

INTERNATIONAL ADULT
and
CONTINUING EDUCATION
HALL *of* FAME

28th
INDUCTION
CEREMONY

Where the spirit of learning is the lasting legacy

NOVEMBER 8, 2024 | FLORENCE, ITALY

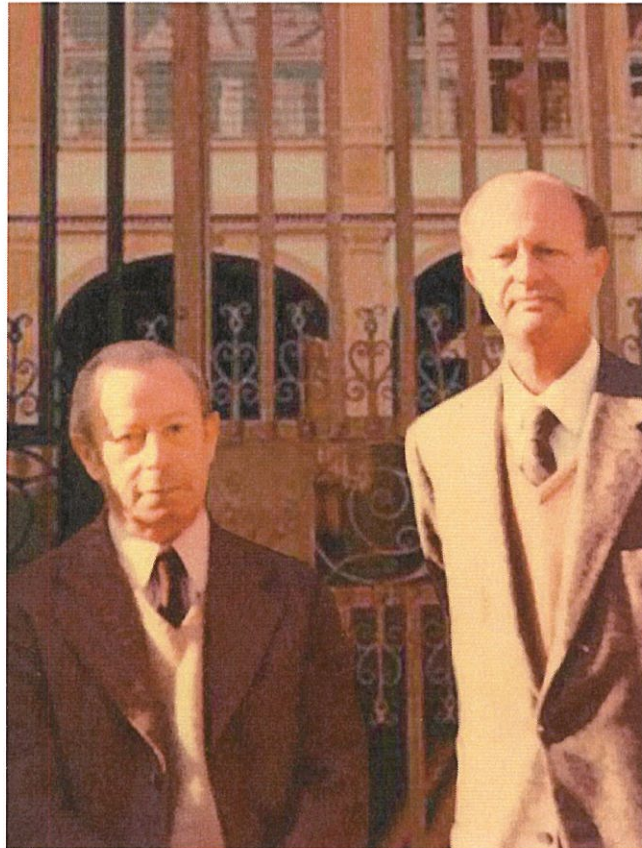
*“If your actions inspire
others to dream more, learn
more, do more and become
more, you are a leader.”*

– John Quincy Adams



UNIVERSITÀ
DEGLI STUDI
FIRENZE

University of Florence, Italy



(Left to right)

Prof. Lamberto Borghi

Prof. Filippo Maria De Sanctis

Lamberto Borghi, Doctor at the Graduate Faculty of Political and Social Science di New York City, emigrated to the USA due to the racial persecution by the fascist regime. In the USA he taught at Harvard e Cornell. When he was in the USA, Borghi met John Dewey and promoted his thinking in Italy. Borghi entrusted De Sanctis with the task of founding adult and continuing education research at the University of Florence.

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“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

– Chinese proverb

HOW IT BEGAN

INTRODUCTION

The freedom to learn lies at the heart of all great civilizations. It is a prerequisite to our other freedoms of speech, assembly and worship. Indeed, education is the shield that arms individuals against political tyranny and economic impoverishment.

Learning is an instinct. It is one that must be nourished and cultivated, and it is in this garden of the mind that the inductees of the IACEHOF have labored.

This Hall of Fame has been created not only to honor leaders in the fields of continuing education and adult learning but to serve as a record and inspiration for the next generation of continuing education leaders. Election to the Hall of Fame acknowledges that these men and women have made distinguished contributions to the field of adult and continuing education. Each has provided a crucial nexus between resources and learners. These innovative leaders have believed passionately in the evolutionary power of education. All are themselves exemplary lifelong learners and have left lasting impressions on the students, institutions, and organizations they have served.

This booklet commemorates the 28th induction ceremony and, more importantly, records some of the major accomplishments of the inductees. Their contributions to adult learning provide the foundation for continuing education scholarship and teaching in the century to come.

HISTORY

Discussions leading to the founding of the IACEHOF can be traced to the mid-1980s. Dr. Thurman J. White is universally acclaimed as the founding father of the Hall. It was through White's

vision and recognition of the need to provide a mechanism to recognize and honor, in perpetuity, living and deceased adult and continuing educators who had distinguished themselves as scholars and practitioners that the concept of the Hall began to take on form and meaning.

The IACEHOF was formally established in 1993 with White as the chair of its board. A significant moment in the unfolding of the Hall's development was realized in March 1996 when Dr. James Pappas, in a letter to Dr. John B. Holden (then IACEHOF Board Chair), invited the Board of Directors to consider the University of Oklahoma College of Continuing Education as the permanent site for its official headquarters.

The years 1994, 1995 and 1996 were signature years for the Hall in that its organizational functions, culture, and mode of operations would be defined. The IACEHOF would be incorporated as a nonprofit corporation, become located at the University of Oklahoma, develop bylaws to govern its operations, formulate guidelines and criteria for the selection of persons to be inducted for membership in the Hall, and induct the Hall's first class in Charlotte, North Carolina.

Beginning with its inaugural induction in Charlotte, North Carolina, in 1996, 28 classes have been inducted into the IACEHOF. Its membership includes more than 429 members. A first was achieved by the Hall in 2006 when a special induction ceremony of the 2006 European Class was held at the University of Bamberg in Bamberg, Germany.

According to the corporate bylaws of the Hall of Fame, the Board of Directors will establish qualifications

for induction. Three categories are currently specified:

- Regular members
- Honorary members
- Posthumous honors

Anyone may nominate a candidate for induction. Following review of the nominee by a screening committee, members are elected by the Board of Directors.

FUNDING

The expenses related to the establishment of the Hall of Fame and the inductions have been met by cash and in-kind contributions. It is hoped that the ongoing, modest expenses of the Hall of Fame will be met by similar gifts in the future. Contributions are tax deductible.

LOCATION

The official home for the International Adult and Continuing Education Hall of Fame is the University of Oklahoma's University Outreach, Thurman J. White Forum Building, Norman, Oklahoma. The virtual Hall of Fame may be found at halloffame.outreach.ou.edu.

First opened in 1962, the Oklahoma Center for Continuing Education is recognized as one of the nation's leading university-based residential conference centers. It is one of 11 Kellogg Foundation-funded continuing education centers worldwide. In 2023, University Outreach, College of Continuing Education, served 2,330,137 individuals who participated in professional learning opportunities and attended conferences, workshops, meetings, and other activities throughout the college.

November 7, 2024



Dear Colleagues,

We are excited to share some groundbreaking advancements in communication technology that we recently introduced at the InfoPoverty Conference at the United Nations this past April. These innovations, developed by Worldwide Tech Connections, will be presented this week at the International Adult and Continuing Education Hall of Fame conference and induction ceremony in Florence, Italy.

These technologies will allow you to listen to or read the opening session as it is given in real-time by the speaker in your native language. They support over 100 languages and dialects and are built to create a truly inclusive educational environment for everyone, regardless of linguistic background.

Worldwide Tech Connections and the University of Oklahoma Outreach/College of Continuing Education are co-sponsoring this service at the conference. Please come to the opening keynote session 15 minutes early to receive instructions on accessing these technologies. To use these communication tools, bring your mobile devices, headsets, air pods, or earbuds to fully experience what this technology can offer. This will be a great opportunity to see how these tools can support global communication in real-time and enhance our work in education and beyond. We look forward to your participation and are excited to share how these innovations can open new doors in adult and continuing education.

What connects cutting-edge software, robust infrastructure, comprehensive curriculum, and immersive on-site training? The answer lies in the tools themselves and our ability to harness them for universal access to information and learning. In adult and continuing education, real-time speech-to-speech communication is essential—not just as a convenience but as a cornerstone of educational and economic equity. Without this capability, the gap of information poverty continues to widen, leaving many in the shadows of progress.

Worldwide Tech Connections provides a powerful solution to this challenge. Their browser-based Software-as-a-Service platform combines the finest speech technologies, translation software, and artificial intelligence to deliver language interpretation and translation services in over 100 languages and dialects. This solution supports various fields, including healthcare, emergency response, corporate events, education, telecommunications, and more. The platform's versatility allows it to be deployed via phone, text, online environments, live events, documents, and forms.

We are on the brink of a new era thanks to this groundbreaking AI technology. It's about breaking down language barriers and demolishing the walls that confine talents and ideas to specific regions, countries, or socio-economic backgrounds. By enabling instant, seamless communication across languages, we open dialogues and create new opportunities for learners, educators, and institutions worldwide.

We look forward to discussing these innovations with you and exploring how we can collectively leverage them to further our mission of inclusivity in education. Technologies such as these become invaluable as we continue to navigate and shape the future of global learning.

Warmest regards,

Dr. Belinda Biscoe
Senior Associate Vice President for University Outreach
College of Continuing Education
The University of Oklahoma

Mr. Jeff Williams
Founder and CEO
Worldwide Tech Connections



For Additional Information Contact:
Colleen Doyle-Parrott, Executive Assistant
colleen@worldwidetechconnections.com

International Adult and Continuing Education Hall of Fame

November 7-9, 2024

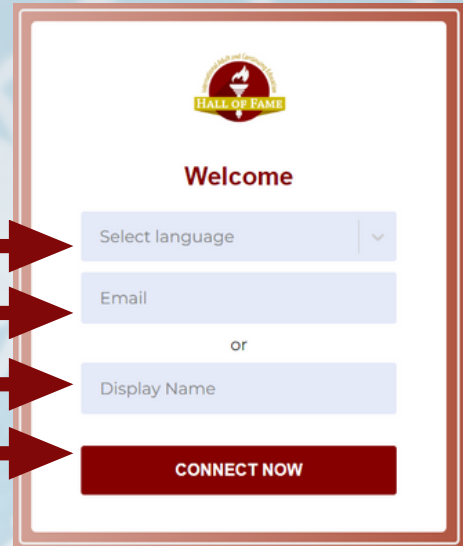


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SCAN



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Worldwide Tech Connections The box 2.0 colleen@worldwidetechconnections.com

SUBTITLES

TRANSLATED TEXT APPEARS HERE

Click the audio symbol to listen in your language with ear buds (it will turn green)

Click on the gear icon to change the font size or change the language.



JEFFRY WILLIAMS, Founder and CEO
jeffwilliams@worldwidetechconnections.com



DR. BELINDA BISCOE, Senior Associate Vice
President for University Outreach
bpbiscoe@ou.edu

JAMES P. PAPPAS SCHOLARSHIP

International Adult and Continuing Education Hall of Fame

◆ *Established 2015* ◆



The James P. Pappas Scholarship honors Dr. James P. Pappas for his tireless dedication to and support of the International Adult and Continuing Education Hall of Fame and for his far-reaching contributions to the field of continuing education. The scholarship is an annual award made by the Hall of Fame to an adult education major who is working toward the completion of a higher education degree.

Dr. Pappas, executive director of the Hall of Fame and a member of the 1997 Induction Class, has been a member of the Hall of Fame's board of directors from its beginning. He is an international leader in adult and continuing education with some 50 years of experience transforming the lives of nontraditional students. As vice president for Outreach at the University of Oklahoma, he led a lifelong learning organization that serves more than 250,000 participants with degree programs, distance and online courses, business and executive programs, and conferences and workshops. Outreach also administers many large federal and state education and training grants and contracts. In addition, Dr. Pappas was dean of the College of Liberal Studies and a professor in Educational Psychology and Liberal Studies. In 2014, he was awarded the prestigious Professor Honoris Causa from the University of Bucharest, Romania.

In addition to his academic work, Dr. Pappas has served as an officer on numerous community service and professional association boards, president of both the University Professional and Continuing Education Association and the Association of Graduate Liberal Studies Programs, and executive vice president of the Association for Continuing Higher Education.

◆ *Scholarship Committee Members* ◆

Nina Barbee, *Committee Chair*

Director of Continuing Education
Director, American Indian Institute
The University of Oklahoma Outreach
College of Continuing Education

James Pappas, *Ex-Officio*

Vice President, University Outreach (Retired)
Dean, College of Liberal Studies (Retired)
Executive Director, IACEHOF
Hall of Fame Class of 1997

Mary Alfred

Professor Emerita
Educational Administration & Human
Resource Development
School of Education and Human Development
| Texas A&M University
IACEHOF Board of Directors
Hall of Fame Class of 2016

Grey Edwards

Hub Chief, Army Continuing
Education System (ACES),
U.S. Army Garrison (Retired)
Hall of Fame Class of 2012

George A. Koulaouzides

Assistant Professor of Adult Education
Biographical Learning and Transformative
Adult Education Laboratory
School of Humanities
Hellenic Open University
EAEA - Member of the Executive Board
IACEHOF Board of Directors
Hall of Fame Class of 2019

Mortimer Neufville

President/CEO
1890 Universities Foundation
Hall of Fame Class of 2008

Thomas J. Sork

Professor, Adult Learning and Education
University of British Columbia
IACEHOF Board of Directors
Hall of Fame Class of 2008

LISA M. BAUMGARTNER



Scholar and author Lisa M. Baumgartner's major contributions to the literature on adult learning and on development in marginalized populations have made a lasting mark on adult education programs worldwide. Her four books and more than two hundred publications and presentations illuminate how sociocultural factors affect adult identities.

Baumgartner's coedited text *Learning in Adulthood: A Comprehensive Guide* (3rd and 4th eds.) is a staple of adult education programs across the United States and is used extensively internationally, with the third edition translated into Korean. In the third and fourth editions of this work, Baumgartner made significant changes to the longstanding classic by including research and scholarship by marginalized groups. Cited more than fifteen thousand times and referred to as the "adult learning bible" by adult education professors in the United States, *Learning in Adulthood* covers topics ranging from adult learning in contemporary society to learning and technology. New approaches to adult learning, such as Eastern and Indigenous, as well as Critical

Theory and postmodern and feminist perspectives, are also discussed.

The inclusion of the voices of marginalized peoples in Baumgartner's publications is key in her contributions to the literature. Her coedited text *Adult Learning and Development: Multicultural Stories*, first published in 2000, stands as the definitive, seminal book that examines the diversity of the adult learning experience, exploring issues related to identity, work, intimacy, the family life cycle, physical development, health and aging, and learning. In addition, Baumgartner's widely cited coedited monograph *Adult Learning Theory: A Primer* critically examines adult learning theory.

Baumgartner's publications help scholars to understand how sociocultural factors such as race, class, gender, and geographic location affect adult identities. Her work highlights scholarship from and about traditionally marginalized populations: adult development models concerning race and sexual orientation, learning and identity development in people living with HIV or AIDS, women in gender-responsive programs in jail, older adults, individuals with disabilities, and historical Black women in the civil rights movement. Her focus on transformative learning has helped scholars and practitioners understand the development of Mezirow's transformative learning theory over time.

As a Cyril O. Houle Scholar, Baumgartner conducted extensive archival research to unearth the contributions of civil rights activist Septima P. Clark. She introduced this voting rights activist and creator of the Freedom School and Highlander

educator to new generations of adult educators. Baumgartner has also influenced adult education through her service. She coedited *Adult Education Quarterly* from 2010 to 2014, served on the Adult Education Research Conference Steering Committee, was a member-at-large for the Commission of Professors of Adult Education, and served on five editorial boards of peer-reviewed journals.

Baumgartner has served as program coordinator for the Adult and Higher Education program at Northern Illinois University, and the Adult Education specialization within the Education Human Resource Development program at Texas A&M. In addition, she has served as the PhD program director in the Adult, Professional, and Community Education program at Texas State University. Her scholarly excellence is further demonstrated in the success of her award-winning students, who were recipients of the Adult Education Research Conference Graduate Research Award in 2017 and the Rising Graduate Student Award at the Academy of Human Resource Development Conference in 2024.

VANDANA CHAKRABARTI



For more than two and a half decades, Vandana Chakrabarti served as professor and director of the Department of Adult, Continuing Education and Extension Work at SNDT Women's University in Mumbai, India. Under her leadership, the department carried out community-based courses and training programs that reached thousands of people annually, including many of the marginalized living in the city's slums. Her crucial work for her community's most impoverished residents is one of several facets of a career that has increased access to educational resources for all.

Among the projects Chakrabarti's department carried out in the slums under her tenure (1993–2019) were those focused on issues such as health, immunization, HIV/AIDS, and literacy. Others projects provided training for nonliterate, neoliterate, and school dropouts. As a testament to Chakrabarti's efforts, her department received the NLM-UNESCO Award for Excellence in Adult Continuing Education in 2002.

Chakrabarti's greatest contribution to the field of adult education, however, came in her role as principal investigator

for the ePG Pathshala project on the subject of adult education. The initiative creates open-education resources for all graduatelevel courses of study (termed “postgraduate” in India) under India's National Mission on Education through Information and Communication Technology. A massive undertaking, the project involved the development and production of 152 lesson modules in nine subject areas, with the lessons freely accessible online.

As PI for the project, Chakrabarti conducted a meticulous review of syllabi from all master's programs in adult education in Indian universities and identified common topics. Subject experts on each topic from throughout India were then recruited to participate. Each expert developed content in the form of e-text, which was reviewed, and then videos were shot in studios in Delhi and Mumbai. Master's students and professors in Indian universities regularly utilize the content, which is also available to anyone interested in learning more about adult education as a field of study.

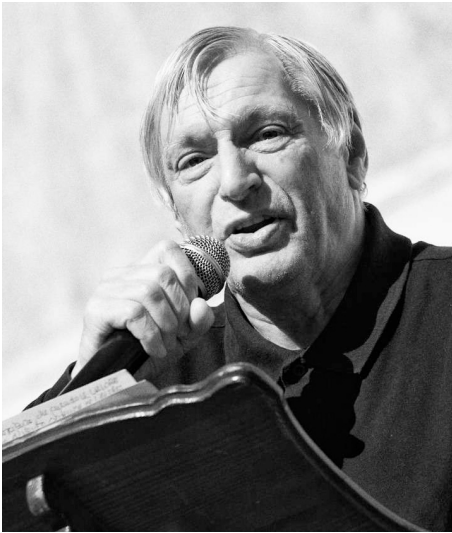
In addition to her work on the ePG Pathshala project, Chakrabarti is a prolific author and lecturer, and has held memberships on important committees at local, state, and national levels. She helped shape India's adult literacy policy and was instrumental in developing guidelines and standards for the operation of Adult and Continuing Education departments in Indian universities. In recognition of Chakrabarti's stellar leadership, SNDT appointed her as pro- vice chancellor; she served in the role from 2011 to 2016.

Chakrabarti received her doctorate in social work in 1988 from the Tata Institute of Social Sciences and was

from 2004 to 2019, except while serving as pro-vice chancellor, also serving as head of SNDT's Department of Social Work, where she was instrumental in initiating their master of social work program. Her multiple, simultaneous leadership responsibilities in two different but allied fields testify to her capacity for work and commitment to higher education and public service more broadly. In retirement, she serves as executive trustee of The Bombay Community Public Trust, a nonprofit that supports projects related to childhood and youth education, senior citizens care, women's empowerment, and more.

Throughout her decades of service as director of SNDT's adult education department, Chakrabarti demonstrated the true meaning of “extension” by ensuring that the university was always a highly visible, engaged institution in its communities, extending its intellectual, educational, and other resources in service of improving the lives of all people regardless of their circumstances. Furthermore, in making adult education resources available to all online, she has made an indelible contribution to lifelong learning and quality of life worldwide.

DON LUIGI CIOTTI



Don Luigi Ciotti is an Italian activist engaged in promoting social inclusion and emancipatory adult learning for people who are marginalized or at risk. For this ordained priest, it has been a lifelong pursuit.

Born in Pieve di Cadore, Italy, Ciotti moved with his family as a child to Turin, where as a young adult he worked with parish groups to found an organization to help young people and drug addicts on the street. He went on to be ordained priest in Turin in 1972. There he created Italy's first "street university" (Università della Strada). From these beginnings, Ciotti has tirelessly worked for the past six decades to fight the problems of social exclusion connected to drug addiction, increasing levels of poverty and emigration, and most recently, organized crime.

In the 1960s and 1970s, Ciotti's efforts focused on providing counseling and recovery for young people with drug addiction problems. He established the Abele Group in the mid-1970s to further this work; its efforts today address not only drug use-related challenges but social hardship more broadly. Among many programs, the organization offers research activities, a library, and educational courses for young people, social workers, and families.

In the 1990s, Ciotti expanded his work to the fight against organized crime. He founded Libera in 1995; the association, of which he is president, encourages civil society to strive against organized crime and to promote democratic legality and justice. Through the association, Ciotti coordinates more than 1,600 national and international entities opposed to organized crime. Libera's first project was collecting 1 million signatures for a bill that provided for the social reuse of assets confiscated from the Mafia. The measure became law in 1996. As a result of the law, houses and buildings confiscated from the Mafia are used as venues for educational and cultural activities aimed at young people and adults.

Further, Ciotti created a model of a system for the adult learning of marginalized people that can be applied in other contexts. In this model of intervention, people at risk of social exclusion train and organize themselves to create and manage the assets stolen from crimes through their cooperatives and associations. Ciotti established a support system for these organizations that provides for the promotion of associations specialized in the field of social inclusion, the construction of networks for the training of adult education, the conducting of research activities, and the management of communication campaigns.

Ciotti is considered an undisputed moral authority in Italy. The author of more than a dozen books, he is published in numerous Italian newspapers and frequently appears on national television and media channels. In addition to his studies in theology, he has received honorary degrees from the University of Bologna, University of Foggia, the State University of Milan, the University of Parma, and the University of Pisa. He constantly engages in communication campaigns aimed at protecting individuals—immigrants, inmates, victims of crime—and also at obtaining political decisions and laws in favor of educational and social inclusion. In these campaigns, adult learning is seen

as an integral part in promoting citizenship rights and the culture of democratic legality and social justice.

KAREN EVANS



Karen Evans has contributed to adult and continuing education as an adult educator, author, researcher, and academic leader over the course of five decades. Now emeritus professor of education at University College London (UCL), she has throughout her career brought fresh approaches and understanding to the relationships between human agency and adult learning, to work with youth, to lifelong education and international development, and to workplace and professional learning.

Evans joined the UCL Institute of Education in 2001 and served as head of the School of Lifelong Education and International Development from 2001 to 2005. Among many responsibilities and achievements at UCL over the following fifteen years, she directed inter-disciplinary research programs in the Centre for Learning and Life Chances (LLAKES), demonstrating how lifelong learning can reshape lives. She also established innovative work-learn-educate initiatives for post-qualification professional learning.

Evans's most notable recent contribution to the field of adult education is building

research partnerships that rethink the scope and mission of lifelong learning across Asia-Europe. Under her leadership as coordinator of the Asia-Europe Education and Research Hub for Lifelong Learning (ASEM-LLL), a network of cooperating Asian and European universities, active membership of the core research network on workplace learning expanded to ten Asia-Pacific and eleven European countries. Her efforts have influenced research and policy agendas throughout the region, from at Singapore's Institute for Adult Learning to Latvia University's Doctoral School initiative on Human Capacity and Learning in Life and Work.

As UCL emerita since 2016, Evans has continued to play leading roles in LLAKES and ASEM-LLL, publishing extensively and mentoring others in support of vigorous futures for international lifelong learning. Her recent publications include the *Third International Handbook of Lifelong Learning* (2023), for which she served as editor in chief. The landmark volume gives new impetus to lifelong learning to develop beyond discourses that previously framed its development.

Evans is also coeditor of the *Sage Handbook of Learning and Work* (2022), coauthor of *How Non-Permanent Workers Learn and Develop* (2019), and coeditor of *Youth and Work Transitions in Changing Social Landscapes* (2013), among many other publications. She serves as joint editor of the *Springer Book Series on Lifelong Learning*.

Evans's PhD, completed at the University of Surrey while she served as an adult education tutor-organizer, explores why young industrial workers were demonstrably underserved by adult education. After earning her doctorate,

she developed comparative perspectives on learning in life and work transitions. Her landmark comparative study on agency in young adult transitions produced internationally renowned work on bounded agency in the interplay of life, work, and adult learning in changing social landscapes.

Over the course of her career, Evans has held influential fellowships and visiting professorships, from a Commonwealth of Learning fellowship in Vancouver in the 1990s to visiting scholar and advisory roles in the Asia-Pacific region. Her dedication to deepening the connectivity of adult education and lifelong learning was recognized with the European Commission's outstanding researcher award in 2017.

FRANCESC PEDRÓ GARCÍA



Francesc Pedró García is an innovator in the field of adult and continuing education, with a particular emphasis in policymaking. In academia, his influence is evident in his numerous, widely cited works on policy and on the use of technology in lifelong learning. Outside of scholarship, his expansion of UNESCO education policy reviews to incorporate a lifelong learning perspective has shaped the field in developing countries. But it is Pedró's pathbreaking pedagogical design for the Universitat Oberta de Catalunya, the first European university to operate solely online, that has remained a major inspiration and reference point worldwide for the field of adult education and lifelong learning.

In 1994, when the Barcelona-based Universitat Oberta de Catalunya (UOC) was launched as an online-only, distance learning university, the Internet was in its early years. The university's founders dreamed that the institution would provide access to higher education to adults in their native language, Catalan. The founders' vision was to provide high-quality higher and continuous education through the Internet that would reach anyone equipped with a modem.

As part of the leading team, Pedró came up with and implemented a highly innovative pedagogical design intended to dramatically decrease dropouts. His plan consisted of three major parts: multimedia educational resources, a virtual campus (the first time this expression was used in Spain), and highly supportive tutoring systems. Pedró's pedagogical design expanded rapidly to other public universities in Spain and later across Europe, transforming the way distance teaching was approached. UOC has continued to grow since Pedró's departure and today offers bachelor's, master's, and doctoral degrees in a variety of fields in Catalan, Spanish, and English. The university remains a prime example of the successful use of technology to provide lifelong learning opportunities to adults.

Pedró joined UNESCO in 2011, working first in education policy and then, since 2019, as director for the UNESCO International Institute for Higher Education in Latin America and the Caribbean. In these roles, Pedró has continued to advocate for and to further opportunities for lifelong learning for all. In particular, he designed and implemented UNESCO's lifelong learning policy reviews in select developing countries, including Albania, Honduras, Malaysia, Sudan, and Zambia. At a time when these countries were solely focusing on providing basic education, he promoted a lifelong learning approach. The implementation of policy reviews with a lifelong learning perspective strives to dramatically increase national capacities in public policymaking in education in these countries.

Pedró has published widely on the topics of public policy and lifelong learning, particularly in terms of

technology-supported innovations and their influence in access to education throughout life. His publications include dozens of peer-reviewed articles in journals including *Comparative Education*, *Higher Education Policy*, and *Education Policy Archives*. His books include, for the Organisation for Economic Co-operation and Development, *Inspired by Technology, Driven by Pedagogy: A Systematic Approach to Technology-Based School Innovations* (2010) and *Connected Minds: Technology and Today's Learners* (2012); and for UNESCO, *Activating Policy Levers for Education 2030: The Untapped Potential of Governance, School Leadership, and Monitoring and Evaluation Policies* (2018).



Shibao Guo (郭世宝), professor of adult education at the University of Calgary, is internationally recognized for his longstanding scholarship in adult and lifelong education, transnational migration and diaspora studies, internationalization of higher education, multicultural and antiracist education, and comparative and international education. His pioneering work has significantly contributed to the understanding of immigrant experiences in Canada and the integration of immigration studies into adult and lifelong education.

Over the past twenty-two years, Guo has made outstanding contributions to the field of adult education with more than two hundred publications, including twelve books, fifty book chapters, and seventy-nine refereed journal articles. His works have been translated into Chinese, French, and Farsi. Among his publications, his most seminal are those that delve into the topics of transnational migration and adult and lifelong education. His single-greatest contribution to the field of adult education has been his theorization in 2013 of the “triple glass effect.”

Drawing on the integration experience of immigrant professionals in Canada, Guo described the triple glass effect

as a three-part barrier to immigrants' bettering their quality of life. The “glass gate” denies immigrants' entrance to guarded professional communities; the “glass door” blocks access to professional, high-wage employment; and the “glass ceiling” prevents them from moving into management positions. As a result, immigrants suffer unemployment and underemployment, poor economic performance, and downward social mobility.

Guo's theorization of the triple glass effect marked a major breakthrough in researching the dynamics and complexity of immigrant and refugee experiences. The theory enabled a more holistic understanding of the relationship between transnational migration and adult and lifelong education.

Guo also proposed transnational lifelong learning as an avenue for recognitive justice and inclusive citizenship. This idea questions the claim that a universality of citizenship transcends cultural difference and particularity. Guo instead suggested “pluralist citizenship” as an alternative form of citizenship that recognizes transnational flows of migration. In rejecting the deficit model of lifelong learning—the idea that students lack knowledge teachers must then impart to them—transnational lifelong learning acknowledges and affirms cultural difference and diversity as positive and desirable assets.

In addition to his groundbreaking scholarship, Guo has made exceptional contributions to adult learning through his professional leadership and service. He served as president of three national associations: Canadian Association for the Study of Adult Education, Comparative and International Education Society of Canada, and Canadian Ethnic Studies Association. He also serves internationally on the board

of Researching Work and Learning, Society of Transnational Academic Researchers, and World Council of Comparative Education Societies. He has coedited *Canadian Ethnic Studies* since 2012.

Guo is an honorary professor at the University of Nottingham, England, and adjunct professor of several universities in China. As a visiting professor, he has given more than 120 invited talks at more than 50 universities. Frequently cited in peer-reviewed journals, his innovative scholarship has put adult and lifelong education onto the radar of immigration and related fields of study. Guo's publications comprise a substantial and distinguished body of high-quality research and scholarship that extends well beyond the field of adult and lifelong education.

TIMOTHY DENIS IRELAND



As a scholar, practitioner, and policymaker, Timothy Denis Ireland has made an indelible mark on adult education in Brazil for more than forty years. Over the course of his productive career, which spans local, regional, national, and international levels, three particularly notable achievements stand out: his scholarship on the International Conference on Adult Education (CONFINTEA), his development of education classes for workers on building sites, and his establishment of the first prison education program in the country.

Ireland is a former professor in adult education at the Federal University of Paraiba, in João Pessoa. As a scholar, he investigated the CONFINTEA conference cycle over its past six decades to document the history of adult education worldwide. He drew on official records and documents produced by and for the conferences to explore the development of and shifts in the conception of adult education. In Ireland's resulting book, *Adult Education in Retrospective: 60 Years of CONFINTEA* (2014), he also investigates the role of UNESCO in articulating and establishing international guidelines for

adult learning through the lens of the conference cycle.

As a practitioner of adult education, Ireland created the Zé Peão School Project in 1990, which he led for fourteen years. A joint venture between the Federal University of Paraiba and the local branch of the Building Workers Trade Union, the project set up classrooms on building sites throughout the city to address low rates of schooling among building workers. Undergraduate students who were trained as literacy and basic education teachers served as the instructors. Over the course of the program's twenty-eight-year tenure, more than five thousand workers enrolled and four hundred teachers were trained.

Finally, as a policymaker, Ireland was selected to serve as the first director of Brazil's Department of Adult Education at the Ministry of Education, a position he held from 2004 to 2007. While there, he developed a national program, Educating for Liberty, that provides education for people incarcerated in prisons. Prison education had previously not been considered the government's responsibility in Brazil. The program became part of national policy in 2010 and has served as the foundation for prison education in the country ever since.

In his role as director of the national Department of Adult Education, Ireland also strengthened the Brazil Literate Programme, which in 2007 enrolled 1.9 million students. He also strove to guarantee a stable financial foundation for adult education in Brazil's permanent education budget.

In addition to his contributions to adult education as a scholar, practitioner,

and policymaker, Ireland has played an instrumental role in many other adult and continuing education arenas in Brazil. Among other contributions, from 2008 to 2011 he worked for UNESCO's Brazil office, launching the proposal for the country to host CONFINTEA VI, which it did in 2009. Ireland also initiated the publication of a collection of books, *Education for All*, to disseminate studies, reports, and collections of articles on continuing education. In addition, he was a member of the editorial board of *Adult Education and Development*.

Ireland earned a master's (1978) and doctorate (1988), both in adult education, from the University of Manchester.

VAUGHN JOHN



Educator and researcher Vaughn John is a leading figure in peace and justice education in Africa and beyond. A professor in the School of Education at the University of KwaZulu-Natal in South Africa, he was recently appointed to the South African Research Chair: Peace and Justice Education. As an activist-scholar in a context of long histories of dehumanization and extreme levels of violence and injustice, John seeks to harness education for peace, justice, and humanization in southern Africa and more broadly. His major contribution is responsive, practical, and engaged scholarship in peace and justice education.

After political violence struck KwaZulu-Natal in the 1980s, John set up a peace education program at the University of KwaZulu-Natal (UKZN), where he teaches. Over the course of three decades, the program has developed more than twenty peacebuilding interventions in the areas of community peacebuilding, community mediation, xenophobia, bullying, and more, for community, school, and post-school settings. These interventions combined with research have created a peace education praxis.

While John was setting up this program, he also developed what is his greatest contribution to the field of adult education: internationally recognized scholarship in the crucial but underdeveloped field of transformative

peace education. The title of his inaugural lecture, “Troubling Violence: A Praxis for Transformative Learning,” captures the golden thread running through his research. He explores, on one hand, the different kinds of violence that trouble society and development but, more crucially, asks how we as critical educators and citizens may also “trouble violence” for the purposes of disruption, humanization, and creating hopeful alternatives. John’s scholarship has developed along three lines of inquiry: critical peace education, participatory pedagogy and research, and Afrocentric transformative learning theory.

Before his focus on peace education, John delved into applied and policy-oriented research. He looked particularly at political violence in Natal and supporting communities and organizations affected by state-sponsored war. Much of this work appeared as reports used by local and international media, law firms, humanitarian organizations, and the Truth and Reconciliation Commission. John also became an expert in case study research, drawing on participatory pedagogy and participatory methodology, which have allowed for the generation of decolonized and Afrocentric knowledge.

In addition to his work in peace and justice scholarship, John chaired a national task team that developed South Africa’s first qualification on conflict transformation. He also served on an international task team that developed a master’s program for the United Nations’ University for Peace. He served two terms as co-convenor of the Peace Education Commission of the International Peace Research Association and is a founding member and trustee of the KZN network of the Alternatives to Violence Project. Among other honors, he was recognized in 2018 for excellence in teaching from the UKZN College of Humanities and excellence in research, community engagement, and teaching portfolio from the university’s School of Education.

John maintains that adult education, including peace education, could be conceptualized as care work. His theorization of adult education and learning in contexts of violence, fear, and trauma contribute to the many areas of critical praxis across disciplines and society. In the midst of growing violence and inequality in the world, John is the rare scholar who works to trouble violence to foster hope and humanization.

ELIZABETH LANGE



As a young Canadian educator on a Peruvian study tour, Elizabeth Lange experienced a profound transformation. A liberation theologian urged her group to go back home, admonishing them to study and challenge “the belly of the beast” in North America. The call to action deeply shaped Lange’s professional and scholarly trajectory. She reoriented herself from a high school teacher to an educator in community-based adult and continuing education. Lange went on to profile marginalized voices, critique structural inequalities, and pursue socioeconomic and ecological justice through a career that has woven adult education with social action for more than four decades.

A socially committed scholar, Lange is particularly known for work that is both groundbreaking and accessible. She created a body of critical scholarship questioning the Western intellectual inheritance and dominant societal form. This culminated in a new thematic area known as transformative sustainability education, which she helped introduce into the fields of adult and lifelong education, and environmental and sustainability education. Works in this vein explore pressing issues ranging

from climate change and biodiversity to just and sustainable societies. From this vantage, she has offered fascinating new insights about transformative learning. Lange also has been instrumental in helping to introduce the concept of relationality, a new understanding of reality and existence, into the adult and continuing education field.

Of Lange’s works, her stand-out book *Transformative Sustainability Education: Reimagining Our Future* (2023) is a singular contribution to the field. The volume offers critical analyses of the evolution of environmental thinking in an engaging and educational style. Reviewers have heralded the book as ambitious and bold, and as a groundbreaking contribution to the fields of adult, environmental, and sustainability education.

Lange currently is a visiting professor at Athabasca University in Canada and an honorary and adjunct fellow with the University of Technology Sydney in Australia. She previously served as a professor with three Canadian universities Concordia University of Edmonton, University of Alberta, and St. Francis Xavier University. Her engaging and accessible style of scholarship carried over to the classroom, where she has been a popular teacher known for her creativity, sensitivity, and responsiveness.

Lange’s other contributions include her coauthored book *The Purposes of Adult Education*, which serves as a Canadian text for graduate studies. She has had more than fifty peer-reviewed journal articles and book chapters published and has served as an associate or consulting editor for key journals in the fields of adult education, transformative learning, and sustainability education.

She has coedited five special journal issues to profile important voices not often heard, including Indigenous women, Indigenous scholars on decolonizing adult and lifelong learning, immigrants and new-comers on transnational migration and education, and voices on diverse knowledge systems as well as transformative sustainability education.

In addition to her work in adult education over the past forty years, Lange created four nonprofit organizations dedicated to sustainability education, climate action, forest conservation, and fair trade for global artisans. She has also provided workshops and curricular assistance to many community organizations of Indigenous educators and scholars, newcomer and refugee service groups, as well as a range of governments, social services, and nonprofits. She holds a PhD in international/intercultural education from the University of Alberta in Edmonton, Canada.

CAROLYN MEDEL~AÑONUEVO

Carolyn Medel-Añonuevo has made outstanding contributions to adult education for more than four decades. Throughout her career as both practitioner and contributor to policy, she has championed popular education, a learner-centered approach that aims to empower those who have been marginalized. Her work has illuminated the participatory practices of adult education, the importance of having adult education policies in place, methods for integrating these practices and policies in diverse sectors, and the need for skills and competencies to ensure quality adult education.

As a practitioner, Medel-Añonuevo served as director of the Centre for Women's Resources in the Philippines and spearheaded the development and delivery of education modules in various arenas for women—workers, peasants, the urban poor—in pathbreaking efforts to build women's leadership and to consolidate the then-nascent women's movement. She went on to promote popular education in trainings and intergovernmental meetings, research, and policy processes as part of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the UNESCO Institute for Lifelong Learning in Hamburg, Germany. Throughout her work, whether in the Philippines or with Filipino migrants in Europe, in trainings or transnational intergovernmental meetings and workshops, Medel-Añonuevo has argued for the relevance of popular education in ensuring the active participation of stakeholders and their ownership of projects.

In nearly thirty years at UNESCO, Medel-Añonuevo successfully applied popular education in program development and policy processes.

She was instrumental in establishing more institutionalized processes for greater stakeholder participation in the outcomes of the international conferences on adult education CONFINTEA V (1997) and VI (2009). She also successfully fostered the inclusion of civil society representatives (NGOs and academics) in the official processes at regional and global levels. In addition, Medel-Añonuevo edited and coordinated the production of the milestone first two Global Reports on Adult Learning and Education (GRALE), a periodical developed at CONFINTEA VI.

As the head of education of the UNESCO Regional Office for Southern Africa, Medel-Añonuevo led the efforts to make visible technical and vocational education training, teachers' education, higher education, information and communication technology, and education for sustainable development at the Southern Africa Development Community (SADC). She expanded the spaces for participation of senior government officials, civil society, and academe in crafting national, regional, and international policies related to adult and continuing education. Her efforts resulted in the adoption of a set of SADC regional strategies on technical and vocational training, teachers' education, and education for sustainable development.

An academic at the University of the Philippines, Medel-Añonuevo has investigated topics as varied as children, the status of women, international migration, and the impact of structural adjustment on poor women. As part of her community service or extension work, she has often been called to be a resource to other universities across

the country. Among her topics in the workshops were the importance of social sciences in the country, the role of participatory research, and different methodologies of social sciences.

LISA R. MERRIWEATHER



Lisa R. Merriweather has brought social justice to the forefront of the field of adult education throughout her more than twenty years as both scholar and practitioner. Earning her doctorate in adult education from the University of Georgia and promotion to professor of adult education in Educational Leadership at the University of North Carolina at Charlotte, Merriweather's wide-ranging, interdisciplinary work addresses pressing needs within adult education.

With Africana philosophical thought as foundation, Merriweather, a prolific scholar and qualitative researcher, explores culturally liberative mentorship, particularly in graduate education and in the professoriate, as well as racial equity in adult learning spaces: museum (non-formal), doctoral education (formal), and Spoken Word (informal). Her passion is deconstructing ideas to restructure language as a means of interrupting anti-Black racism and promoting pro-Blackness in adult education practice, theory, and research. As a critical race scholar, she consistently challenges students, peers, administrators, and community-based individuals to unpack their complicity in the national project of racial animus and pushes adult educators to be alert to how societal systems and institutional structures contribute to the silencing and erasure of racially minoritized populations.

Using historical and societal contexts as her muse, she “invites readers and interlocutors to a space of reflection through (re)presenting and (re)linguaging racialized experiences” of the oppressed and disenfranchised.

From that muse, Merriweather created a vibrant ideological tapestry, authoring more than seventy-five publications and sixty presentations, including coediting the 2020 edition of the *Handbook of Adult and Continuing Education*, *Trauma in Adult and Higher Education: Conversation and Critical Reflections* (2022), and *Convictions of Conscience: How Voices from the Margins Inform Public Actions and Educational Leadership* (2019) in addition to publishing in *Adult Learning*, *New Directions for Adult and Continuing Education*, and the *Journal of Adult and Continuing Education*. She is part of the historic coeditor team for *Adult Education Quarterly* boasting four coeditors born in different countries with three identifying as Black and Brown women. Her most notable contribution to social justice in academic scholarship, however, is the cofounding of *Dialogues in Social Justice: An Adult Education Journal* in 2016 to address the lack of publications related to equity, diversity, and inclusion in the field. The journal, for which she was senior editor until 2022, makes a significant and necessary contribution to the discourse of the field.

As a tireless voice for social justice through adult education, Merriweather has a profound awareness of the need to expand the reach of adult learning in other arenas and to infuse poignant concepts relating to race and equity into the field. In much of her work, race and equity are interrogated at the nexus of differing but connected disciplines such as adult education and Science, Technology, Engineering, & Mathematics (STEM). This was the product of a competitive grant through the National Science Foundation—Alliances for Graduate Education and the Professoriate directorate.

Though Merriweather has held various positions of leadership within adult

education professional organizations including the Steering Committee for the Adult Education Research Conference, Commission of Professors of Adult Education Executive Council, Cyril O. Houle Award Review Committee member, and president-elect for the Adult Higher Education Alliance, which promotes adult learning within higher education, her innovative thinking regarding social justice, and her dedication to it, are throughlines transversing her adult education career: teaching, scholarship, and service. Merriweather's own commitment to social justice, realized through the ministry of mentorship and a vision for racial equity, was born from familial and God's love for humanity. Her living hope is evident in the people with whom she is humbled to work and mentor such as new faculty members, many of them Black women, and the nearly forty Black doctoral students she assisted in fulfilling their dreams of “becoming”. This dedication was honored in 2023 when she received the *Alan Mandell Mentoring Award* and being named in 2024 as Faculty Fellow in the Center for ADVANC(ing) Faculty Success which has the potential to reshape cross-cultural mentoring at her institution.

Merriweather's 2018 “Black is Beautiful” entry in the Black Power Encyclopedia marked a new beginning of contributions to racial social justice, a beginning of which she did not realize she needed to embark. “Black is Beautiful” was a reminder of hope and promise of self-love. It was joy drawn in bold, colorful machinations of afrofuturism that ignited the next wave of reimagining the world through the blurred lines of scholarship and the arts, emboldening her to show up in the fullness of her authentic self as a mother, grandmother, daughter, grand-daughter, sister, niece, friend, joyographer, photographer, pianist, and creative. Merriweather follows in the footsteps and stands on the shoulders of the many before her who beat the drum for racial justice.

DON OLCOTT JR.



Don Olcott Jr. has played a vital role in the development of the field of adult and continuing education over the past four decades, a period of great technological, social, and institutional change. Drawing on his experience at institutions worldwide, where his leadership, scholarship, and collegiality have been accoladed, he has striven to help institutions adapt to an ongoing revolution in technology, instructional design, institutional support for students, and adult education need. An innovative scholar, he is an especially valued author, editor, reviewer, and member of the Editorial Board of the *American Journal of Distance Education*.

With twenty-five years of experience in higher education institutions in the United States, and fifteen years living and working in Australia, England, the United Arab Emirates, Romania, and Germany, Olcott is an ambassador for institutional innovation. His work as a scholar practitioner has contributed to new practices in adult, continuing, and distance education. In 1991, his first published article of note - Bridging the Gap: Distance Education and Academic Policy"—addressed the need for new incentives and rewards for university faculty teaching via technology. This led many institutions to revise promotion and tenure guidelines and enhanced

scholarship in US higher education on faculty adoption and the benefits continuum for faculty. These changes, in turn, migrated into adult education academic programs and institutional policies. In 1997 Olcott published "Transforming University Outreach: Integrated Technology Systems Design (ITSD) for the 21st Century." This was a precursor for the game-changing integration of hybrid and blended learning that combines face-to-face and technology- delivered instruction.

Over his career Olcott has developed innovative national and global institutional partnerships in continuing and distance education. He also has been recognized for his teaching by the University of Maryland Global Campus with the Stanley Drazek Award, honoring two decades of teaching returning adult students. Olcott has also created pathbreaking higher education programs for working professionals, including a doctoral program in community college leadership. From 1996 to 2005, he led the Institute or the Management of Distance Education. He has held leadership roles with major US-based associations, Collaborating with the University Professional and Continuing Education Association, the United States Distance Learning Association, and the WICHE Cooperative for Educational Telecommunications. He served on the Board of the United States Distance Learning Association 2001–2016), as USDLA president (2006–2007), and board chairman (2007–2008). His work has been recognized by the International Council for Open and Distance Learning, the Open and Distance Learning Association of Australia, and EDEN Digital Learning Europe, where he is a senior fellow.

Today, Olcott is still empowering others and still standing up for underserved populations. His international work has resulted in continued collaborations between US and

European organizations; his scholarship continues to be cutting edge on micro-credentials, leadership, and cross-border higher education. He has taken openly public positions to stand up for social justice issues and against violations against human rights. He condemns the inhumane use of social media and other digital technologies in Ukraine and Gaza to commit crimes against humanity and genocide, and he calls out university leaders for their silence on critical geopolitical issues where the voices of leadership are desperately needed.

ZVONKA PANGERC PAHERNIK



For nearly thirty years, Zvonka Pangerc Pahernik has been a driving force in the development of adult learning and education (ALE) in Slovenia and Europe. Pahernik, who holds a master of science degree, has served as head of the Promotion and Information unit for the Slovenian Institute for Adult Education since 1997. Among her numerous achievements, it is her development of Slovenia's highly successful Lifelong Learning Week, held annually since 1996, and her advocacy for the New European Agenda for Adult Learning, that most exemplify her efforts to build up and raise awareness of a culture of lifelong learning for all.

As creator of Slovenia's national Lifelong Learning Week, Pahernik brings together the country's education and training sectors to raise awareness of and celebrate ALE. This five-week campaign, typically held in May/June, features around nine thousand events and draws two thousand stakeholders. Attendees gain a better understanding of the omnipresence of ALE as well as its benefits and the need for cooperation among providers, local communities, enterprises, and social partners to deliver it. The success of the Slovenian

Lifelong Learning weeks, the concept of which Pahernik has exported to other countries in southeastern Europe, is a testament to her commitment and patience. In recognition of Pahernik's efforts in coordinating the initiative, the Ministry of Education presented her with the national award for exceptional achievements in education in 2014.

Pahernik has also been an influential shaper of European adult education policy. A member of a number of European working groups and committees, she is a strong voice for nonformal ALE in Slovenia and Europe. Her primary achievement in policy has been her advocacy for and design of the New European Agenda for Adult Learning, the key policy strategy for ALE in Europe. The Slovenian presidency of the European Council proposed and developed the Agenda in 2021; it was then adopted by the EU Council of Ministers.

Due to her successes, Pahernik was nominated to and served as national coordinator of the European Years of Skills (EYS). She organized and moderated two large EYS events: the Slovenian EYS opening in 2023 and a follow-up event, Skills for All, in 2024. She also served as a member of the Standing Group for Indicators and Benchmarks (2003 – 2018), representing Slovenia in the process of shaping and evaluating indicators in the field of education and training, with a focus on ALE.

Pahernik's expertise in adult education bridges Slovenian and European policies, knowledge and practice of research, know-how of technical questions, and an understanding of how to address the general public and how to bring people and institutions to work together. A

standout networker for ALE in Slovenia and Europe, she is an effective and respectful communicator.

Pahernik has written numerous articles in Slovenian and English for various newsletters, newspapers, as well as other publications, and has served as a presenter on adult education at a variety of domestic and international events. In her free time she is a keen advocate for living a healthy lifestyle, reading, and, of course, lifelong learning with an emphasis on learning communities. She has been and remains a crucial part of raising awareness about and increasing the visibility of adult education in Slovenia and Europe.

MORTEN FLATE PAULSEN



A prolific scholar, Morten Flate Paulsen is a pioneer in open and online education. He established NooA, the Nordic open online Academy, in 2012, where he is CEO and professor of online education. Among his many other achievements over the course of his career, he initiated NKI Online College, the first online college in Europe. Paulsen is revered worldwide for these accomplishments in providing education for all, as well as for his technology developments and numerous publications and presentations on online education and the technology to support it.

As part of NKI Online College, the largest provider of online courses in Scandinavia, Paulsen made some of his most innovative contributions to the field of adult education and lifelong learning. He worked at NKI from 1982 through 2012, with two years off for doctoral studies, ending as director of development. At NKI in the 1980s, he designed the EKKO computer conferencing and learning management system software tools that made distance teaching and learning possible. In 1987, he introduced NKI Online College and taught the first online

course at a distance. The college is one of the longest running online colleges in the world.

At the time of NKI Online College's founding, the Internet was in its infancy. The idea of a teaching institution that would provide access to upper, secondary, and higher education to anyone equipped with a modem was visionary. Today, the institution serves as a reference for researchers and practitioners interested in online upper secondary school, postgraduate studies, and university college studies.

Paulsen's other positions have included working as acting secretary general for ICDE—the International Council for Open and Distance Education (2018–2019)—and as part-time professor of online education at universities in Canada, Portugal, and Norway. He has served as president of EDEN—the European Distance and E-Learning Network (2010–2013)—and on EADL, the European Association for Distance Learning research and development committee (2005–2007).

As an academic, Paulsen has published widely on online and lifelong learning, with a particular focus on technology-supported innovations and his Theory of Cooperative Freedom and Transparency in Online Education. He has also given more than 150 keynotes and other presentations at conferences in 30 countries. Paulsen's publications include numerous papers and more than twenty edited volumes and reports. His most recent books address the use of digital technologies to supply open-access education for all. He began releasing the first installments of his four-volume, open-access work *My Online Education World*, 1980–2020 in 2024.

Paulsen established the Distance Education Online Symposium in 1990 when working with the American Center for the Study of Distance Education at Pennsylvania State University. He served as the founding editor of *DEOSNEWS* and the first moderator of DEOS-L. He has been regional editor for *IRRODL* (*the International Review of Research in Open and Distance Learning*) and *EURODL* (*the European Journal of Open, Distance and E-Learning*). Paulsen has also served on the Editorial Board of the *Asian Journal of Distance Education* and seminar.net. Paulsen holds a doctorate in education from Pennsylvania State University in adult education and instructional systems.

ANDREAS SCHLEICHER



For more than twenty years, German statistician and researcher Andreas Schleicher, director for education and skills at the Organisation for Economic Co-operation and Development (OECD), has worked with education leaders world-wide to improve adult education. Among other achievements at OECD, he developed and manages the Programme for International Student Assessment to create a platform where policymakers, researchers, and educators can come together across nations to innovate and transform educational policies and practices. Schleicher's extensive publications, including the biennial *OECD Skills Outlook*, have made notable contributions to the field. The data he developed through OECD and UNESCO on adult learning provide some of the most authoritative and influential sources for research on lifelong learning and its impact on economic, social, and civic outcomes.

Particularly important, Schleicher led the development and implementation of the OECD Survey of Adult Skills, which assesses key skills in the adult workforce, measures their impact on individual and aggregate social and economic outcomes, and explores how

to develop and deploy these skills most productively. With data from more than forty countries, the survey has transformed the understanding of how adult skills are developed and how they atrophy when not used. Governments, institutions, and NGOs in numerous countries have been influenced by this work.

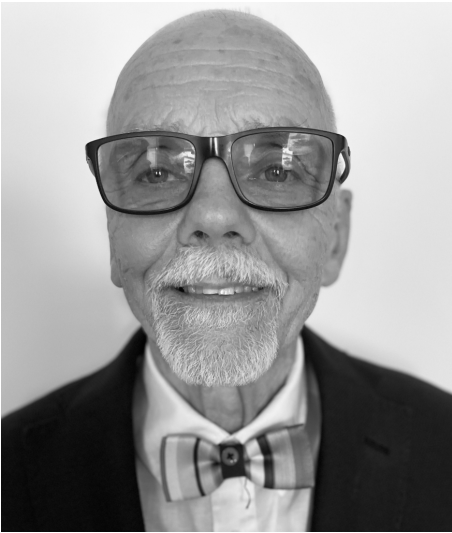
Building on the survey's findings, Schleicher spearheaded the development of the OECD and G20 Skills Strategies, which enabled governments to devise broad approaches to developing relevant skills over the life course, fostering greater participation in lifelong learning, strengthening the governance of skills systems, and leveraging skills to drive innovation and social and civic outcomes. These Skills Strategies have brought governmental and civil society stakeholders together to address and adjust national adult learning policies in numerous countries. The strategies have shaped national systems for skills recognition that go beyond an emphasis on pursuing formal degrees and qualifications to support learning through micro credentials and related mechanisms. Schleicher indelibly changed the field of adult education in shifting the focus from earning degrees and qualifications to attaining skills.

By shedding light on the impact of adult skills on the economic and social success of individuals, Schleicher has brought adult education to the center of policy attention and raised the visibility of related policy issues in the public debate. The metrics on adult skills he has published have been widely covered not only in the literature but also in the media, helping to create a sense of urgency for policy action and generating greater ownership among adult learners

on what to learn, how to learn, where to learn, and when in their lives to learn.

Before joining OECD, Schleicher served as director for analysis at the International Association for Educational Achievement. He joined the Royal Swedish Academy of Engineering Sciences as an international fellow in 2020. Schleicher is the recipient of numerous awards and honors, including the Theodor Heuss prize, awarded in the name of the first president of the Federal Republic of Germany for exemplary democratic engagement. He holds an honorary professorship at the University of Heidelberg in Germany.

EDWARD W. TAYLOR



Edward W. Taylor, emeritus professor of lifelong learning and adult education at Penn State University–Harrisburg (1999-2017), is renowned worldwide for his prolific and impactful contributions to adult education. His extensive body of work, which includes 45 refereed journal articles, two books, six edited volumes, and 23 book chapters, has cemented his reputation as a leading scholar in the field. Taylor is particularly well-known for his ground-breaking research on transformative learning—a process through which individuals undergo a significant shift in their perspective or worldview. His expertise has taken him around the globe as a keynote speaker, scholar-in-residence, and consultant.

Taylor's most significant contribution to adult education is his development and critique of transformative learning theory (TL). His scholarship is heavily focused on TL, and he has published several key works. Notable among them are *The Handbook of Transformative Learning* (2012) co-edited with Patricia Cranton and *Transformative Learning in Practice* (2009) co-edited with Jack Mezirow. His research has explored not only adult education but has also ventured into related fields. He has collaborated with

international scholars on a wide range of topics, including Farmer Field Schools in Kenya and Uganda, medical education, economics, environmental education and sustainability initiatives in Costa Rica.

Another area that Taylor had a great passion for was the study of nonformal adult education within cultural institutions (e.g., libraries, zoos, museums, parks, arboretums). Despite the omnipresence of these sites of learning they often have resided on the margins of the profession, particularly concerning adult learning processes and best practices. A notable published book in this area was *Teaching in Public Places*.

Throughout his career, Taylor has brought increased attention to the field of adult education and lifelong learning. His work has been cited over 17,000 times by scholars worldwide. As coeditor of *Adult Education Quarterly*, the premier journal in the field, from 2006 to 2011 Taylor played a pivotal role in enhancing its international reputation.

In addition to his scholarly work, Taylor has mentored numerous colleagues and doctoral students. He has supervised more than 35 doctoral dissertations in adult education and actively participated in national and international boards related to transformative learning. Taylor's service includes roles on committees such as Adult Education Research Conference, Commission of Professors of Adult Education focused on research and publication, as well as extensive work in faculty development at various universities in Italy and other parts of Europe.

Although his primary focus has been on transformative learning, Taylor's

international collaborations and his application of transformative learning to fields such as medicine, engineering, and farmer education have made a lasting impact on adult education and beyond. Before joining Penn State, he was a faculty member at Antioch University in Seattle (1993-99) and earned his Doctor of Education in adult education from the University of Georgia.

MAGDALINI (MAGDA) TRANTALLIDI



Magda Trantallidi has contributed significantly to the development of adult and continuing education policy at national, EU and international levels, for nearly four decades. As former head of the departments of international and European cooperation of the Ministry of Education in Greece, she has provided a central point of reference for improving national policy and performance in adult learning, within the European objectives and international policy frameworks.

At the same time, as national representative in boards, committees and working groups of European and international institutions concerned with adult learning, she has advocated for the policy development, through European cooperation, in an inclusive, holistic and lifelong learning perspective.

In all her roles, she has played an active and engaged part in European processes, facilitating to make adult learning visible among policy makers in order to adopt relevant policies and programmes that increase participation in and promote access to adult learning. Trantallidi's career in adult education began in the mid-eighties when she started working in the General Secretariat for Adult Education at the Ministry of Education and Religious Affairs in Greece. She served from 1988 to 2014 as Head of the Department of International Cooperation, where her extraordinary contributions led

to the modernization of the Greek adult education system and its gradual internationalization. From 1988 onwards, she participated in the efforts of numerous European and international bodies to make visible the strategic importance of Adult Learning policy development at all levels (international, EU, national and regional) in a changing social and economic context.

She was actively involved in committees and technical working groups on adult learning of the European Commission, the UNESCO Institute for Lifelong Learning (CONFINTEA V and VI) and the Organisation for Economic Co-operation and Development (OECD) (PIAAC programme). To join forces in her advocacy work, she has collaborated actively with European and international non-governmental umbrella organizations concerned with adult learning, namely the European Association for the Education of Adults (EAEA) and the International Council for Adult Education (ICAE).

Trantallidi worked as head of the European Union policies Department in the Directorate for European and International Affairs of the Ministry of Education, from 2014 to 2015, and then as the Acting Director in the same Directorate until 2017. In that role she assisted in the preparation of the European Council (Concilium) for Education and in the negotiations within the Education Committee. She concluded her illustrious career in 2019, as head of the Department of EU Programmes and the national authority for ERASMUS+ Programme in Greece, and as a member of the ERASMUS+ Committee of the European Commission.

A highlight of Trantallidi's commitment to furthering adult education in Greece is that her work led to the Greek Ministry of Education hosting the first European Union Conference on Adult Education in 1994. The Athens Conference brought together key players from a variety of backgrounds including ministries, local governments, adult education NGOs, universities, and the social partners.

The highly collaborative method Trantallidi employed as project manager for the Athens conference greatly impacted the way successive Presidential EU conferences on adult learning were approached. Throughout those conferences, Trantallidi made key contributions, often as keynote speaker, chair, or rapporteur, safeguarding the methodology of cooperation for a common goal. Thus, six years after the inaugural conference, the advocacy work done by the gatherings moved forward the policy agenda by overcoming challenges, in a step-by-step approach, that finally led to the adoption of adult learning policy in 2000.

Since 2000, Trantallidi has actively participated in the consolidation of the EU policy agenda and the promotion of funding opportunities for adult learning. She contributed to the conceptualization of adult learning during the extensive debate in Committees of EU government officials. In addition, she assisted to the approval of several key policy documents, including the Council of the European Union's "*Resolution on Lifelong Learning*" in 2002, the European Commission's Communications "*It Is Never too Late to Learn*" (2006) and "*It Is Always a Good Time to Learn*" (2007), the first Action Plan on adult learning (2008-2010) and the European Council's Resolution on a renewed "*European Agenda on Adult Learning*" in 2011, which consolidated the EU policy in the adult learning field.

In addition to contributing to the development of adult learning in Greece and Europe over the course of her career, Trantallidi has served as a model adult learner, supporting her policy work with academic knowledge and continuing education. She holds a law degree from the Law School of Athens University and a postgraduate Diploma in Adult Continuing Education from the University of Florence. To further develop her expertise in lifelong learning strategies, she attended courses in lifelong education at the University of Nottingham in the United Kingdom.

ALBERT TUIJNMAN



A pioneer in adult education scholarship, economist Albert Tuijnman has made extraordinary, long-lasting contributions to the field. In his most groundbreaking work, he introduced the application of statistical models to longitudinal data to investigate the effects of initial schooling and later adult education on individuals' employment, earnings, and quality of life. Tuijnman's 1989 study unequivocally demonstrated that adult education improved its participants' lives.

The study, "Recurrent Education, Earnings and Well-Being: A Fifty-Year Longitudinal Study of a Cohort of Swedish Men," followed individuals from age ten to fifty-six over a half century. The work estimated the total effects of initial schooling as well as repeated cycles of subsequent adult education participation on key aspects of their lives. Tuijnman's findings showed that the effects of adult education on the study group were statistically significant on occupational status at age forty-three and on perceived well-being at age fifty-six. A game-changer for the field of adult education, the work demonstrated that when analyzed over an extended time horizon, participants in adult education regard their lives as more worthwhile, full, rich, and interesting than those who do not take part.

The longitudinal method Tuijnman employed in the study is now considered the gold standard in adult education research. The method made it possible to model the effects of adult education over a long period of time. The work is also significant because the method of structural relations analysis Tuijnman used allows for the estimation of the effects of formal schooling and adult education participation on important outcome variables. Finally, the study's drawing on not only readily quantifiable outcomes such as earnings but also on self-reported measures of well-being were path-breaking. In recognition of his achievements Tuijnman was invited to become editor of the *International Encyclopedia of Adult Education and Training* (Elsevier Science, 1996).

In addition to his work as a researcher, Tuijnman, who serves as enior economist for human capital at the European Investment Bank, has also been an important promoter of adult education nationally and internationally. A professor of comparative education at Stockholm University, the University of Nottingham, and the Danish University of Education, he has cultivated doctoral students interested in quantitative research methods and comparative studies in adult education. His former students now hold academic positions where they are training their own doctoral students. This network still provides an impetus for empirical studies in adult education.

In 1999, Tuijnman was invited to become a Fellow of the International Academy of Education, which promotes high standards in educational research and disseminates examples of best educational practices worldwide. Until Tuijnman's election, the field of adult education was not represented among the disciplines covered by the international academy. Today, he remains the field's only representative in this forum. He also previously

served as principal administrator at the Organisation for Economic Co-operation and Development, responsible for publications including *Lifelong Learning for All* and the *International Adult Literacy Survey*.

Tuijnman has delivered numerous keynote addresses on financing lifelong learning and comparative adult education to audiences worldwide. His publications have been widely influential inside and outside of academia. As a result of his efforts, he has been awarded honorary positions including special professorships in China, Denmark, the Netherlands, Sweden, and the United Kingdom. He is eminently distinguished in the field.

INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME ORGANIZATION AWARD 2024

presented to **EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS (EAEA)**

Founded shortly after the end of World War II, the European Association for the Education of Adults (EAEA) has striven for seventy years to be the voice of European adult education and to promote and strengthen adult learning for all. Over the past decades, the association, an NGO with 120 member organizations in 43 countries, has focused on groups at risk of exclusion such as adults with unmet literacy needs, with disabilities, with a migration background, and those outside the labor market.

EAEA's work is informed today by the experiences of its more than 60 million learners. The association is at the forefront of discussions on adult learning and education and increasingly contributes to joint policy positions that highlight the need for European and global organizations to tackle shared objectives and to foster mutual discovery in order to benefit those learners. In an effort to provide evidence-based arguments on the importance of adult learning to policymakers, EAEA conducts studies and reports on legislation and financing in Europe. Among its publications are the study *Adult Education in Europe: Trends and Treasures*, the policy paper *Manifesto for Adult Learning in the 21st Century*, and other projects like *Financing Adult Learning in Europe*.

The fruit of these efforts—EAEA's impact on the field of adult education—is evident in a growing understanding of the role of adult learning in society in policy frameworks across Europe. EAEA has successfully advocated a holistic approach to adult learning in European Union policy, which, for example, contributed to inclusion of adult learning in the Socrates program (1994) and incorporation of the concept of life skills in the new European Skills Agenda

(2020) and the New European Agenda for Adult Learning (2021). As a result of EAEA advocacy efforts, adult learning is now a prominent part of the Erasmus+ program, a key source of funding for European adult learning organizations.

As a membership organization, managed by regional volunteers, EAEA has supported hundreds of adult learning associations and providers across Europe over its lifetime, with a focus on both policy and practice. In the 1950s and 1960s, EAEA offered courses on European citizenship and study tours, and trained hundreds of professionals. Since early 1990, the association has supported members in carrying out awareness-raising activities such as adult learning festivals, which have since become a fixture in several European countries.

Today, EAEA is leading training programs on the role of adult learning in digital and green transition, supporting organizations in extending their reach and informing their policy and practice work. In its capacity-building work and collaboration with members, EAEA has supported young professionals in adult learning.

Through decades of collaboration and hard work, EAEA has transformed the understanding of adult education as a sector with its own policy recognition, legal frameworks, and dedicated funding, while building synergies with other policy fields. This has been particularly visible in EAEA's impactful advocacy work, and collaboration with other civil society stakeholders in Europe and beyond.



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Through Dr. Biscoe’s dedication and commitment to the field of adult and continuing higher education – particularly to her oversight and administration of the IACE Hall of Fame and the HOF Home Office, her boundless energy devoted to serving as Interim Executive Director for the Hall, volunteering to serve as Chair of the IACEHOF Communications Committee, and her leadership and support for the meaningful work of the HOF, her contributions and participation with the Hall are gratefully acknowledged. Thank you for providing your experience, expertise, and generously providing the longstanding home for the IACE Hall of Fame.

We also express heartfelt appreciation to Belinda Biscoe for continuing to house the IACEHOF within the Thurman J. White Forum Building at University Outreach in Norman, Oklahoma. This has been the permanent home of the Hall since 1996 and continues today.

A special “thank you” to Dr. Éva Farkas, Chair of the IACE Hall of Fame Board of Directors for her diligent work for the HOF as Chair, and especially for creating a unique adult and continuing higher education conference in collaboration with our international partners in Florence, Italy. We extend our appreciation to the University of Florence team – Rector of the University of Florence, Dr. Alessandra Petrucci, Prof. Paolo Federighi, Prof. Vanna Boffo, Prof. Giovana Del Gobbo, Prof. Francesca Torlone, and Dr. Arne Carlsen, Co-Chair, IACE Hall of Fame Europe. We extend appreciation to the Florence Organizational Committee: Giulia Biagi, Cristina Bianchi, Elisa Desii, Sofia Marconi, Silvia Montorsi, Marta Pampaloni, Arianna Antonielli, and Manuel Sbriglione.

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Thank each of you for your lasting impact and for being an inspiration for the next generation of adult and continuing education leaders. The legacy continues...

SPECIAL NOTES

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Congratulations
to the
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University Outreach
College of Continuing Education
The University of Oklahoma
1700 Asp Ave., Suite 111, Norman, Oklahoma 73072-6400
(405) 325.6361 Fax (405) 325.7196 www.outreach.ou.edu