge frame the human-ocean relationship in different ways and inform decisions about how to meet future challenges.

- Blue education? Changing working life and the dynamics of various forms of knowledge
- Children and work, contesting contemporary formal education?
- Place-based and intergenerational learning; past, present, future
- Marine epistemologies; competing interests with regard to resources and spaces?
- Indigenous knowledge and cultures; transmission and co-creation across generations
- Sustainable education? Coastal landscapes as places to explore, play and learn from early childhood and beyond (gender, culture and ethnic diversity)
- Youth in coastal communities: gender, occupational aspirations, education, work (im)mobilities
- Learning to leave? 'Stayers', 'movers' and early school leavers

### Stream 3: Valuing the blue? Well-being and sense of belonging

Social practices as part of livelihoods in coastal and marine environments shape individual and collective well-being. Sense of place and belonging, derived through close interaction with the oceans and the sea environment, has been described as an integral component of well-being and health. Furthermore, being of use, and abilities and feelings of contributing to a wider community is essential to promote well-being among children and young people. There is a close interconnection between cultural vitality, creativity and well-being aimed at socially sustainable blue communities.

This stream welcomes contributions that in different ways engage with questions of how different blue livelihoods are related to health. What are the elements and factors that promote and enable individual and collective health and well-being among children and youth? What is needed in order for 'blue growth' to contribute to a more just and equitable distribution of marine resources, and thus well-being among different groups and generations?

- Being 'new', feeling included and valuing the blue? Well-being and sense of belonging among migrants (children, youths and adults)
- The coast as home and place to belong or not belong for a diverse population (gender, ethnicity, age)
- Placemaking, identities and belonging in coastal communities across generations and gender
- 'The bodies in the sea', and 'the sea in the bodies' Nature, the seascape and well-being
- Health, well-being, equity and justice related to different livelihoods and economies
- Coastal identities, values, and cultural knowledge as sources of health and well-being?
- Growing up to be coastal: Intergenerational communities of work as health promotion?
- Being responsible and connected, feeling well? Work as a source of well-being for children

#### Stream 4: Sustaining and 'living' the blue

Small-scale fishing is traditionally anchored in and promotes moral values of community thinking, promoted within mutual interdependent and intergenerational communities of work. Fishing has been described as a 'way of life', influencing how the community understands and makes sense of the world. Coastal communities are in transition. What new livelihood opportunities are made available in the blue economy, and what are the roles of children and youth in new ways of living blue? Is knowledge, ways of living, skills and values of previous generations, vital for present education, identity and connectedness among generations, as well as for sustainable futures? How can new ways of living and thinking blue further develop community values, solidarity and interconnection between different generations? What do a blue economy and blue growth mean for the diversity of people living on the coast, and for children and young people?

- 'Blue economies' in transition. How can new thinking, new ways of using resources and making a living from oceans and the seas, contribute to economic, environmental, social and cultural sustainability?
- Contesting blue economies and blue growth? Tensions, different values and interests
- Preserving, protecting and developing the oceans, the seas and marine environments Challenges to environmental sustainability. Youth engagements
- Promoting inter-and intra-generational justice, cohesion and socially inclusive coastal communities
- Cultural heritage and collective social memories as sources of identities, belonging and cultural sustainability
- Food and meals as a lens to explore coastal communities in transition
- Valuing the past, sustaining the future? The cost of individualization and risk of deskilling of local knowledge with regard to young people's identity and sense of belonging

## ORGANIZERS

### Hosts

Department of Education and Lifelong Learning, NTNU  
NTNU Oceans

### Scientific Committee

Professor [Anne Trine Kjørholt](#), Norwegian University of Science and Technology, NTNU, Head of Committee

Professor Sharon Bessell, The Australian National University

Professor Firouz Gaini, University of Faroe Islands

Professor Spyros Spyrou, European University Cyprus

Associate professor Eleni Theodorou, European University Cyprus

Professor Dymrna Devine, School of Education, University College Dublin, Ireland

Dr. Aoife Crummy, School of Education, University College Dublin, Ireland

### Conference Secretariat

Senior executive officer [Ragnhild Berge](#)

Senior advisor Anita Oxaas Karlsen

Senior executive officer Kari Vikhammermo

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## Facts, schedule and location

**Submission of abstracts:** Abstracts of 250-400 words to be submitted by January 31<sup>st</sup>, 2023, to the conference secretary at: [ragnhild.berge@ntnu.no](mailto:ragnhild.berge@ntnu.no)

Please include author's name(s), affiliation(s) and contact information

Paper presentation: 20 min excl. discussion. The organizers are exploring the possibilities of a peer-reviewed publication following the conference.

### Important dates

January 31<sup>st</sup>, 2023: Deadline for submission of paper proposal abstracts

January, 2023: Invitations sent to paper contributors

March 1<sup>st</sup>, 2023: The program for the conference is announced. Conference registration opens.

April 15<sup>th</sup>, 2023: Closing of conference registration.

For updates and further information, please visit the conference website:

<https://www.ntnu.edu/coastchild/coastchild>

### Conference dates and location:

The conference will take place in Trondheim, Norway June 15-16<sup>th</sup> 2023, at [Hotel Britannia](#)

**Conference fee** includes lunch both days.

Registration; 'Early Bird' - within March 15<sup>th</sup>, 2023: 200 Euro,

Registration later than March 1<sup>st</sup>, 2023: 250 Euro

Student fee: 80 Euro

Conference Dinner: 1055 NOK (Approx. 105 Euro)

**Pre-excursion/field trip**

June 14<sup>th</sup>, 2023 - a field trip to the archipelago outside Trondheim will be arranged for early arriving participants. More information and fee will be announced.

**Accommodation**

[Hotel Britannia](#): 1895 NOK Conference offer (Approx. 190 Euro)

[Nidaros Pilegrimgård](#): 890 - 1290 NOK (Approx. 89 - 129 Euro)



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