

International Adult and Continuing Education Hall of Fame

**Newsletter
December 2024**



From left to right: Francesc Pedró Garcia, Karen Evans, Andreas Schleicher, Zvonka Pangerc Pahernik, Gina Ebner & Uwe Gartenschlaeger (accepted the Organization Award on behalf of the European Association of Education of Adults, EAEA), Edward W. Taylor, Timothy Denis Ireland, Lisa M. Baumgartner, Vandana Chakrabarti, Shibao Guo, Morten Flate Paulsen, Vaughn John, Don Luigi Ciotti, Lisa R. Merriweather, Don Olcott, Jr, Magdalini Trantallidi, Carolyn Medel-Añonuevo, Elizabeth A. Lange

Not in the photo: Albert Tuijnman (posthumous)

Executive Director's Welcome



Dear Colleagues and Friends,

As I reflect on the International Adult and Continuing Education Hall of Fame Conference and Induction Ceremony held in Florence, Italy, I am filled with gratitude, pride, and inspiration. These events were not only a celebration of achievements but also a powerful reminder of the collective impact our field has on communities around the world.

The induction ceremony was a highlight of this journey. Witnessing the brilliance, dedication, and transformative work of the new inductees was profoundly moving. Their achievements demonstrate the power of education to bridge gaps, empower individuals, and catalyze change. To our new inductees, welcome to the Hall of Fame. You have joined a family of exceptional individuals whose legacy is impactful and inspiring. Your presence enriches our community, and we look forward to the contributions you will continue to make. Assuming the role of Acting Executive Director during Dr. James Pappas's illness has been a humbling experience. It was a challenge I approached with respect and determination, striving to uphold the standards of excellence that Dr. Pappas has set for our organization. I am grateful for the unwavering support of my colleagues, especially Dr. Eva Farkas, our Board Chair. Working alongside Dr. Farkas has been one of the most rewarding aspects of this journey. Her leadership, vision, and collaborative spirit have been invaluable, and together, we worked to ensure the success of this conference and induction ceremony.

I want to extend my deepest gratitude to the University of Florence, which played an integral role in making this event a reality. Their partnership and commitment to our mission were evident in every conference detail. Working with their remarkable team, including Dr. Francesca Torlone and Dr. Paolo Federighi, was an absolute pleasure. Their dedication, professionalism, and enthusiasm were inspiring and instrumental in creating a seamless and impactful experience.

Special thanks are also owed to Dr. Simone Conceicao, Ph.D., whose contributions were critical to so many aspects of the conference and symposium. Her willingness to step in and provide support wherever needed exemplified the spirit of collaboration and excellence.

A heartfelt acknowledgment must also go to Jeffrey Williams and his team at Worldwide Tech Connections. Their groundbreaking language and communication technologies allowed attendees to listen or

read in their preferred language on smart devices or laptops during the induction and symposium. With accessibility in over 100 languages and dialects, these tools enhanced the inclusivity and engagement of our events. Their contribution was nothing short of transformative and embodies the innovative spirit that drives our work forward.

I must also express my deepest appreciation to my team at the home office in Norman, Oklahoma: Dr. Nina Barbee, Ms. Shannon Johansen, and Ms. Darlynn Dietrich. Your preplanning and support over the past year were nothing short of extraordinary. You are all valued and appreciated for helping to connect the dots from Oklahoma to Florence, Italy. This event would not have succeeded without your tireless dedication, creativity, and hard work.

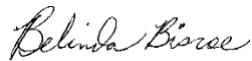
As chair of the Communications Committee, I have been privileged to collaborate with an extraordinary team to develop a strategic agenda. We are focused on identifying target audiences, refining our messaging, and determining how best to engage with these groups to amplify the Hall's legacy and influence. This work is vital to ensuring that the Hall of Fame remains a beacon of excellence in adult and continuing education for years to come.

As I left Florence, I carried with me not only cherished memories but also a renewed sense of purpose. This conference and induction ceremony reaffirmed the importance of lifelong learning and our responsibility to advocate for and advance this mission globally.

To all who contributed to the success of these events—thank you. Your dedication, creativity, and hard work have left an indelible mark on our organization and field.

With warmest regards and heartfelt gratitude,

Sincerely,



Belinda Biscoe, Ph.D.
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International Adult and Continuing Education Hall of Fame
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President's Welcome



I would like to extend a warm welcome to all members of the International Adult and Continuing Education Hall of Fame and to the readers of the December Newsletter.

This welcome letter is longer and different than usual. There are two reasons for this. First and foremost, the December issue of the newsletter is dedicated to the conference and induction events that took place in Florence, Italy from 7–9 November 2024, but most importantly it is about honoring the new inductees. I would like to share my experiences and impressions of these events with you, our readers.

The second reason is that my term as President will expire at the end of 2024. I have been serving the amazing community of the IACE Hall of Fame as President since 2022, and I would like to briefly look back on the achievements of this period.

Induction Events on 8 November 2024

The day started with the **Board of Directors Meeting**, which was open to all Hall of Fame members who attended in person. We were pleased to welcome 32 previously inducted members and 17 new inductees to the conference and induction events. We felt it would be beneficial to take advantage of this rare and exceptional opportunity for Hall of Fame members to meet and interact with each other. Hall of Fame members had the opportunity to meet members of the Board of Directors, and obtain a better understanding of the Hall of Fame's activities and operation, as well as the work of the Hall of Fame committees.

The day continued with an **Induction Symposium** facilitated by Dr. Belinda Bisco, the Acting Executive Director of the IACE Hall of Fame. New inductees were invited to speak briefly about themselves and their activities in order to provide participants with a better understanding of their professional background, as well as to highlight the people, events and circumstances that had the greatest impact on their career. Additionally, the inductees reflected on the question of what key issues need to be resolved for adult and continuing education to become a powerful, more effective and more recognized component of higher education and international communities.

The 28th **Induction Ceremony** was the highlight of the day. 18 brilliant adult and continuing learning professionals (including scholars, policy-makers and practitioners) from 14 countries across America, Africa and Europe were inducted into the International Adult and Continuing Education Hall of Fame. These professionals have made significant contributions and inspiring initiatives to the development and promotion of adult learning and continuing education, as well as to advocate universal access to high-quality adult learning and education.

As the master of ceremonies for the induction ceremony, I stood on the podium with great pride. I am confident that those who attended the Induction Symposium and Ceremony and heard the inductees' speeches or read the brief biographies of the inductees in the induction booklet, agree that we have much to be proud of in belonging to a field that has helped change the lives of so many people.

It was an inspiring and memorable moment when the nominators gave the inductees a little speech about all their amazing achievements, then hung the Hall of Fame medal around their necks and presented them with a

plaque that will be put on display in the Hall of Fame Home Office at Oklahoma University. The inductees demonstrated the diversity of adult learning. For example, among the other inductees was Don Luigi Ciotti, an acclaimed Italian priest whose efforts to help young people in leaving mafia-related environments by providing them with educational opportunities were widely acknowledged.

One of the most heartbreaking, yet uplifting moments of the induction ceremony was the induction of Albert Tuijnman. We had no idea that when his selection was announced and we were delighted to send him the letter informing him that the Board of Directors had elected him as a member of the Hall of Fame based on the Nominations Committee's recommendation, he was already very ill. Unfortunately, he passed away at the end of July 2024. His 14-year-old son took the Hall of Fame medal and plaque during the induction ceremony. The obituary is included in the newsletter.

The Hall of Fame's commitment to lifelong learning is exemplified by the Organization Award established in 2020. The award is intended for organizations whose mission reflects opportunities for adult and continuing education by promoting the growth and development of adult learners, and whose vision is dedicated to the idea that adult and continuing education contributes to human fulfilment and positive social change. We are pleased to announce that this year the Organization Award went to the European Association for the Education of Adults for its contribution and impact on adult and continuing education.

At the reception following the induction ceremony, Hall of Fame members, colleagues, family members and friends celebrated the new members and the legacy of adult education. Since the first induction in 1996, the prestigious IACE Hall of Fame has grown to encompass 429 members from 45 nations, and three organizations have been honored with the Hall of Fame Organization Award.

On behalf of our entire profession, I would like to express my gratitude to the new inductees for their contributions to the advancement of our field. I cordially congratulate them and wish them good health and the power to continue their work with the same devotion and enthusiasm that they have always shown.

Revitalizing Adult Continuing Education for Positive Social Changes and Personal Fulfilment Conference on 7-9 November 2024

The induction events were integrated into the Revitalizing Adult Continuing Education for Positive Social Changes and Personal Fulfilment conference, which was held from November 7 to 9, 2024. This was the first large-scale conference ever organized by the IACE Hall of Fame in partnership with 22 major adult education organizations in Europe and North America, along with 15 relevant journals. A total of 150 participants from 26 countries attended the conference. This event was truly unique, departing from traditional formats and bringing together the world's leading professionals and organizations in adult and continuing education to engage in meaningful discussions, explore potential collaborations, and launch new projects and initiatives that will drive the field forward. All stakeholders involved have a legitimate expectation to demand concrete initiatives and actions rather than mere rhetoric. This is the reason why we decided that instead of lectures and research reports, we would form 10 working groups on the most important topics in adult learning, focusing on discussion and future transnational and transatlantic collaboration and initiatives. However, implementing global activities is challenging due to the significant diversity observed in the adult learning and continuing education field worldwide. This diversity was on display at the conference, which was more than just a gathering; it demonstrated the vital role of adult learning in all aspects of life.

We were honored to have the Hall of Fame induction events hosted by the University of Florence this year, one of the oldest and most prestigious public universities in Italy. I would like to express my personal appreciation to all of the University of Florence's Organizing Committee members, but particularly to professors Vanna Boffo, Francesca Torlone, and Paolo Federighi, as well as to Arne Carlsen, the Co-Chair of the Hall of Fame Europe, and Belinda Biscoe, the Acting Executive Director of the Hall of Fame, for their

dedicated work and support. The conference and induction events would not have been possible without their efforts and support. I would also like to express my special thanks to the Hall of Fame Home Office staff at Oklahoma University, to Shannon Johansen and Nina Barbee, who performed a fantastic job preparing for the induction events.

We received extremely positive feedback from participants. One participant has described the Florence conference as one of the best international conferences ever. I sincerely hope that the conference and induction provided everyone with professional benefits and memorable moments.

The newsletter provides a more in-depth description of the conference, along with summaries of the working groups.

Looking Back on My Presidency

While the main mission of the IACE Hall of Fame is to recognize and honor outstanding professionals and organizations, it also 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 provided an excellent illustration of these efforts. Without doubt, the conference and the induction in Florence were the most outstanding achievements of my Presidency. However, in recent years, the Hall of Fame has sought to engage in the professional community in other ways, and share the collective expertise of the Hall of Fame members with a wider professional audience.

These activities have included the following:

- making efforts to build partnerships with more adult and continuing education organizations
- co-hosting conferences, workshops and webinars
- conducting surveys among the Hall of Fame members
- publishing several journal articles about the Hall of Fame and the results of the survey conducted among the Hall of Fame members
- representing the Hall of Fame at various conferences, events and policy talks
- increasing our presence on social media platforms
- publishing rich content in the quarterly Hall of Fame Newsletter

In addition, we have also made significant efforts to renew the Hall of Fame's organizational structure and committees in order to ensure the efficient, stable and sustainable operation of the Hall. We strive 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 evolving challenges and requirements. I have shared updates on these activities from time to time in the Hall of Fame Newsletter, so I will refrain from describing our achievements in detail here. Overall, I think we have made significant progress in the last few years in boosting the visibility and awareness of our initiatives.

I would like to express my gratitude and thanks to all the members of the Board of Directors, the chairs and members of the Committees, as well as to Gary Miller, the Editor of the Newsletter, for their excellent work and for consistently supporting my ideas and ambitions.

Special thanks to Dr. James Pappas, the Executive Director of the Hall of Fame, for his trust and support. Huge thanks to Shannon Johansen and Nina Barbee for their hard work and kind cooperation. And last but not least, I would like to express my heartfelt gratitude to Dr. Belinda Biscoe, the Acting Executive Director of the Hall of Fame, with whom we have had the opportunity to collaborate effectively over the past year, and I appreciate her exemplary human cooperation.

It was a great privilege to serve as President of the Hall of Fame. I wish the incoming President, who will take office in 2025, every success, good health, strength in fulfilling their duties, and the capacity to build upon and advance the progress gained in previous years.

I thank all our members and partners for their activities, support and donations that enable the IACE Hall of Fame to function smoothly. I wish you all good health, many inspiring professional tasks, lots of happiness and a joyful holiday season!

My warmest regards to all of you,



Éva Farkas

International Adult and Continuing Education Hall of Fame, where the spirit of learning is the lasting legacy

2024 Hall of Fame Induction

(See the 2024 inductee group photo on page 1 of this Newsletter.)

Lisa M. Baumgartner (USA) has made major contributions to the literature on adult learning and on development in marginalized populations that have had a lasting impact on adult education programs worldwide. Her four books and more than two hundred publications and presentations illuminate how sociocultural factors affect adult identities.

For more than two and a half decades, **Vandana Chakrabarti (India)** 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.

Don Luigi Ciotti (Italy) 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. Ciotti created a model of a system for the adult learning of marginalized people that can be applied in other contexts.

Karen Evans (England) 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.

Francesc Pedró García (Spain) 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.

Shibao Guo (郭世宝) (Canada), 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.

As a scholar, practitioner, and policymaker, **Timothy Denis Ireland (Brazil and England)** 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.

Educator and researcher **Vaughn John (South Africa)** 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.

A socially committed scholar, **Elizabeth Lange (Canada)** 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.

Carolyn Medel-Añonuevo (Philippines) 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.

Lisa R. Merriweather (USA) has brought social justice to the forefront of the field of adult education throughout her more than twenty years as both scholar and practitioner. 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. 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.

Don Olcott Jr. (USA and Canada) 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.

For nearly thirty years, **Zvonka Pangerc Pahernik (Slovenia)** has been a driving force in the development of adult learning and education 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.

Morten Flate Paulsen (Norway) is a pioneer in open and online education. He served on the Research and Development Committee of the European Association for Distance Learning research and development committee (2005–2007) and as president of EDEN—the European Distance and E-Learning Network (2010–2013). He served as acting secretary general for 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. 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 recently completed a four-volume open-access series, *My Online Education World, 1980–2020*.

For more than twenty years, German statistician and researcher **Andreas Schleicher (Germany)**, director for education and skills at the Organization 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 Program 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 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.

Edward W. Taylor (USA), 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. Taylor's most significant contribution to adult education is his development and critique of transformative learning theory (TL).

Magda Trantallidi (Greece) 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.

A pioneer in adult education scholarship, economist **Albert Tuijnman (Netherlands)** died before the induction ceremony and was represented by his son in Florence. A remembrance by Arne Carlsen follows.

Remembrance
Albert Tuijnman, HOF Class of 2024
By
Arne Carlsen (HOF 2017)

A pioneer in adult education and lifelong learning policy development and scholarship, economist Albert Tuijnman made extraordinary, long-lasting contributions to its legacy.

From within OECD, he was responsible for the first International Adult Literacy Survey. He convinced delegates in the OECD Network working on Education at a Glance: OECD Indicators to develop the first OECD indicator for adult education participation, based on his original research work. He organized the 1996 conference of OECD Ministers of Education and was the principal author of the conference document laying out the lifelong learning policy issues and strategic directions, “Lifelong Learning For All: Meeting of the Education Committee at Ministerial Level”. The Ministers adopted the position that lifelong learning constitutes the overall policy for organizing and financing education systems.

In his most groundbreaking research work, “Recurrent Education, Earnings and Well-Being: A Fifty-Year Longitudinal Study of a Cohort of Swedish Men,” 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.

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. He attracted and promoted many data analysts, guiding their Ph.D. dissertations and launching them toward their academic careers. In recognition of his achievements, Tuijnman was invited to become editor of the *International Encyclopedia of Adult Education and Training*.

A professor and Head of the Institute of Comparative Education at Stockholm University, he was invited to be the first and still the only Fellow of the International Academy of Education, to represent the field of adult education, and has since been awarded many honors, including special professorships in the United Kingdom, Denmark, China (Hong Kong), the Netherlands, and Sweden.

Over a 20-year career as Managerial Advisor for Education and Public Research in the European Investment Bank (2003-2023), Albert Tuijnman laid the groundwork for the conceptualization and financing of over 150 large-scale infrastructure projects in all countries of the European Union and much of the Neighbourhood. In Greece, projects have included Attica Schools PPP, Hellenic Education I-III, Hellenic Research Universities, Demokritos, and the Hellenic Foundation for Research and Innovation, the national agency dedicated to scholar-led and bottom-up financing of research projects in all scientific disciplines. In Ireland, brand-new primary and secondary schools were constructed in all communities and major investments were directed to vocational colleges, universities, and adult education centers, including the Institutes of Technology in Galway and Limerick and Grangegorman in Dublin. In Poland, investments have targeted schools and community colleges in all regions and top-tier universities of the country. Importantly, he was instrumental in creating and financing the Polish National Science Council and the National Agency for Research and Development. He has also directed financial support to the Polish Academy of Sciences since 2005.

Albert Tuijnman had a stunning work energy, a quicksilver intelligence, and a drive to overcome incredible amounts of tasks, that was second to none. He became a friend and collaborator of many of those who shaped the cause of adult and continuing education in several decades.

He will be dearly missed.

More details on the 2024 inductees can be found online in the induction booklet at:

<https://halloffame.outreach.ou.edu/Portals/1415/Assets/Documents/003855-%20HOF%20FINAL%20FINAL%202024%20Print%20Program%205%20proof.pdf?ver=4E9FKdatkVzULgf-8WmARg%3d%3d>

Hall of Fame Organization 2024 Award Winner

The 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.

The IACE HOF Conference on “Revitalizing Adult Continuing Education for Positive Social Changes and Personal Fulfilment” Florence 7-9 November 2024, and its follow-up

By

**Paolo Federighi (HOF 2019)
Chair of the Conference**

**Arne Carlsen (HOF 2017)
Chair of the Conference**

The International Conference devoted to “Revitalizing Adult Continuing Education for Positive Social Changes and Personal Fulfilment” organised in the frame of the Induction Ceremony of the International Adult and Continuing Education Hall of Fame 2024 (Florence 7th-9th November 2024) has been a successful initiative and will have a significant follow-up. It was the first large-scale conference ever of the IACE Hall of Fame. It was organised by the IACE HALL of Fame Europe, hosted by the University of Florence, and attended by 150 representatives from 26 countries.

The purpose of the event was to provide a platform for experts from various organizations and countries to convene in Florence to network, collaborate on new and joint initiatives, and identify potential partners for European as well as transcontinental and transatlantic cooperation. The conference was a frame for ten working groups for collaboration.

The Induction Ceremony 2024 of the IACE Hall of Fame was an integral part of the conference.

The Conference was a unique opportunity to meet with 22 partnering organizations^[1] working at regional and global levels, and it was a place where European and North American organizations met to develop cooperative projects. The Conference was also the place where 15 Journals met to analyze the prospects of cooperation^[2].

[1] Partnering organizations:

UNESCO Institute for Lifelong Learning – UIL

Act Global

Adult Education Academy Würzburg

ASEM Lifelong Learning Hub

Centre for Research and Development in Adult and Lifelong Learning – CR@DALL

Coalition of Lifelong Learning Organizations – COLLO

Coalition on Adult Basic Education – COABE

Electronic Platform for Adult Learning in Europe – EPALE

European Association for the Education of Adults – EAEA

European Basic Skills Network – EBSN

European Lifelong Learning Platform – LLP

European University Continuing Education Network – EUCEN

German Adult Education Association, International – DVVI

German Institute for Adult Education Leibniz Network – DIE

International Adult Education Academy – INTALL

International Council for Adult Education – ICAE

International Society for Comparative Adult Education – ISCAE

Ireland’s National Adult Learning Organisation – AONTAS

Nordic Network for Adult Learning – NVL

North American Alliance of Learning Cities – NAALC

PASCAL International Observatory

Promoting, Interrogating and Mobilising Adult Learning and Education – PIMA

[2] Partnering Journals:

Adult Education Quarterly (US)
Adult Learning (US)
Andragogical studies (RS)
Convergence (MT)
European Lifelong Learning Magazine - ELM (FI)
Form@re (IT)
International Journal of Lifelong Education (UK)
Journal of Adult and Continuing Education (UK)
Journal of Educational Sciences (RO)
Lifelong Lifewide Learning (IT)
Opus at Educatio (HU)
Studies in Adult Education and Learning (SI)
Studies in the Education of Adults (UK)
The Adult Learner (IE)
The Resource for Adult Education (COABE, US)

The frame was atypical with only two keynotes and no research or paper presentations, but entirely focused on achieving new partnerships and projects in 10 transnational and transatlantic working groups:

1. Marrakech Framework for Action: Towards an inclusive data collection process
2. University LLL 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
5. Micro-credentials and Individual Learning Accounts
6. Learning Cities
7. Journals Cooperation
8. Gender Equity, Leadership and Ageing
9. Education and social action to implement forms of bottom-up counter-actions against organised crime
10. Cooperation and stakeholder engagement for ALE

The Working Groups had organized pre-conference webinars and were following up on the discussions and preliminary agreements from the webinars in the Working Groups.

An integrated part of the Conference of the IACE Hall of Fame were the Induction events with outstanding leaders in the fields of adult learning and continuing education, each distinguished as a scholar, practitioner, or policy-maker. The Induction Ceremony received a lot of attention by Italian media (magazines, TV, and websites).

The conference agreed on a post-conference follow-up process over the next two years, consisting of follow-up webinars in the Working Groups, and with the support of the IACE Hall of Fame Europe of some of the ensuing new partnerships and projects.

There have also been Calls for Papers for *Form@re* (<https://oaj.fupress.net/index.php/formare/issue/view/907>) and *Lifelong Lifewide Learning* journals (<https://www.edaforum.it/ojs/index.php/lll>). They have received 80 contributions in English, Italian, Portuguese, and Spanish from 151 researchers, experts, and professionals from all over the globe.

A group will be established under the name of Club de Florence to publish the final conference report in 2026 under the name of “Learning without Borders – A New Renaissance for Lifelong Learning”.

The 2024 Hall of Fame Induction Conference

WORKING GROUP REPORTS

The 2024 Hall of Fame induction marked the first time that the Hall has organized a larger conference around the induction ceremony. Professional associations in the field of adult and continuing education were invited to send a representative to Florence for a day-long conference focused around several major challenges in our field.

WG 1: Marrakech Framework for Action: Towards an Inclusive Data Collection Process **Working Group Mentor: Arne Carlsen (HOF 2017)** **with thanks to Nicolas Jonas, UIL, for extensive notes**

The UNESCO Institute for Lifelong Learning is monitoring the implementation of the CONFINTEA VII MFA from 2022 every 4 years, through the *Global Report on Adult Learning and Education* (GRALE).

The interweaving of public and non-public actors in the adult learning sector makes it necessary to develop a specific and collaborative data collection strategy for MFA monitoring

The objective of the WG was to discuss the monitoring framework of the MFA and identify concrete solutions for designing an inclusive and contextualized monitoring mechanism.

A preparatory webinar prior to the WG in Florence explored strategies to involve non-state actors, including civil society organizations (CSOs) and private sector stakeholders, in data collection to provide a holistic view of ALE.

Key insights included the importance of aligning data collection with regional contexts and the necessity of capacity building to enable effective participation of non-state actors in monitoring processes.

The WG in Florence had more than 20 participants representing international and national organisations and research institutes, and addressed the challenges and potential solutions for creating a comprehensive and contextualized monitoring framework for GRALE 6.

Key Discussion Points:

1. Challenges in Data Collection:
 - Governments often overlook ALE programmes managed by CSOs and private sectors, leading to incomplete data.
 - Official structures lack the capacity to collect and validate data comprehensively.
 - Aligning global frameworks with national and regional priorities remains difficult, particularly when data collection mechanisms vary widely.
2. Role of Non-State Actors:
 - Non-state actors are essential in implementing, funding, and managing ALE programmes, particularly in regions where government capacity is limited.
 - Their involvement in data collection can provide a more nuanced understanding of ALE and reach marginalized learners often excluded from governmental statistics.
3. Capacity Building and Collaboration:
 - Participants emphasized the need for joint capacity-building initiatives involving governments, CSOs, and private actors.
 - Bridging national and global frameworks requires sustained dialogue and collaboration between stakeholders.
4. Use of Alternative Data Sources:
 - Leveraging existing data, such as information from private sector HR systems or platforms like LinkedIn, was proposed to supplement official statistics.

- Participants highlighted the need for transparency and innovative communication strategies to ensure buy-in from all actors.

Recommendations from the Workshop:

- Design capacity-building activities to foster collaboration between government representatives and CSOs.
- Develop a robust communication strategy to promote GRALE 6 and its findings.
- Establish ongoing dialogue with stakeholders to align global frameworks with regional and national priorities, fostering ownership and improving the impact of GRALE 6 recommendations.

Outcomes:

1. Enhanced Collaboration:
Strengthened partnerships with key organizations such as ICAE, AONTAS, and DVV International to support GRALE 6 implementation.
2. Next Steps for GRALE 6:
 - Incorporate workshop feedback into the refinement of the GRALE 6 data collection framework.
 - Plan capacity-building initiatives in collaboration with UNESCO field offices to ensure inclusive and regionally adapted data collection strategies.
3. Promotion of ALE Agendas:
The workshop and conference discussions reinforced the role of ALE in addressing critical global challenges, including digital and green transitions, aging populations, and crises such as conflict and climate change.

WG 2: University Lifelong Learning and Inter-University Partnerships **Working Group Mentor: Simone C O Conceição (HOF 2018)**

In the face of technological advancements, demographic shifts, and global challenges, university lifelong learning (ULL) is critical in addressing adult education needs. Strategic partnerships among universities are essential for achieving ambitious lifelong learning (LLL) goals. This working group examined the significance of collaboration, focusing on three themes: the importance of partnerships, their objectives, and innovative forms of cooperation.

The exploration emphasized partnerships within and beyond universities, notably in developing, delivering, and verifying micro-credentials. By enhancing flexibility, accessibility, and personalized learning pathways, universities can reaffirm their central role in adult education. A global mindset shift is necessary, transforming universities into “learning institutions” that champion lifelong learning strategies.

The Working Group proposed key actions:

1. **Engaging Stakeholders:** Partner with civil society, employers, governments, and NGOs to create accessible adult education opportunities and foster learning cities.
2. **Cross-Border Strategies:** Collaborate through international alliances like European Universities to develop cohesive LLL strategies.
3. **Shared Programs:** Offer joint degrees and initiatives like the Adult Education Academy.
4. **Global Accreditation:** Promote recognition of prior learning and microcredentials, following EUCEN frameworks.
5. **Microcredential Alliance:** Build systems for global transferability and transparency, inspired by Ireland’s MicroCred initiative.

These actions position universities as global leaders in lifelong learning, addressing the evolving needs of learners worldwide.

WG 3: Adult Learning and Education in Immigrant Settlement and Integration
Working Group Mentor: Simona Sava (HOF 2017)
with Dr. Thomas Sork (HOF 2008) and Dr. Alexandra Ioannidou, German Institute of Adult Education

The discussion included colleagues from Canada, Germany, Italy, Romania, South Africa, Sweden, and USA. Recognizing the societal relevance of this topic, migration as a megatrend that transforms societies, local economies, and individual lives; the challenges of migrant integration and the role of ALE in successful integration; and the belief that adult education research, particularly on this topic, can benefit from transnational collaboration, several **research topics** of interest were identified:

- The conceptual understanding of migration and integration involves examining several aspects.
- Desirable integration outcomes: related to labor market, to social integration.
- Political polarization and radicalization and reduced public support for necessary emigration.
- Analysis of migration policy failures - Public discourse framing.
- The impact of cultural heritage on migrant identity.
- The societal attitudes of diverse migrants and those close to the host nation.
- Examine social acceptability and influence on 2nd and 3rd generations.
- Analyzing integration outcomes (social, labor market, educational, skills acquisition)
- Analyzing migration pedagogies, teaching strategies, and best practices
- Training teachers, adult educators, civic society, and corporate actors to facilitate immigrant integration.
- Migrants' prior learning recognition
- Collaborate with sending and hosting nations to provide research data.
- Frame the public discourse on brain circulation/drain.
- Trauma-informed analysis of migrant narratives, among others.

Collaborative initiatives suggested included:

- Journal special theme issues
- Comparative dialogue network with foreign observers
- First session on racism and xenophobia delivered by the University of Glasgow (Bonnie Slide) in a series of international webinars. YouTube channels to distribute webinars like UIL or collaborate with them.
- Investigating storehouse of creative methods and techniques. Possible research centre or Google drive share at UniFi. Giovanna del Gobbo will distribute a concept paper.
- Project result dissemination network
- Toolkits to aid communities in welcoming migrants. Ideas for useful tools, integration and safety box
- Connected with specialized researcher networks (ESREA)
- Shared project resources, ideas, and partnerships for collaboration. To discuss Erasmus Mundus and Blue Horizon financing eligibility.
- Post-conference webinar
- Comparative researchers in small teams. Example: Attitude study in a small community. Civil society participation.

Enablers for cooperation include money, democratic leadership, equal participation, reward structures, dissemination strategies, a public platform for sharing good practices, a distribution list, and visits to each other's institutions.

WG 4: Understanding and Integrating Adult Learning Principles into Learning Settings and Professionalization of the field

Working Group Mentor: Andre Schläefi (HOF 2011)

WG4 began with a presentation by the leadership of the Coalition on Adult Basic Education (COABE) in the US. COABE (<https://coabe.org>) is a non-profit organization that provides professional development, advocacy, and leadership for adult basic education administrators, instructors and staff involved in the delivery of adult basic education services in all US states. COABE's leadership discussed the wide range of professional development and advocacy services the organization provides, including initiatives to elevate adult learners as leaders and advocates for adult education.

Discussion

Judith Alamprese and Zoltán Várkonyi facilitated a discussion about building professionalism and learner success in adult learning and education (ALE). The contributors met in two subgroups to discuss new directions to consider in identifying the skills and knowledge needed by adult educators to work effectively with vulnerable populations of adult learners and the organizational conditions that can affect adults' success in learning. Discussants identified areas of professional development to enhance in preparing adult educators, such as strategies for understanding learners' background and circumstances when they enter ALE services, processes for providing ongoing feedback to learners, to enable them to develop learning strategies that can facilitate their participation in lifelong learning, and processes for building learner agency, among others. The need for adult educators to understand the role of the local community and the ALE organization in facilitating effective ALE was also discussed. The contributors noted the need to examine the specific requirements for conducting ALE in varied settings, such as workplace literacy, education in correctional facilities, and family literacy.

WG4 Conclusion and Possible Collaborations

WG4 included various topics, and the most diverse aspects and issues were discussed. As a result, this group was more about sharing experiences. However, professionalization could be viewed from various perspectives. One main aspect emerged: the focus must be on the learner. The needs, interests, motivations, and existing skills of the learner must be taken into account in ALE. Whether these lessons are delivered at university, in an adult learning center, or in prison, the focus must remain on the learners in order to inspire and retain them in the classroom. In order to do justice to the various aspects of this topic, it was decided to continue the group. Contributors discussed holding seminars to discuss further the areas of ALE professional development that could be enhanced to better serve vulnerable populations and a possible journal article or two about these new directions.

WG 5: Micro-Credentials (MC) and Individual Learning Accounts
Working Group Mentor: Sturla Bjerker (HOF 2014)

I must admit, being a mentor at the workshop on micro-credentials in Florence in November was an honour, but slightly difficult. The workshop was organized by and at the University of Florence, as an integrated part of the International Adult and Continuing Education Hall of Fame 2024 Conference and Induction Ceremony 7 – 9 November 2024. The workshop gathered around 20 persons from the conference. The workshop was prepared by a preparatory webinar on 8 October and was chaired by Viola Pinzi from the European Association for the Education of Adults (EAEA).

Viola introduced the themes/concepts and the participants introduced themselves. All in a good adult education manner. The following few points are based on inputs from the participants and the presenters, Viola Pinzi, Paolo Federigi, and Kent Gudmundsen:

1. Micro Credentials (hereafter MC) have an increased focus in many countries, not only in Europe and the USA, but also elsewhere; e.g. the ministry of the Philippines has MC on its agenda for the future.
2. MC is a relevant topic for the American Association for Adult and Continuing Education (AAACE), in dialogue with universities and the public sector.
3. MC is a “new” field. What’s in it for me/us? What is new, and what is just new wording for existing tools? MC might replace and be a better explanation for short learning experiences.
4. What kind of recognition is needed, and what is the place for MC. What about recognition of “real knowledge” - recognition of prior learning. Will MC replace previous systems for such recognition?
5. It is important to promote Lifelong Learning, but bear in mind also the importance of “long lasting learning,” and how long does a MC last, how sustainable will an MC be? (Hypotheses: The narrower and shorter an organized learning activity is, the shorter will the gained new skills and competences last.)
6. MC might offer flexibility to people – MC in this context can be an option to help people gain recognition for short trainings.
7. MC would need a system and standard for *recognition* -- someone must be the recognizer – which units could that be? Public Authorities? Universities? A special “MC-unit”? Who could be authorised to “give” MC recognition? Validation and assessment of MC – takes organization and authorization.
8. The main stakeholders for MC would be: the learner, the employer, the supplier/provider, the trainer/teacher.
9. MCs need to be learner and learning-centered!
10. MCs can be “stapled” like LEGO, vertically and horizontally.

WG 6: Learning Cities
Working Group Mentor: Arne Carlsen (HOF 2017)
Based on Notes from Co-Chair Margaret Shanahan

WG 6 is engaged in a dynamic process of *learning about learning cities* by identifying and evaluating practices and policies that make learning cities effective and sustainable. WG 6 will develop a toolbox for working together and a practical repository for the information gathered. WG 6 will foster collaborative orientations between learning cities with cross-cultural conversations and the sharing of resources for learning exchange and research. WG 6 will work to understand these essential factors: how learning cities may act as a mechanism for dialogue at a local level and as drivers of growth and change; the role of learning cities in shaping education and life-long learning; how learning cities affect governance; ensuring the sustainability of the learning city through

the development of ground-up activists and regional ambassadors (city administrators, agents in public and private sectors).

The research of WG 6 will necessarily build trans-Atlantic cooperation. It will also reflect upon the roles of higher education and stakeholders in the scope of Adult Education and Lifelong/Lifewide Learning, the role of the University in the learning city context, the ‘greening’ of adult and life-long learning and how it aligns with economic and environmental shifts, as well as local and global partnerships and the proliferation of competing initiatives.

Practical applications (in the scope of future research and initiatives) may include: building a safe repository of network-wide and individual learning city documents; comparison of learning cities in an Asian to European context; comparative research of learning cities in areas of adult learning, lifelong learning and civic activism; involving youth in learning cities as a way to foster lifelong learning; research on the impact of the global Learning Cities initiative; finding processes and a way of communicating about the art of ‘commoning’ for resilience; innovative monitoring, measuring, and reporting approaches to ALE and Lifelong learning in cities.

WG 6 understands that there is no certain recipe for the success of a learning city. It is hoped that by pro-active research, reflection and reporting that we may add to a collective knowledge about how a learning city may actualize and sustain the concept of one place, among many, where learning builds community, unity, peace and wellbeing for all.

WG 7: Journals Cooperation **Working Group Mentor: Paolo Federighi (HOF 2019)**

In the last century, journals that published articles on adult and continuing education were rare. Today, the number of specialized journals or journals open to adult and continuing education topics has increased. Journals promoted by public organizations, research centers, non-governmental organizations and even global publishing groups still prevail. But some of them are starting to have an autonomous life also from a financial point of view.

Scientific journals are numerous. All are committed to ensuring and raising quality standards and measuring performance indicators (such as Impact factor or Citescore). Scientific journals of adult and continuing education have an interest in attracting the most read and most cited authors and articles. However, all journals also have the common interest of increasing the number of their readers, the number of submissions, the number of citations. These results can also be achieved through the development of forms of coordination, healthy co-petition and complementarity between all journals.

The Florence meeting was an opportunity to reflect on what concrete measures could help journals achieve these results. We propose some possibilities below:

- a. A common web page where the calls for all journals are announced and with links to their websites and where all journals are presented. Inclusion requires some shared minimum quality standards (to be defined: "Legitimate Journal" versus "Predator Journal"). The University of Florence could make this service available on the website dedicated to the HOFE
- b. The Platform should include both professional and academic journals
- c. All languages should be included and magazines from all over the world
- d. The Platform should find a way to give evidence to emerging scholars— including also journals that are not here and are “invisible”

- e. And facilitate the launch joint issues and the benchmarking among editors and common training opportunities
- f. Sharing of reviewers (voluntary and according to GDPR) and the possible creation of a reviewer award established by the HoF
- g. Mutual promotion of articles related to the topics of the calls (exchange of long lists of articles related to the scheduled calls and which can be cited by the authors)
- h. Joint promotion of campaigning activities on the political and moral priorities of adult and continuing education.

WG 8: Gender Equity, Leadership and Aging
Working Group Mentor: Mary V. Alfred (HOF 2016)

Discussion Leaders: Francesca Torlone, University of Florence & Janet Poley (HOF 2002)

Approximately twenty-five participants held two web-based meetings prior to fruitful face-to-face discussions in Florence to advance an agenda for the topic. Participants agreed that **Education, Research and Advocacy** will guide sensitization efforts, actors/stakeholders, and actions. A common glossary will be developed to improve shared definitions and meanings with respect to country, culture, and context.

The group summarized its discussions into three main interconnecting themes:

- **Active aging over the life course:** A gender equity issue, guided by the premise that aging is life long and life wide. Will examine how policies, practices, and cultures influence women's transitions and life conditions. Identify research gaps in women's health as a foundation for equity and improved life conditions.
- **Gender equity in the workplace:** Structures, policies and practices that promote or hinder women's development and economic empowerment. The gender pay gap is an equity issue that affects women's healthy aging and promotes economic and financial violence.
- **Economic and financial violence:** Women experience economic and financial violence across the lifespan that directly impacts education, health, employment, family wellbeing, retirement, and personal independence. Women's life conditions in retirement are consequences of economic violence in their youth, their working life, and their personal and professional relations. Training models are needed to raise awareness and fight against fraud, economic loss, lower wages, no retirement benefits.

Future Actions: The Gender Equity Action Working Group will use available technologies to systematically continue in the spirit established through the IACEHOF Florence Conference.

**WG9. Education and Social Action to Implement Forms of Bottom-up
Counter Actions Against Organised Crime.**
Working Group Mentor: Timothy D. Ireland (HOF 2024)

Participants in the two sessions of this working group were from Italy, Greece, South Africa, USA, Brazil, and the Nordic countries. The initial session was dedicated to a rich exchange of information and experiences concerning both education and social action to combat organised crime – particularly the case of our hosts from Italy – and different types of educational activity - formal and non-formal – in the prison context. Questions such as the different learning needs of prisoners, male and female – formal education and education to survive in the context of confinement – training for prison officers and other professionals working in the system, the

issue of parents with children, the use of IT in prisons and the education of the general public were all discussed. In the second session, participants pointed to the need to strengthen existing networks and those journals whose focus is practice and educational research in the prison context. Different possibilities for collective action by the WG were raised including an exchange of information on specific questions, research projects of common interest, discussion of legal norms and legislation, the elaboration of content for joint training courses and ethnographic studies in prisons. We asked questions concerning what is most important, what is most challenging and what is viable in terms of collective action. The immediate roadmap proposed was that of uploading relevant material to our initial Google Drive, the organization of a webinar, the elaboration of a concept note and the proposition of the concept of ‘learning prisons’ to compliment the notion of learning cities.

WG 10: Cooperation and Stakeholder Engagement for Adult Learning Education Working Group Mentor: Alfredo Soeiro (HOF 2006)

The group was managed by EAEA Secretary General and the departure points were:

First, cooperation and stakeholder engagement for Community efforts – Outreach – Awareness raising with examples, experiences, studies, fragmentation, upscaling, financing;
Second, cooperation and stakeholder engagement for policy – practice, research, examples, experiences, studies, structures, mechanisms, how to influence politics, like examples, papers and conferences.

The group has discussed, during the first part of the session on Friday, three projects: a) Outreach and diversity, guidelines, best practices, migrant teaches migrant; b) Reinforce network/society cooperation, municipality + youth; c) Cooperation mechanisms, national and European level, needs and opportunities, logistical, financial, support, LLL culture. Adult education cooperation at national, regional, European levels, and understanding cooperation outreach were also presented.

Two projects were described:

a) the annual education plan in Slovenia with ministry education, stakeholders, top downs and vice versa, LLL week, regional coordinator, build networks, institute of LLL, learn from each other, use data, and social learning;

b) In the USA the federal government influence, legislation on further education, the Labor and Education joint work, plus state coordination groups, joint processes with common ground, community colleges as means of cooperation.

The second part of the session on Saturday addressed the importance of role models, stakeholders’ involvement, definition of what can be offered and what can be received, knowing what others want, work at community level, use of private and public partnerships, the benefits of international cooperation and that Adult Education is recognized as a profession. The most relevant subject was the creation of permanent and dedicated structures for cooperation by each stakeholder.

Letter of Thanks from Vanna Boffo



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FORLILPSI
DIPARTIMENTO DI FORMAZIONE,
LINGUE, INTERCULTURA,
LETTERATURE E PSICOLOGIA

Florence, 12 November 2024

Dear Éva Farkas,
President of the International Adult and Continuing Education Hall of Fame,

On behalf of Professors Paolo Federighi, Giovanna del Gobbo, and Francesca Torlone, I would like to express our deepest appreciation to you and each member of the Hall of Fame for your invaluable presence at the University of Florence. Our Department, Forlilpsi, is especially grateful to you for the richness this experience has brought, which will remain a lasting part of our history.

Both the *Revitalising Adult Continuing Education for Positive Social Changes and Personal Fulfilment* Conference and the Hall of Fame Induction were outstanding events for our scientific, social, and cultural communities. The success of these events was a testament to our collective dedication — our hearts, minds, and spirits united as one. We were deeply moved by the joy and enthusiasm of the participants, and this positive atmosphere has been meaningful to us all.

Hosting delegates from 26 countries offered us a tangible experience of inclusion, bringing together diverse perspectives, traditions, and ways of being. The spirit of Adult and Continuing Education was palpable in our work sessions and plenary meetings, and we felt enriched by the exchanges and conversations that took place.

In this shared vision of our work and our future, we look forward to continuing to build this collaborative "canvas" together.

We hope to preserve this spirit of partnership and look forward to continued cooperation in the future.

Sincerely yours,

Vanna Boffo

On behalf of Professors Paolo Federighi, Giovanna Del Gobbo, and Francesca Torlone

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Adult Education at the University of Florence, Italy

The induction events in 2024 were hosted by the University of Florence, which is one of the largest research and higher education organizations in Italy, with 146 degree courses, 21,000 students, 1,800 structured lecturers and researchers, and around 1,600 technical and administrative staff¹.

Today, the University of Florence is the main Research Centre in the field of adult education in Italy. There are two Research Laboratories set up in the Department of Education, Languages, Interculture, Literatures and Psychology (FORLILPSI²), where 12 Researchers are engaged in adult education research: 2 Full Professors³, 4 Associate Professors⁴, Senior Researchers and Junior Researchers. The research activities at the Florence University cover various fields⁵ and the ongoing projects benefit from multi-year funding (some until 2028⁶).

The University of Florence was the first in Italy to activate the teaching of adult education theory, history, and methodology in 1968. It was Filippo Maria De Sanctis who created the first research nucleus and founded a new approach to adult education, focused on the individual and social consequences of learning, and not on teaching and not on learning. His heritage was taken up and developed by Paolo Federighi⁷. During the first 50 years, research programs were developed on adult education policies, workplace learning, access to education and culture and the 'response' of the 'Public' to educational powers.

All adult education research programs have always had a strong international dimension. Since the 1970s activities in the framework of UNESCO projects were undertaken; since the 1980s research activities were carried out with the European Commission and with the main international adult education organizations (like ICAE and EBAE and then EAEA⁸).

This has been possible thanks to the encouragement and constant support of Lamberto Borghi, Director of the Institute of Pedagogy at that time, when he returned recently from forced exile in the United States (due to the fascist persecution of Jews). During his exile, Borghi worked with John Dewey and brought to Italy the spirit of Dewey's neo pragmatism and his focus on adult education and the "Public and Its Problems".

¹ More information at <https://www.unifi.it/en>

² More information at <https://www.forlilpsi.unifi.it/vp-444-presentation.html>

³ Vanna Boffo, <https://cercachi.unifi.it/p-doc2-0-0-A-3f2a3d323b2831.html>

Giovanna Del Gobbo, <https://cercachi.unifi.it/p-doc2-0-0-A-3f2b342b39292f.html>

⁴ Francesca Torlone, <https://cercachi.unifi.it/p-doc2-0-0-A-3f2b342b39292e-0.html>

Daniela Frison, <https://cercachi.unifi.it/p-doc2-0-0-A-3f2b3d2c322f31-0.html>

Fabio Togni, <https://cercachi.unifi.it/p-doc2-0-0-A-3f2c342d322a2ab.html>

Glenda Galeotti, <https://cercachi.unifi.it/p-doc2-0-0-A-3f2b3a3139302f-0.html>

⁵ Adult Education Dedicated Research Units are

LILAH - Lifelong Learning and Higher Education, <https://www.forlilpsi.unifi.it/vp-244-lilah-lifelong-learning-e-alta-formazione.html>
and

PUSH-D - Pedagogical Approach for Sustainable Development and Heritage Valorization
<https://www.forlilpsi.unifi.it/p248.html>)

⁶ I.e. SALAM-Sustainable Accessibility to the Labour Market, www.interregeurope.eu/salam

⁷ Paolo Federighi was inducted into the International Adult and Continuing Education Hall of Fame in 2019
<https://halloffame.outreach.ou.edu/Inductions/Inductee-Details/paolo-federighi>

⁸ <https://eaea.org/> (European Association for the Education of Adults)

Denes Koltai

Memorial Conference

On Adult Learning and Education



Several members of the European Branch of the International Hall of Fame of Adult and Continuing Education participated the Dénes Koltai (Hall of Fame Class 2008) Memorial Conference on Adult Learning and Education for Friday, 11 October 2024 to Pécs, Hungary.

Éva Farkas (HOF 2019) Heribert Hinzen (HOF 2006) and András Benedek (HOF 2022) provided plenary keynote speeches, while Arne Carlsen (HOF 2017), together with Balázs Németh (HOF 2017) held workshop presentations on some challenging aspects of ALE research and development work with reference to international trends and issues.

Éva Farkas focused on some particular matters of how to improve ALE with specific tools as micro credentials and individual learning accounts. Heribert Hinzen was signalling the roles of professionalisation and institutionalisation on ALE. András Benedek provided a retrospective focus on the legacy of Dénes Koltai in promoting and developing ALE with academic focuses research, interdisciplinary analysis and professional developments of BA and MA programmes in Adult Education. András also recalled CONFINTEA V and VI how they influence some Hungarians having been involved in the quality development of the field to build international relations and to rely on partnerships with bodies as EAEA, eucen and PASCAL Int. Observatory.

Arne Carlsen made a significant reflective workshop presentation on the progress 'From the right to education, to the right to lifelong learning'. Arne's input was followed by some other six presentations with different approaches to ALE with quality concerns. In this respect Balázs Németh was pointing out the 'Trends of Policy Research in ALE two Years after CONFINTEA VII'.

The five representatives of HOF Europe were strongly concerned of the importance of preparing for the Florence Conference of International Adult and Continuing Education Hall of Fame (<https://www.hoflorence.unifi.it/>) and to take this opportunity to develop further thematic RDI collaborations amongst its members.

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