

**International
Adult and
Continuing
Education
Hall of Fame**

**Newsletter
September 2024**



Executive Director's Welcome



This has been an incredibly busy summer for the Hall of Fame staff and members who serve on the Board and on our committees. Those of us at the Hall of Fame's home office at the University of Oklahoma have missed the leadership of our executive director, Dr. Jim Pappas. I talked to Jim as I was preparing this piece and he reports that he is doing much better but still has a long way to go.

Meanwhile the Hall's Board and Committee members have been working hard to keep up with the Hall's continuing growth. For instance, the 2024 Nominating Committee identified 14 candidates to be inducted in Florence, Italy, this November, along with 4 hold-over candidates from earlier induction years who will be attending the ceremony, making this the largest induction class in our 28-year history. In addition, the induction, in partnership between the Hall and the University of Florence, will be part of a three-day event that will involve numerous international organizations and journals. You will find much more on that elsewhere in this issue.

The Hall of Fame Communications Committee has been developing plans to ensure good communications between the Hall and individual professionals and associations in our field, and the new Hall of Fame Development Committee is now fine-tuning its recommendations on the future direction of the Hall.

It is an exciting time for the Hall of Fame—and for the field in general, as educational institutions around the world adapt to dramatic technological and social changes that have already begun to reshape our profession for the years to come. The Hall of Fame, through the vision and experience of our members, has an important role to play as a leadership community in this environment.

I look forward to working with the Hall's members in the year ahead as we realize the wonderful potential of this leadership community.

Yours in collegueship,

Belinda Biscoe
Acting Executive Director

President's Welcome



I would like to extend a warm welcome to all the Hall of Fame members and September Newsletter readers.

The September issue of the Newsletter contains a variety of important information items, including details regarding the upcoming Hall of Fame induction events and conference in Florence, Italy.

I am happy to share that my colleagues are currently hard at work preparing for the 2024 International Adult and Continuing Education Hall of Fame induction ceremony, which will take place on 8 November 2024 in Florence, Italy. The Board of Directors voted unanimously to select 14 exceptional adult learning professionals for induction from the 25 candidates nominated this year, in accordance with the recommendations of the Nominations Committee. I am delighted to share that all nominees will be able to attend the November Induction Ceremony, along with four previously nominated candidates who were unable to attend the previous induction. Furthermore, the Board of Directors has decided to present an organization award this year.

The induction ceremony will be integrated into the Revitalizing Adult Continuing Education for Positive Social Changes and Personal Fulfilment conference, which will take place in the beautiful city of Florence, Italy, from November 7 to 9, 2024.

The main mission of the IACE Hall of Fame is to recognize and honor distinguished professionals and organizations that have made a significant contribution to the development and promotion of adult and continuing education. Moreover, the Hall of Fame intends to play an active role in the adult learning and continuing education professional community in order to share the collective expertise of its members with a broader professional audience, build partnerships with additional organizations, and boost the visibility and awareness of the IACE Hall of Fame. The conference in Florence provides an excellent illustration of these efforts. This will be the first large-scale conference ever organized by the IACE Hall of Fame in partnership with 20 major adult education organizations in Europe and North America, along with 13 relevant journals. We are honoured to have the conference (including the Hall of Fame induction events) hosted by the University of Florence, one of the oldest and most prestigious public universities in Italy.

We believe that this conference has the potential to be a truly unique event, diverging from traditional formats to provide an immersive and collaborative experience in the field of adult and continuing education. The aim is to bring together the world's leading professionals and organizations in the field of adult and continuing education to engage in constructive discussions, explore potential collaborations, and launch new projects that will drive the field forward. The conferees will engage in an open and intensive dialogue in ten group sessions with a wide range of stakeholders. The themes of the group sessions aim to capture the diversity of adult and continuing education, demonstrating that it is much more than just an education policy issue. It also has a significant impact on a number of other areas, including employment and economic policy, health and social policy, demographics, equal opportunities, regional development, and culture.

I would like to express my gratitude to the staff of the University of Florence and the team of Professor Paolo Federighi, Arne Carlsen, co-chair of the Hall of Fame Europe, as well as Belinda Biscoe and the entire Hall of Fame Home Office staff at the University of Oklahoma, for their efforts in organizing the induction events and the conference in 2024. We hope that it will provide a memorable experience for all participants.

Another significant result of our efforts is the first scientific article from the Hall of Fame, which has just been published in the *European Journal of Education*. The article, entitled “Adult Education in the European Union Since 1993 - Seen by Experts of the Hall of Fame Europe,” offers insights into the evolution of adult learning and education policy in Europe over the last 30 years. It presents the expert opinions of 16 Hall of Fame Europe members who have been actively engaged in policy-making at both the national and European levels. In addition to this article, the Newsletter also includes a list of recommended books by Hall of Fame members that are worth reading.

In the previous issue of the Newsletter, I outlined our strategy for ensuring the efficient, stable, and sustainable operation of the Hall of Fame and the programs of the Development Committee and the Communication Committee. We aim to renew our organization and operation by respecting and following the tradition of the Hall of Fame, while also adapting to keep up with the new challenges and requirements. The Development Committee has presented comprehensive and thoughtful recommendations to the Board of Directors, which will be discussed at the Board’s dedicated meeting in September. We will keep you informed of the results.

I look forward to meeting many of you in Florence in November.

My warmest regards to all of you,

A handwritten signature in cursive script that reads "Éva Farkas".

Éva Farkas
Chair, International Adult and Continuing Education Hall of Fame

2024 Hall of Fame Induction

The Centerpiece of a Unique Conference

Plans are well underway for the Hall of Fame's 2024 induction event in Florence, Italy, and this year the induction events will be part of a first-time Hall of Fame event, a unique three-day conference on *Revitalizing Adult Continuing Education for Positive Social Changes and Personal Fulfilment* at the University of Florence on November 7 to November 9 in Florence, Italy.

The Induction events will take place on Friday, November 8. The day starts at 8:30-10:30 a.m. with a Board of Directors meeting. The first part of the meeting will be open to all Hall of Fame members, including the 2024 inductees; the second part will be a business meeting for Board members only. The annual Induction Symposium, at which 2024 inductees will introduce themselves to the audience, will be held at 1:00 – 3:00 p.m. Then, the formal induction ceremony will begin at 3:30 p.m. The current program can be found on the Hall of Fame website: https://halloffame.outreach.ou.edu/Portals/1415/Assets/schedule_of_events.pdf

The conference, including the induction events, will be hosted by the University of Florence and organized by the Hall of Fame European Chapter in partnership with numerous European and North American adult and continuing education organizations and journals.

This is the first time that the Hall of Fame has organized an international conference. It is also unique in its structure. There will be only two keynote speeches; the rest of the conference will be organized around ten Group Sessions on these topics:

1. Marrakech Framework for Action: Towards an Inclusive Data Collection Process
2. University Lifelong Learning and Inter-University Partnerships
3. [Adult Learning and Education in Immigrant Settlement and Integration](#)
4. Understanding and Integrating Adult Learning Principles into Learning Settings and Professionalization of the Field. COABE: Celebrating 25 Years of Adult Education Leadership in America.
5. Micro-credentials and Individual Learning Accounts
6. Learning Cities
7. Journal Cooperation
8. Gender Equity, Leadership, and Aging
9. Criminality, Prison, and Education
10. Cooperation and Stakeholder Engagement for ALE

Each session will feature a leader from a professional association or journal in the field, along with a chairperson and two discussants. All participants may participate in roundtable discussions during the session. The goal in each session is to identify new partnerships and projects with regional and transatlantic dimensions. There will be five parallel group sessions on Thursday, November 7, and an additional five sessions on Friday-Saturday, November 8 and 9. Conferees may participate in two full-day sessions of the ten.

An online preparatory webinar will be organized for each session in September to identify concrete actions to be discussed and agreed on at the group session in Florence. A Hall of Fame mentor will be identified to support each working group. The **current version of the conference program** (including the induction events) is available here:

<https://www.hoflorence.unifi.it/upload/sub/programme.pdf>

The next version of the conference program will be available in mid-September. Please follow the conference website for the latest news: <https://www.hoflorence.unifi.it/index.html#>

If you have any questions about the conference, please write to the email dedicated to the conference: info@hoflorence.unifi.it

A Call for Papers

By

Eva Farkas

The Lifelong Lifewide Learning Journal Call for Papers aims to collect contributions dedicated to Adult Continuing Education theories that introduce new perspectives and open innovative areas of research.

The provision of Adult Continuing Education (ACE) is increasing all over the world. Nonetheless, the gap between high- and low-skilled adults has also become wider. The growth in ACE opportunities has not been accompanied by the necessary commitment to research on ACE theories, strategies, policies, methods, and tools. To fill this lacuna, it is necessary to strengthen cooperation in the field of research among scholars and practitioners who can renew, expand, and deepen the knowledge base of ACE in their own areas of expertise. For this purpose, *The Lifelong Lifewide Learning Journal* will dedicate Issue number 1/2024 to contributions from scholars and practitioners from different continents who wish to share their studies and propose emerging ACE themes. These themes will subsequently be developed in forms of worldwide cooperation, collaboration, and comparison.

Articles that will be published in the special issue of the *Lifelong Lifewide Learning Journal* may become the object of group sessions of the Revitalizing Adult Continuing Education for Positive Social Changes and Personal Fulfilment conference, which will be organized by the International Adult and Continuing Education Hall of Fame and hosted by the University of Florence, Italy, on 7 November to 9 November 2024.

Deadline for submission: 15 September 2024.

For more information visit:

<https://www.edaforum.it/ojs/index.php/LLL/libraryFiles/downloadPublic/12>

September Highlights Adult Learners and Educators by Tom Sticht (HOF 2013)

With five major causes for celebrating adult learners and educators, I note that September kicks off a new academic year for adult literacy education across the Nation.

On September 3rd in the United States we celebrate Labor Day to honor the workers of the world. Adult educators especially recognize those workers who have sought out help in raising their literacy skills to meet the needs of modern workplaces. Writing for the International Labor Organization (ILO), Barbee (1986) developed guidelines for developing and delivering literacy programs for workers, including the recommendation that: “Literacy training should be built into vocational and technical skills training. Literacy and knowledge go together. Literacy cannot be taught without building on existing knowledge, and it seems reasonable to use job knowledge as the content of further literacy development for adults. The research in "functional context" and other competency-based and individualized training clearly bears this out. It seems likely that this would also hold true in most societies. This would mean that, in planning vocational and technical skills training programs, a literacy component should be built in using "functional context" principles (p.32).”

Today, adult educators in the U.S. are following this guidance and helping thousands of labor force members increase their basic skills with support from the Workforce Innovation and Opportunity Act, Title 2: The Adult Education and Family Literacy Act, which provides financial support for integrated vocational and basic skills education.

On September 8th the world celebrates International Literacy Day, the day the United Nations Educational, Scientific, and Cultural Organization (UNESCO) awards literacy prizes to institutions, organizations, and individuals whose actions are dedicated to the struggle against adult illiteracy throughout the world. Serving for 25 years as a member of UNESCO’s International Literacy Prize Jury that selected the winners of these literacy prizes I learned two important lessons: (1) adult literacy programs generally produce multiplier effects, meaning that important outcomes beyond the learning of literacy are frequently forthcoming, and (2) adult literacy programs often have intergenerational consequences, meaning that improving adult literacy, especially that of women, increases the likelihood that children’s literacy and education will improve.

Regarding the intergenerational effect of adult literacy education, Rosa Maria Torres, a member of the UNESCO International Jury for Literacy Prizes, observed that “To educate children, it is essential to educate adults, not only (illiterate, poor) parents and caregivers (including teachers) but adults in general. Because it is adults and the adult society who make the critical decisions that affect children’s well-being and, for the sake of children, for the present and for future generations ... the children’s right to education should include the right to educated parents.”

On September 10th I celebrate my 88th birthday and honor the numerous adult educators and learners I have had the opportunity to work with for some 55 years in over half a dozen nations around the world, traveling over a half million miles to advocate for adult literacy education. See Sticht (2018) for an overview of much of this work in adult education.

On September 11th we honor those whose lives were ended in 2001 by the suicidal bombing by terrorists of the World Trade Center towers in New York City. Seven months later, I was in New York to present a seminar at the Literacy Assistance Center (LAC), one of the premier adult literacy organizations in the nation, where I found adult educators struggling to move forward (Sticht, 2017).

Later, Jan Gallagher (2002) of the LAC wrote, "... at the Literacy Assistance Center (LAC) — located six blocks from what we still call Ground Zero — we continue to be affected by last year's terrorist attacks and their aftermath in ways large and small. We cannot escape the fact that the adult education programs we serve — and, more to the point, the poor, working-class, and immigrant students they serve — continue to be affected by the economic, political, and social consequences of living in a city that has been bombed and in a nation that is at war."

Even now, adult literacy educators continue to serve adult learners who suffer the terror that results from fighting chronic poverty, marginalization, and social exclusion. But the educators know that adult literacy education is a formidable weapon against terrorism in both war and peace. It is a weapon still drastically in need at the present time.

On September 16-20 we celebrate National Adult Education and Family Literacy Week to recognize the importance of adult literacy education in improving the overall literacy of families. This was documented over 30 years ago in a newspaper article in Education Week by Peter Schmidt (1991). In the article entitled "When Mothers Take Literacy Classes, Children Reap Benefits," Schmidt wrote, "Literacy and job-training programs for low-income mothers appear to have a secondary benefit of improving the educability of their children, a study by a women's employment group asserts. ...After taking part in the programs, the study found, the mothers were more likely than before to read to their children, to take them to the library, to help them with homework, and to take an active interest in their schools--activities presumed to have contributed to the youngsters' educational improvement.

The study...was conducted by Wider Opportunities for Women Inc., or wow, a Washington-based, nonprofit training organization. "What this research tells us is that even very modest investments in the training of mothers can have a positive impact on the educability of their children," said Cynthia Marano, the executive director of wow. "Such investments can contribute to ending the cycle of illiteracy," she argued. "Dollars spent on such programs perform 'double duty.'"

Today, adult educators in the U.S. are making these investments in developing family literacy with funding from the Workforce Innovation and Opportunity Act, Title 2: The Adult Education and Family Literacy Act and tens of thousands of adults and their children are seeing the world better through the lens of improved literacy.

References

Barbee, D. (1986). Methods of Providing Vocational Skills to Individuals with Low Literacy Levels: The U.S. Experience. Discussion Paper No. 1. International Labour Office, Geneva (Switzerland). (Available online using a Google search).

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Sticht, T. (2018). Mainstreaming Marginalized Adults: The Transformation of Adult Basic Education in the United States. Available online at:

https://www.researchgate.net/profile/Thomas-Sticht/publication/324604141_Mainstreaming_Marginalized_Adults_The_Transformation_of_Adult_Basic_Education_in_the_United_States/links/5ad8ba70a6fdcc29358632e6/Mainstreaming-Marginalized-Adults-The-Transformation-of-Adult-Basic-Education-in-the-United-States.pdf

Book Look

Adult Education in the European Union Since 1993

“Adult Education in the European Union Since 1993 - Seen by Experts of the Hall of Fame Europe” --the first scientific paper from the Hall of Fame--has just been published in the *European Journal of Education*.

The authors are Ekkehard Nuiss (HOF 2006), Simona Sava (HOF 2017), and Éva Farkas (HOF 2019). Éva is the current Chair of the IACE Hall of Fame Board of Directors.

The full article is available at <https://onlinelibrary.wiley.com/doi/10.1111/ejed.12719>. Meanwhile, here is the abstract:

For about 30 years, the European Union has been politically active in the field of Education and Training with a broad set of aims, measures and tools. All member states were involved in these politics, creating a kind of European profile. Adult education was an important pillar. A number of adult educators involved in various organizations at both the European and national levels carried out the activities. Many of them were recognized for their contributions and were inducted into the International Adult and Continuing Education Hall of Fame. This qualitative review presents the reflections of 16 of these experts on a number of key issues, including achievements, challenges, and obstacles in this period. They evaluate European policy-making in adult education and training, including the systems, the funding, the participation, and the professional developments, in a structured way. A common understanding of adult education and its prerequisites can be noticed, as well as critical reflections on achievements, and further needs.

Congratulations to the Hall of Fame authors for this important study.

Book Look

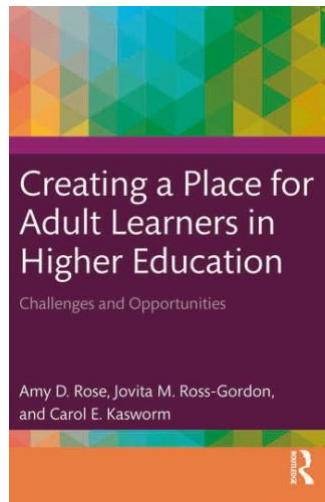
Diversity, Equity, and Inclusion

William Rothwell (HOF 2023) has co-edited, with colleagues Jamie Campbell and Phillip L. Ealy, two new books that are closely related to the themes of the upcoming Hall of Fame conference in Florence:

[*Beyond Symbolic Diversity, Equity, and Inclusion: Creating a Culture of Enduring Organizational Social Impact*](#). Subtitled *Creating a Culture of Enduring Organizational Social Impact*, this book examines ten steps that organizations should take to answer the question: “What should be the role of organizations in bettering the world?”

[*Rethinking Organizational Diversity, Equity, and Inclusion: A Step-by-Step Guide for Facilitating Effective Change*](#) highlights how to use organizational diversity to improve organization culture and processes to not only increase diversity and inclusion but to develop overall organization talent and prevent personal preferences and biases from hindering the selection of the best talent for positions.

Book Look



By
Amy Rose (HOF 2013)
Jovita Ross-Gordon (HOF 2015)
Carol Kasworm (HOF 2002)

Three Hall of Fame members have recently completed a new book designed to aid higher and continuing education leaders to better serve adults within varied USA higher education contexts. *Creating a Place for Adult Learners in Higher Education: Challenges and Opportunities* offers key historical background of adult access to higher education; articulates current policies, practices, and alternative pathways across varied collegiate settings; and describes varied formats of programs and diverse perspectives on serving the adult in higher education.

Comprehensive in scope, this book covers key aspects of adult students' relationships with American higher education institutions: recruitment, admissions, and financing; course and program provision and teaching approaches; and student support, retention, and completion. The discussion is bolstered by chapters that analyze adult student demographics, explore leadership challenges, and discuss the ways developed to measure success. Drawing from current research as well as historical and contemporary reports of best practices, the authors provide a broad set of strategies and recommendations to place adult students at the center of the educational process.

Because of the increased focus upon recruiting adults to undergraduate higher education, the growing demands for upgrading cutting edge knowledge and skills within the adult workforce, and the lack of current literature to offer guidance and counsel, this book offers significant support for a more enriched, supportive adult learner-oriented environment across American higher education.

Rose, A.D., Ross-Gordon, J. M., & Kasworm, C.E. (2024), *Creating a Place for Adult Learners in Higher Education: Challenges and Opportunities*. New York: Routledge.

<https://routledge.pub/Creating-a-Place-for-Adult-Learners-in-Higher-Education>

Remembrance



Dr. Myron Johnsrud HOF 1996

Dr. Myron Johnsrud (HOF 1996) a member of the first induction class of the IACE Hall of Fame and a long-time leader in agricultural education and extension, died on January 26, 2024, in Fargo, North Dakota.

Myron earned a BS degree from NDSU in 1957 following a military duty where he became a fighter jet pilot in the Air Force and later flew with the “Happy Hooligans” with North Dakota National Guard. For the next eight years he was a partner in a grain and livestock farm in McKenzie County before joining the staff of the NDSU Extension Service as an assistant county agent. He returned to college to complete a masters and doctorate degrees at the University of Wisconsin. After graduating in 1969, returned to the NDSU Extension Service as director of program and staff development. From 1971 until 1973 he served at the national level as a director of staff development for the Extension Service-USDA, Washington D.C.

He was appointed the associate director of the NDSU Extension Service in 1973 and became the director the following year. He served as the director of the NDSU Extension Service for twelve years before being appointed by the Secretary of Agriculture as administrator of the Extension Service1-USDA, a position he held for seven years. Following the end of the cold war era, Johnsrud was commissioned by the Secretary of Agriculture to establish the first major adult education program in Poland on managing agribusiness firms and farms in a market-driven economy. Heralded by the President of Poland as a very successful program, this model was conducted in several republics of the former USSR. He ended his Extension career in 2002 after nine years as director of extension and outreach with the National Association of State Universities and Land-Grant Colleges.

Myron received many awards for his work, including: Meritorious Executive Award from President George H. Bush, induction into the International Adult and Continuing Education Hall of Fame, NDSU Outstanding Alumni Award, NDSU Harvest Bowl Agri-business Award, an honorary Doctors Degree from NDSU, and induction into the National 4-H Hall of Fame.

Remembrance



Bonnie Braun **HOF 1996**

Bonnie Braun, a member of the IACE Hall of Fame's first induction year, served the field of adult education as a learner, teacher, and administrator for more than a quarter of a century. She died on her Gettysburg, PA, farm on November 5, 2023.

As a high school junior in Sacramento, California, she took a Family Living class that introduced her to the field of home economics. She went on to pursue bachelor and master's degrees in the field from the University of Central Missouri and a doctorate in Vocational Education at the University of Missouri at Columbia, where she presided over the student unit of the American Home Economics Association. She later became President of the American Association of Family Consumer Sciences (AAFCS). As a lifelong learner, she studied adult and continuing education in 12 countries and the U.S.A. through the support of a W. K. Kellogg Leadership Fellowship.

As a tenure-track faculty member at Oklahoma State University, she was appointed as the first Family Resource Management Specialist in OSU's Extension office. She went on to be the first Associate Director of Virginia Extension where she worked collaboratively with the University and the National 4-H Council to create the Virginia 4-H Foundation. During the Reagan Administration, she was appointed as Interim Extension Deputy Administrator for Home Economics and Human Nutrition in the U.S. Department of Agricultural. In that role, she advised the Secretary of Agriculture and the Congress on family-related aspects of the Farm Bill.

In 1992, she was named the first Associate Dean for Outreach in the College of Human Ecology at the University of Minnesota, where she promoted the Internet delivery of Family and Consumer Sciences degree programs. She later played a leadership role in the American Distance Education Consortium (ADEC), including spearheading a "Going Global" initiative.

At the University of Maryland, where she held administrative positions in the School of Public Health and was the first Endowed Chair and Founding Director of the Herschel S. Horowitz Center for Health Literacy.

She taught family systems education through universities in four states and three countries. She led the creation of a Human Ecological Leadership Institute for aspiring, emerging, and experienced administrators of higher education. She was a charter member of the Program Panel for the American Distance Education Consortium (ADEC). She proposed and co-developed a comprehensive plan to evaluate and monitor adult and organizational learning.

As an administrator, she provided program and operations leadership for extensive adult education programming in two states and at the USDA for the nationwide Cooperative Extension System. She led an entrepreneurial Office of Outreach charged with extending the expertise of the College of Human Ecology at the University of Minnesota.

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