INTERNATIONAL ADULT and CONTINUING EDUCATION HALL of FAME

24th INDUCTION CEREMONY

Where the spirit of learning is the lasting legacy

SEPTEMBER 19, 2019 | BELGRADE, SERBIA
“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

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

– Chinese proverb

INTRODUCTION
The freedom to learn lies at the heart of all great civilizations. It is a prerequisite to our other freedoms of speech, assembly and worship. Indeed, education is the shield that arms individuals against political tyranny and economic impoverishment. While learning is an instinct, it is one that must be nourished and cultivated, and it is in this garden of the mind that the inductees of the IACEHOF have labored.

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

This booklet commemorates the 24th induction ceremony and, more importantly, records some of the major accomplishments of the inductees. Their contributions to adult learning provide the foundation for continuing education scholarship and teaching in the century to come.

HISTORY
Discussions leading to the founding of the IACEHOF can be traced to the mid-1980s. Dr. Thurman J. White is universally acclaimed as the founding father of the Hall. It was through White’s vision and recognition of the need to provide a mechanism to recognize and honor, in perpetuity, living and deceased adult and continuing educators who had distinguished themselves as scholars and practitioners that the concept of the Hall began to take on form and meaning.

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

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

Beginning with its inaugural induction in Charlotte, North Carolina, in 1996, 23 classes have been inducted into the IACEHOF. Its membership includes more than 300 members. A first was achieved by the Hall in 2006 when a special induction ceremony of the 2006 European Class was held at the University of Bamberg in Bamberg, Germany.

According to the corporate bylaws of the Hall of Fame, the Board of Directors will establish qualifications for induction. Three categories are currently specified:

- Regular members
- Honorary members
- Posthumous honors

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

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

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

First opened in 1962, the Oklahoma Center for Continuing Education is recognized as one of the nation’s leading university-based residential conference centers. As part of University Outreach, CCE annually serves more than 35,000 individuals who attend conferences, workshops, meetings, and other activities at the center, one of 11 W.K. Kellogg Foundation-funded continuing education centers in the world.
The James P. Pappas Scholarship honors Dr. James P. Pappas for his tireless dedication to and support of the International Adult and Continuing Education Hall of Fame and for his far-reaching contributions to the field of continuing education. The scholarship is an annual award made by the Hall of Fame to an adult education major who is working toward the completion of a higher education degree.

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

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

As one of the first Aboriginal Australians to complete a university degree in adult education, Jack Beetson has served as a vanguard for literacy and adult education initiatives throughout Australia. A Ngemba Aboriginal man from western New South Wales, he has played a significant role in Aboriginal Adult Education locally, nationally and internationally. Beetson has labored long and hard in the broader field of Aboriginal advancement and self-determination. His deep understanding of the history and culture of his people, informed by the experience gained from his work as an Aboriginal adult educator, has given him unrivaled opportunities to promote and strengthen the role of adult education in the lives of indigenous peoples.

He represented Australia at UNESCO’s CONFINTEA V conference in Hamburg, where he led the formulation of UNESCO’s first manifesto on Indigenous adult education. In 2001, his work won him a United Nations award for “Dialogue Among Civilizations,” for which he was recognized in both the NSW State Parliament and the Australian National Senate.

He was convener of the inaugural Indigenous Education Committee of the Asia and South Pacific Bureau of Adult Education (ASPIAE), on which he served as an executive member. He also represented indigenous peoples at the United Nations, where he was a member of the drafting committee for Article 15 and 16 of the Draft Declaration on the Rights of Indigenous Peoples.

Beetson served as the executive director of Tranby Aboriginal College, Australia’s oldest community-controlled Aboriginal adult education provider, and as the foundation president of the Federation of Independent Aboriginal Education Providers (FIAEP). He has also served as director of the FIAEP, a member of the Ministerial Council on Education, Employment, Training, and Youth Affairs, A Task Force on Aboriginal Education, a consultant and course development adviser for the National Indigenous Leadership Program, and executive member of the National Board for Adult Learning, Australia. In 2008, he was appointed as an adjunct professor in the University of New England.

He is currently the executive director of Beetson and Associates, a consultancy group that delivers adult education and development services in Australia and the Pacific region. He is also the executive director of the Literacy for Life Foundation, an organization he helped found in 2013, which aims to effect significant improvements in Indigenous Adult Literacy across Australia.
Ann K. Brooks

Internationally recognized for her long-standing scholarship and practice in international education, diversity and learning in work organizations, women’s learning, and literacy education, Ann K. Brooks has made significant contributions to the field as faculty member and director of Adult Education programs at University of Texas at Austin and Texas State University over a 30-year career.

She is one of few scholars in the U.S. whose work bridges adult education and human resource development—central to our understanding of adults as they live, learn, and work. Her most seminal works are in the areas of international adult education and work organizations.

Brooks was a Fulbright scholar at the Royal University of Phnom Penh and visiting professor at Waikato University, New Zealand, and Xi’an Foreign Language Institute in the People’s Republic of China.

She has chaired the Commission of Professors of Adult Education (CPAE), served on the American Association for Adult and Continuing Education (AAACE) Board of Directors, was an AERC Steering Committee member, and chaired various AAACE/CPAE SIGs and committees since 1989. She has served as the co-editor-in-chief of Adult Education Quarterly and Adult Learning, as qualitative editor of Human Resource Development Quarterly, and as associate editor of the International Journal of Qualitative Studies in Education and the Journal of Culture, Biography, and Lifelong Learning—a South Korean journal initiative.

Brooks is a member of the European Society for Research on the Education of Adults, the Commission of Professors of Adult Education, the American Association of Adult and Continuing Education, the Academy of Human Resource Development, the American Education Research Association, and Women in Development.


Ann K. Brooks

Dieter Dohmen

Dieter Dohmen has worked in all sectors of lifelong learning, from early to adult learning with its intersections to innovation, the labor market, demography, and social aspects.

As one of the few researchers to address the difficult issue of financing for adult education, he has been part of several German, European as well as worldwide projects to research this often-neglected issue. His comparative work related to the costs of education for adult learners in countries throughout Europe led to new insights regarding the different financial resources available to adult students. As a result, he was asked by the European Union to carry out comprehensive studies of the current financial support for adult education in all European states.

Dohmen has published more than 180 articles, and his research has provided empirical evidence that formalized forms of adult learning have a positive correlation with innovation and economic growth, particularly if linked to learning in the workplace. This research provides a solid, economic justification for public support to adult learning, while simultaneously advocating for learning-friendly working environments from employers.

He has developed innovative funding schemes, including a module-oriented funding scheme for higher education, the study credit model, which allows a flexible approach to individual studying pathways, without harming those pursuing part-time studies and holding institutions accountable for high-quality programs.

In 2006, he developed a training voucher scheme that was introduced for the financing of further professional education in Germany. With the concept of an Education Investment Fund, he introduced the concept of social impact funding as a model of public-private partnership to the financing of education. A similar concept, the graduate contribution, relates the individual financing of higher education to individual returns, a fair and just cost-sharing model, that allows institutions to flexibly adjust the payments for higher education to individual living conditions.

Dohmen is the founder, owner, and managing director of FiBS Forschungsinstitut für Bildungs-und Sozialökonomie—the Research Institute for the Economics of Education and Social Affairs, in Berlin.

Dieter Dohmen

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Gina Ebner has had a transformative impact as the Secretary General of the European Association for the Education of Adults (EAEA). With a clear emphasis on bringing the empowerment and joy of learning to adults throughout Europe, she has continuously pushed for systemic change while maintaining that adult education is a right and a vital part of overall social justice.

Since she was appointed in 2007, she has worked closely with the EAEA Board and forged robust and effective relations with the European Union (EU) commission. She has worked with a wide range of partners, consolidated the finances of the non-government organization, and developed active support for the smaller and emergent associations in the east of the continent.

Under Ebner’s leadership, EAEA introduced advocacy training programmes for young and emergent leaders in adult education. Her efforts led not only to an increase in adult education supporters in the European Parliament, but also at the national level of member nations, where EAEA has been established as civil society experts and a key reference point for advocacy in adult education in Europe.

She was elected to chair the Lifelong Learning Platform of the EU, representing a wide coalition of transnational bodies across the post-compulsory education sector. In this role, she has had a visible impact on the lifelong learning policy of the EU and the rest of Europe, notably in securing the role of NGOs. Her commitment has led to not only the strengthening of budgets for adult education within the EU, but also to creating a dialogue with all 42 European nations that has enabled organizations outside the EU to gain access to information and resources that promote adult education.

Regina Egetenmeyer-Neher views adult education as having the power to provide a humane answer for societal needs and challenges by supporting the development potential of all adults, as well as playing a central role in the development of peace and human dignity around the globe.

Her transcultural-dialogic approach has created an international dialogic platform in adult and continuing education that brings together international students and professors to study and research.

So far, Egetenmeyer-Neher’s Winter School has brought more than 500 doctoral and master’s students and more than 100 professors in adult and continuing education from different perspectives, while strengthening the discipline immeasurably by creating an international network between university professors, practitioners, doctoral students, and master’s students in adult and continuing education.

Regina Egetenmeyer-Neher has served as a professor for Adult and Continuing Education for the University of Würzburg since 2013 and a visiting professor for the International Institute of Adult and Lifelong Education in New Delhi, India, since 2014. She also serves as a board member for the Africa Center and the interdisciplinary teaching project “Global Systems and Intercultural Competencies” at the University of Würzburg, the International Society for Comparative Adult Education, and the editorial group of the Journal Erwachsenenbildung. Vierteljahresschrift für Theorie und Praxis (Journal for Adult Education, Quarterly Paper for Theory and Practice).
ROSA M. FALGÀS

Rosa M. Falgàs began her career in adult education in 1975, during the first years of democracy in Spain. Following a union meeting where she spoke about literacy in Girona, she developed a deep-seated commitment to teaching people the value of literacy and education. Her ability to combine literacy-based work with policy-making at the international level, often lobbying and working to make the right to lifelong learning a reality for everyone, has been the defining quality of her professional life.

Her curiosity about the educational efforts being carried out in Barcelona early in her career led her to joining an adult learning association, where she met a team of teachers who published the first materials used in literacy classes in Spain. Falgàs participated in the establishment of the Spanish Federation of Adult Education Associations and served as its representative in the European Bureau of Adult Education (EBAE).

As EBAE was restructuring into the European Association for the Education of Adults (EAEA), she opened an office of the organization in Barcelona with the support of the Catalan government. In 1988, she was elected to the EAEA Board of Directors and served as its liaison to the International Council for Adult Education and as a member of UNESCO’s Collective Consultation for Literacy. She has also been active in committees of the European Union, where she represented the interests of Spanish adult education.

She has been continuously involved in the development of Catalan legislation and has led numerous projects in the fields of adult education, literacy, and migration. In 1997, she established ACEFIR, the Catalan Association for the Education of Adults, to maintain her work into practice everything she had learned during her service at the European and international levels.

As Falgàs oversaw her commitments to national and international initiatives, she maintained her work in Girona teaching and continuing her literacy efforts. This was never more important than in the 1980s, when migrants from Africa began arriving in Spain with no knowledge of the Catalan language. With the support of many colleagues in the field, she created and published the first method to learn Catalan for newcomers, which was presented at the Frankfurt Book Fair in 2006 and 2007.

She has been the president of ACEFIR since 1997. She also serves as the coordinator of the Catalan Language Learning Course “To Live and Work in a New Country” and as the manager of the Google+ Community “Literacy and Basic Skills.”

A leading figure in the research and development of Hungarian Adult Education, Éva Farkas has contributed to the field of adult learning and education/andragogy with an approach to higher education influencing quality, professionalization, RVA (recognition-validation and accreditation), and financing in adult learning and education.

Her studies and research have helped not only educational scientists, but also practitioners and policy-makers to recognize the importance of the skills and competence of adult learning professionals to bring the Hungarian system more in line with mainstream Europe.

Farkas has published more than 140 articles and 18 monographies on adult learning and continuing education as an academic discipline. She is a distinguished member of the European Society for the Research of the Education of Adults and its RENAdET Network, focusing on professionalization in adult education. She is a recognized expert in the field of Vocational Education and Training (VET), working with the European Centre for the Development of VET for many years to provide comparative studies in continuing VET and the development of second chance schooling for integrating vulnerable groups of adult learners into the quality development of initial and continuing VET for adult learners.

Farkas is an associate professor and head of the Department of Andragogy at the University of Szeged.

Her most influential work focuses on the recognition, validation, and accreditation of prior learning and the scenario of learning outcomes embedded into the structures of the Hungarian Qualifications Frame Work and its relation to the European Qualifications Framework.

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Since 1972, Paolo Federighi has been committed to developing adult education in Italy and Europe, concentrating on research, action, and policy, maintaining a constant link between them. His applied research, studies, and written work are a reference point for regional adult education policies in Europe and international cooperation on the subject.

In the early 1980s, he was among the promoters of the Italian Association of Adult Education, and later in the first Mediterranean Association of Adult Education. He became the president of the European Bureau of Adult Education and later founded the European Association of Education of Adults (EAEA).

Without Federighi’s expertise, communication skills, knowledge, and contacts, the EAEA would not exist. He brought together the national associations for adult education in a common European umbrella organization that was accepted by the European Commission as the legitimate representation of the adult education field, including not only the organizational and financial aspects, but also agenda setting, the focusing of the policies of Europe and of many member states on upgrading qualifications, integrating cultural and political education, and supporting underprivileged target groups. He contributed to the sustainability of EAEA’s organizational structure and the relevance of the topics by extending this work in other international contexts and continuing to further his conceptual and advising activities.

From 1992-2000, he built up and implemented EAEA within the European Union. From 1993-2013, he acted as consultant and expert for the European Commission in the fields of research, education and training, evaluating, writing reports, and advising. From 1996-2013, he was also responsible for developing education, training, jobs, and research policies in the region of Tuscany, Italy. He also contributed to research and policy-making for adult education in the context of UNESCO, UIL, Hamburg, OCDE and the Council of Europe from 1979-2000.

Starting in 1999, he began a new commitment to applied research, dedicating himself to studying the training of workers inside organizations such as Tecnogym and Ferrari.

In 2001, he oversaw the establishment of EARLALL, a network of regional ministers that became a construction of European regional policies and interregional cooperation in the adult education field.

Federighi has published more than 200 articles and books chapters and 30 books on adult education related to policy transfer, regional educational management, valorization, study circles, museums, and upgrading skills, always research-based and focused on policy counseling. His research seeks connections between adult education, labor policies, and political economy. His books and articles are available in several languages, such as Spanish, French, English, German, Romanian, and Italian.

He has run several national and international research projects, presented lectures and held conferences in many European countries, as well as in Japan, South Africa, Brazil, and Canada. He has also advocated for the role of the development of museums and libraries as cultural institutions, stressing that the access to them plays a large part in the cultural development of adult learners, both individually and societally.

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Jian Huang has made significant contributions to adult and continuing education in China and internationally by increasing the scope of Chinese research, promoting adult and continuing education, making visible contributions to the local and national societal transformation in China, as well as influencing Chinese national policies and legislation on adult education.

Her research focuses primarily on adult learning theories, work-related learning and human resource development, professional development for adult educators, graduate education and comparative studies in adult and continuing education, and learning city construction.

She is regarded throughout China for her academic leadership. Since 2006, she has led two national platforms for all Chinese universities that run a graduate program in adult and continuing education, serving as both the vice president of the Academic Committee and chairperson of the Research Committee on Adult Higher Education in China’s Adult Education Association.

Huang has been the director of the Executive Development Programs Center of East China Normal University since 2012 and has made special contributions in the practical field of training and development.

She was part of drafting three national standards for adult education and training services, led the team to develop professional standards for lifelong education practitioners in Shanghai, and carried out capacity-building activities for hundreds of adult educators, which had a wide impact on the professionalization of the field.

Under her leadership, the EDP center has also undertaken the induction training for new faculty members from Shanghai’s colleges and universities since 2013. Since 2018, the center has been recommended by the Ministry of Education and authorized as a national base for professional continuing education and training by the Ministry of Human Resource and Social Security.

Huang was the founding professor of the first graduate program in Human Resource Development in China at ECNU, after serving as a U.S. Fulbright Advanced Scholar in 2008. As the founding Deputy President of Shanghai Municipal Institute of Lifelong Education (SMILE), she expanded her influence on community-based learning of older people and learning city construction in the background of rapid urbanization in China. As a consultant professor for Shanghai International Studies University (SISU), she contributes her expertise in graduate program development and capacity-building for young scholars.

Huang has led more than 30 provincial and national-level notable research projects, published 140 books and papers, and overseen more than 100 master’s and Ph.D. students. She has made important contributions to international exchanges and cooperation in adult education, as well as in the mobility of Ph.D. and master’s students, exploring the possible approaches for learning from each other in the East and the West. Based on her continuous efforts, she has won the National Award of Contribution to Adult Education.

She currently serves as director of the Research Center for Human Resource Development and director of the Executive Development Programs Center at ECNU, vice director of the Academic Committee and chairperson of the Research Committee of Adult Higher Education in China’s Adult Education Association, director of the Academic Committee of the Shanghai Lifelong Education Research Association and as member of the Advisory Committee of the International Conferences on Researching Work and Learning.
SALLY M. JOHNSTONE

Sally M. Johnstone has focused on improving the quality, accessibility, and affordability of post-secondary education for adults throughout her career. Her research into how institutions can successfully implement distance learning include both technological and organizational formats, enabling many thousands of adult learners to gain access to quality higher education programs.

Among her best known contributions to the field are her services as the founding executive director of the WICHE Cooperative for Educational Technologies (WCET), whose work has been instrumental in opening up federal financial aid for distance learners, establishing multi-state college and university collaborations, and supporting the establishment of a national system for state reciprocity of distance learning.

In the early 1990s, Johnstone authored the first set of common principles adopted by the American regional accreditors in their 100-year history, establishing good practices for distance learning for all post-secondary institutions, regardless of their state. In the early 2000s, she presided over the UNESCO meeting establishing Open Educational Resources (OER), which help to reduce costs for adult distance learners worldwide. In 2009, she was the Rapporteur for the UNESCO Higher Education World Conference that reflected the value of OER.

Johnstone was a primary member of the design team that created Western Governors University, which uses a competency-based education (CBE) model allowing adult students to take advantage of the knowledge they already have to decrease the time it takes them to earn a degree. It is the model for multiple CBE programs around the U.S.

She served on the Council on Academic Management at ArmyU, an online program for U.S. Army soldiers that provided best-in-class providers of online educational programs/services, technology components, and program management to active-duty servicemembers. This was the first fully online program for members of the U.S. military, regardless of their location, and it demonstrated the scale and scope for learning both nationally and internationally.

As president of the National Center for Higher Education Management Systems, she is helping multiple states as they face budget reductions and shifts in demographics to enable them to continue to serve students. She is also the executive director of the Foundation for Student Success, working with 28 colleges and universities across the U.S. to reduce equity gaps in the success of American Indian, Black, and Latinx students.

She has worked to develop costing tools for higher education institutions to help with the management of colleges and universities to allow them to be affordable, helped states within the U.S. design systems to serve working adults in ways that allow them to have access to learning at times and places that work for them, and assisted one large U.S. state develop an institution that will effectively serve working adults whose jobs are expected to end due to automation in the next 10 years.

Johnstone has published dozens of books, articles, and reports relating to aspects of educating adults via distance learning. She has given over 100 presentations across the U.S. and world relating to topics critical for high quality, affordable adult education.

Known as a dedicated practitioner and scholar in Greece and Europe in the field of adult education, George A. Koulaouzides has contributed both to the practical development of the field and the advancement of the study and research of adult and continuing education.

Koulaouzides started his career as a mathematics lecturer and administrator at the Lifelong Learning Department of the American Farm School of Thessaloniki in 1993 where he became acquainted with extension education and community development. After graduating from the University of Surrey with an M.S. in Applied Professional Studies in Education and Training and from the University of Crete with a Ph.D. in Adult Education, Koulaouzides began working to revitalize adult education in his country and boost its further development when he assumed in 2001 a part-time post with the Hellenic Open University, which had recently started to offer courses in adult education. From that point, he dedicated his professional career to creating an open adult education community in Greece.

His efforts included translating internationally relevant books and articles in the field of adult education into Greek, creating awareness of the importance of the field. As a founding member of the Hellenic Adult Education Association, he organized international seminars and conferences and networking of the Hellenic Adult Education Association with major adult education organizations throughout Europe, significantly increasing the internationalization of adult education in Greece and the creation of networks of cooperation in Europe and the U.S.

As a member of the European Association for Adult Education, he has served as an important voice for adult education across southern Europe. His active engagement contributed to European networks, as well as southeastern European adult education partnerships. Through the Hellenic Adult Education Association, he has invited numerous prominent scholars in the field from Europe and the U.S. to lecture and share their views and experiences with the Greek audience.

He was the founding co-editor of the Greek Journal Εκπαίδευση Ενήλικων (Adult Education) and served in that position for 12 years. In 2010, he was co-responsible for writing a report for the Office of the Prime Minister about lifelong learning in Greece and its development in the local administration level. That report led to the creation of the Municipal Centers of Lifelong Learning in Greece, with 200 centers for lifelong learning founded in Greece in 2011 as a result. That same year, he developed the Training of Trainers course for the National Centre for Public Administration and Local Government (EKDDA) in Greece, through which he has taught thousands of adult educators and trainers.

Koulaouzides has been a tutor-counselor in adult education for the Hellenic Open University since 2001, a trainer of trainers for the Hellenic Adult Education Association since 2003, as well as Secretary General for the Municipality of Thermi. He is a member of the Executive Board of the Hellenic Adult Education Association and a member of the European Society for Research on the Education of Adults.

GEORGE A. KOULAOUZIDES
In 1970, at the University of Ljubljana, then part of Yugoslavia, she founded the “cathedral of andragogy,” the first andragogy academic program in Southeastern Europe. She wrote standard textbooks and invited visiting lecturers and professors to Ljubljana. The program introduced students to theoretical, organizational, and practical issues in adult education and encouraged participation in doctoral and international research projects.

Krajnc actively promotes the concept of the “silver economy,” how older people are not merely consumers, but also promoters, innovators, and co-creators of socioeconomic development, while striving to overcome social stereotypes about the powerlessness and frailty of older people. She has raised awareness among politicians, experts, and the general public about how the silver economy relates to active aging. As such, she consults the Slovenian government and the European Federation of Older People (EURAG).

She created the “Slovenian Summer School for Adult Educators” and invited international lecturers in a model uniting participatory action research, community education, local development, and public campaigning based on the analyzed needs of inhabitants and local authorities.

Krajnc co-founded the Slovenian Third Age University in 1984, which has grown into a network of 54 local universities with 12,000 older students. She has been the president of the university since 2008.

In 1995, she founded Andragoška spoznanja (Studies in Adult Education and Learning), the first Slovenian scholarly journal for adult education, which has since become an international academic journal. She was the editor-in-chief of the journal until 2013.

In 2015, Krajnc established the Dyslexia Institute as part of Slovenian Third Age University for children and adults with specific learning difficulties related to dyslexia. The Institute assists people with dyslexia and raises public awareness of dyslexia.

Krajnc was a board member of the Inter-national Council for Adult Education from 1975-97, a member of the executive committee of the International Congress of University Adult Education, the international adult education group at UNESCO, the International Society for Comparative Adult Education, and served as president of the Andragogic Association of Yugoslavia from 1980–82. She also served as a representative to the International Council for Adult Education at the United Nations in Vienna in 1989-90.

In 1967, Krajnc represented a seminal generation of scholars in andragogy. She has been the “Grand Dame” of andragogy and adult education for over half a century in the former Yugoslavia, Slovenia, Southeast Europe, and internationally, and played a central role in developing andragogy as an independent field within adult education science and practice.

Her 1967 international comparative study Education of Adults, Social Mobility and Social Participation consolidated the development of adult education. She was one of the first scholars to study marginalized target groups, such as prisoners, older people, and women, and she has greatly contributed to the development of educational gerontology and social practices of older adult education, advocating for older people’s competencies, as well as their right to education, intergenerational learning, and cooperation. Her research was a breakthrough centered on adult motivation through life stages.

From October 1946 he was secretary of the council of the new Australian National University. He also argued strongly for a government-funded national adult education system but was thwarted by a lack of government support.

After his release from active duty, Madgwick was selected as warden of the New England University College in 1947. Madgwick guided the college, then a small rural campus of the University of Sydney, to independence as the University of New England in 1954. Appointed as UNE’s inaugural vice-chancellor, Madgwick, until his retirement in 1966, presided over the expansion of its curriculum and facilities while promoting closer ties with local communities.

Under Madgwick’s leadership, the university took an early and leading role in adult education, extension, external degree programs, and the development of several degree programs, across rural science, agricultural economics, and educational administration, that were the first of their kind in Australia.

In 1961, Madgwick was elected as the first president of the then-new Australian Association of Adult Education. As chairman (1964-66) of the Australian Vice-Chancellors’ Committee, Madgwick successfully rebutted the conclusion of the Martin Committee that the provision of ‘distance education’ was not a proper university function.

In recognition of his contributions, Madgwick was appointed as an officer in the Order of the British Empire (OBE) in 1962 and in 1966 he was knighted. Honorary doctorates were conferred by the Universities of Sydney (1961), Queensland (1961), and New England (1969).

In 1967, Madgwick was appointed chairman of the Australian Broadcasting Commission (ABC). This public broadcaster provided TV and radio service across the nation. He served two terms and has been described as the most popular chairman in the history of the ABC.

A reserved, unflappable but immensely effective administrator, Madgwick’s contribution to Australian education had been distinctive. He pioneered very important innovations in adult and regional higher education in the Australian context.
PETER MAYO

His academic work won the 2005 American Educational Studies Association Critics Choice Award and the 2013 Cyril O. Houle Award for Outstanding Research in Adult Education from the American Association for Adult and Continuing Education. One of his published papers won the 2011 award, by the Higher Education (HE) SIG of the Comparative and International Education Society (CIRES), for best published article on HE from an international and comparative perspective.

He has served as external examiner for doctoral theses at universities in the U.S., Italy, Canada, Australia, New Zealand, and Brazil, and has also been evaluator for tenure/professorial appointments at Canadian, New Zealand, U.S., South African, Cypriot and Botswana universities. He has been appointed a visiting professor for two years at the UCL/Institute of Education, London, and short-term visiting professor at the University of Alberta, Bogazici University, University of Cyprus, UBC and University of Gdansk. He was also visiting Professorial Fellow at the Institute of Education, University of London, in 2014.

Mayo is widely considered a leading interdisciplinary scholar, he has increased the presence of adult education through his publications in the fields of sociology, comparative education, cultural studies, and politics.

Mayo coordinated adult education projects in Malta’s Education Ministry, setting up an adult education unit and coordinating, with others, a national adult literacy effort, among other projects. This unit subsequently evolved into the Directorate of Lifelong Learning. He followed these accomplishments by joining academia and developing diploma, master’s, and doctoral programs in adult education.

In 1993, he became the first full-time academic appointee in Adult Education at the University of Malta, where he was the first head of the Arts, Open Communities, and Adult Education department. He was also involved in policy-making for Malta, serving on the National Lifelong Learning Strategy task force and promoting, through a 1994 presentation, the idea of developing Maltese schools as community learning centers.

Alberto Melo has left a rich and long-lasting impact in lifelong education and learning and welfare development in Portugal. He has contributed in both policy and development work for lifelong learning, especially after his country became a democracy in 1974, following nearly 50 years of dictatorship. His pioneering work was then instrumental in developing the process that led to the first National Plan for Adult Literacy and Basic Education in Portugal in 1979.

He worked for several years at the Open University in Milton Keynes in the UK, the Paris University of Dauphine, and has been an occasional consultant for UNESCO, OECD, the European Commission, and the International Bureau of Education. In his homeland, he spent over 45 years promoting adult education in academia as a professor at the University of Algarve, in the public sector as a director-general for lifelong education, and in the civil sector with his work to, first, create an association to foster territorial development and welfare and, later, to establish and maintain a national umbrella for adult education.

Since 1985, he has led a series of projects to promote integrated development and general welfare in the rural inland of southern Portugal and to find out what local groups were currently doing and could actually do to overcome a long-drawn and deeply rooted condition of poverty, illiteracy, and underemployment at a time when nearly 40 percent of the Portuguese people in the countryside were still unable to read and write. His efforts combined community education and development and led to the opening of early childhood care centers and the creation of income-generating activities for unemployed village citizens, mostly women.

At the end of the 1980s, Melo managed a national task force whose remit was to design a system of integrated adult education and training for Portugal in the 21st century. A main feature of this system was and still is the accreditation of experiential learning. He has served as a lecturer and chairperson for Senior’s Academies and been the head of the Executive Council of the APCEP, the Portuguese umbrella organization for lifelong culture and education, since 2014. In 2017, one of the local organizations affiliated in APCEP received the Annual ERASMUS Award delivered by the European Association for the Education of Adults.

As a researcher, Melo published works on a variety of topics, including education and training for local development, integrated rural development, adult education and lifelong education, migrant cultures, and multicultural education.

In 2003, he received a national commendation awarded by the president of the Portuguese Republic in recognition for his work in adult and community education.

ALBERTO MELO

Alberto Melo has left a rich and long-lasting impact in lifelong education and learning and welfare development in Portugal. He has contributed in both policy and development work for lifelong learning, especially after his country became a democracy in 1974, following nearly 50 years of dictatorship. His pioneering work was then instrumental in developing the process that led to the first National Plan for Adult Literacy and Basic Education in Portugal in 1979.

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As a researcher, Melo published works on a variety of topics, including education and training for local development, integrated rural development, adult education and lifelong education, migrant cultures, and multicultural education.

In 2003, he received a national commendation awarded by the president of the Portuguese Republic in recognition for his work in adult and community education.
Merrill contributed to the development of a specific social studies degree for local working-class adults and became the director of the 2+2 Social Studies degree. Through this initiative, she worked with management and lecturers at the university and local further education colleges—where the first two years of the degree are taught—to develop a collaborative working partnership, advocating for teaching, learning, and support practices and policies which enhance the learning experiences of working-class adults.

As an associate professor, director of research and director of graduate research at the University of Warwick, she has raised awareness of the importance of widening participation and attending to the needs of adult students through her leadership at the Centre of Lifelong Learning, within the Faculty of Social Sciences, and across the university. She established a Ph.D. in adult education and continues to impact policy and practice through her doctoral supervision.

Merrill has created opportunities for adult education scholars to share their work and learn from each other through conferences and journal publications, as past Chair of SCUTREA, a member of the ESREA Steering Committee, founder of the ESREA Access, Learning Careers and Identities Network, co-founder of the ESREA Gender Network, as an editorial board member of Studies in the Education of Adults and RELA, and as editor and co-editor of special editions of Research into the Education and Learning of Adults, Studies in the Education of Adults, Research on Ageing and Social Theory, Revista Investigar em Educação, and Social Sciences.

Merrill has presented 52 papers in the UK, Europe, and Canada at a range of adult education conferences. She has developed and facilitated cross-European collaboration which resulted in several EU-funded projects.

She is a member of the British Sociological Association, a member of the steering committee for the European Society for Research in the Education of Adults, and an officer and council member for the Standing Conference on University Teaching and Research in the Education of Adults, the International Society for Comparison in Adult Education, and the Global University Network for Innovation with UNESCO.

In the late 1990s, Merrill was a co-founder of the Popular Education Network (PEN), an international network of university teachers and researchers that advocates for social justice through collaborations between academics and marginalized community groups and social movements in civil society.
E. Paulette Savage is best known for her trailblazing scholarship on adult education and the adult learning experiences of African Americans within the African American church. Her research, publications, and presentations contribute to an important stream of adult education research on race, ethnicity, and social justice by bringing the voices of the marginalized to the center of focus.

Isaac-Savage began her professional career after graduating from the adult education program at the University of Georgia. She was appointed as an assistant professor of adult education at the University of Missouri-St. Louis (UMSL) in 1999 and became an associate professor in 2005. In 2014, she became the first African American faculty member to be promoted to full professor in the UMSL College of Education.

Her research began with an examination of African Americans' motivations for participation in church-based education. She has investigated barriers to participation and the church's contribution to education, health, and career development of congregants.

She has taught a variety of adult education courses, including developing new courses in adult education, such as History of Adult Education, Multicultural Issues in Adult Education, Mentoring in Adult Education, Policy Issues, and Spirituality in Adult Education.

In collaboration with colleagues, she developed an online curriculum for the adult education program at UMSL and increased the number of African Americans admitted to the doctoral program. She served as the adult education program coordinator at UMSL from 2010-14, Chair of the Educational Leadership and Policy Studies Division from 2006-12, and as associate provost of UMSL from 2014-17.

Isaac-Savage served as co-editor of Adult Learning, the practitioner-oriented journal of the American Association of Adult and Continuing Education (AAACE), from 2005-09. She was also co-editor of the proceedings for the Adult Education Research Conference in 2008 and 2013. She has served as an editorial board member and reviewer for multiple publications in the field, including Adult Learning, Adult Education Quarterly, Education and Urban Society, and PAACE Journal of Lifelong Learning. She was a board member on the Executive Committee of the Commission of Professor of Adult Education in 2004-06 and again in 2010-12, and she served as a member of the Adult Education Research Conference Steering Committee in 2016-18.

She serves as the executive board secretary for AAACE and is a member of the American Association of Blacks in Higher Education and the Religious Education Association. She is chair/president of the Adult Basic Education Foundation and an advisory board member of the Adult Education and Literacy Center, both of St. Louis, Missouri. She is also a member of the United Way's Charmaine Chapman Society and a lifetime member of the Missouri Association for Adult, Continuing, and Community Education.

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E. Paulette Isaac-Savage

“Never underestimate that a small group of thoughtful, committed people can change the world, indeed it’s the only thing that ever has.”

–Margaret Mead
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Further and special thank yous to the “Hall” staff for their continued year-long effort: Dr. Nina Barbee, Coordinator, and Shannon Johansen.

We appreciate the support of Dr. Katarina Popović, University of Belgrade, Serbia; Tamara Nikolić, University of Belgrade, Serbia; Dušan Zdravković, director, Adult Education Society; and the Board of the European Society for Research on the Education of Adults (ERSEA) for their hosting of this year’s induction. Without their gracious support, this induction event would not have occurred. Their activities clearly demonstrate their commitment to furthering and recognizing the efforts of adult education colleagues internationally.

Special thanks to Dr. Belinda Biscoe, senior associate vice president for OU Outreach and 2018 IACE Hall of Fame inductee, for her continued support of the IACE Hall of Fame activities.

The IACE Hall of Fame extends a special thank you to:
- ESREA – European Society for Research on the Education of Adults
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