

INTERNATIONAL ADULT
and
CONTINUING EDUCATION
HALL *of* FAME

26th
INDUCTION
CEREMONY

Where the spirit of learning is the lasting legacy

SEPTEMBER 28, 2022 | CORK, IRELAND

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

– John Quincy Adams

TABLE OF CONTENTS

Introduction	1
History	1
Funding	1
Location	1
James P. Pappas Scholarship	2

2022 INDUCTEES

Rolf Arnold	3
Mejai Bola Mike Avoseh	4
András Benedek	5
Laura L. Bierema	6
Darlene E. Clover	7
Raúl Valdés Coterá	8
Per Paludan Hansen	9
Larissa Jögi	10
Wing On Lee	11
Licínio C. Lima	12
Robert C. Mizzi	13
Linda Morris	14
Daphne W. Ntiri	15
Niamh O'Reilly	16
Michael Osborne	17
Séamus Ó Tuama	18
Sabine Schmidt-Lauff	19
Nancy Taber	20
Organization Award	21
Donors	22
Previously Inducted Members	24
Board Members	26
Acknowledgments	27

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

– Chinese proverb

HOW IT BEGAN

INTRODUCTION

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

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

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

This booklet commemorates the 26th 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, 26 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

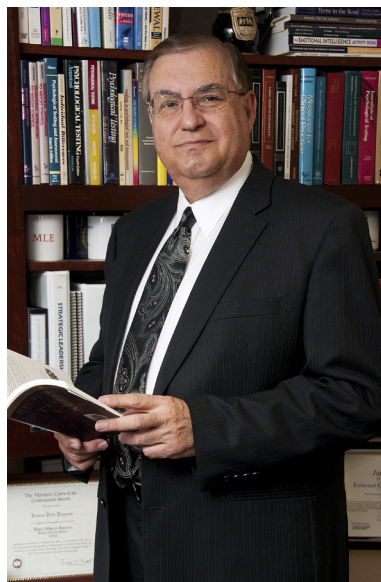
The official home for the International Adult and Continuing Education Hall of Fame is the University of Oklahoma's University Outreach, Thurman J. White Forum Building, Norman, Oklahoma. The virtual Hall of Fame may be found at halloffame.outreach.ou.edu.

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.

JAMES P. PAPPAS SCHOLARSHIP

International Adult and Continuing Education Hall of Fame

Established 2015



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

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

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

Scholarship Committee Members

Nina Barbee, Committee Chair

Coordinator, IACEHOF

University of Oklahoma Outreach

James Pappas, Ex-Officio

Vice President, University Outreach (Ret.)

Dean, College of Liberal Studies (Ret.)

Executive Director, IACEHOF

Grey Edwards

Hub Chief, Army Continuing

Education System (ACES),

U.S. Army Garrison (Ret.)

Mortimer Neufville

President/CEO

1890 Universities Foundation

Gary Eyre

Advance Associates and

Consultants (Ret.)

Phoenix, Arizona

Mary Alfred

Professor, Adult Education and

Human Resource Development

Texas A&M University



Rolf Arnold received his doctorate in 1983 from the University of Heidelberg, completed his habilitation at the FernUniversität Hagen, and held a chair in education (1990-2019) at the Technical University of Kaiserslautern, where he is a full professor. His research interests include adult education, business training and higher education, development of teaching and learning systems, systemic pedagogy, emotional constructivism, and intercultural vocational training pedagogy. His interpretative approach to adult education proposes that adults develop their identity and competence on the basis of acquired patterns of interpretation; thus the learning process can succeed when the learning opportunity addresses these acquired patterns and transforms them by reflecting on other possible outcomes.

He has written more than 900 books, chapters, articles, studies, handbooks, all of which have made him one of the most profiled writers on adult and continuing education in Germany and beyond. He is co-editor of the standard work in this discipline (*Handbook of*

Vocational Education) and the initiator and co-editor of the *Wörterbuch Erwachsenenbildung* (*Dictionary of Adult Education*), currently in its third edition. He is one of the most cited German scholars in the fields of vocational and adult education.

At the TU Kaiserslautern, Arnold established the Distance and Independent Study Center (DISC) and served as its scientific director (1992-2019). Today, this continuing education institution is one of Germany's largest and most respected for the professionalization of adult educators and has been recognized with several awards as the most popular distance learning institution in the country. DISC offers 17 master's programs and four certificate programs and has graduated 17,000 students from around the world. DISC was a partner in setting up the first European Master in Adult Education and the first European Doctoral Studies in Adult and Continuing Education. Since its inception, 8,000 participants have benefitted by further developing their self-learning skills. In addition, Arnold is the spokesperson for the Virtual Campus Rhineland-Palatinate, currently serving more than 200,000 students.

Early in his career, he proposed important perspectives for a stronger skills-based focus not only in vocational and adult education but also in higher education. His belief that "knowledge is not a skill" continues to influence the debates over skills-based versus knowledge-based training. In numerous research and development projects, he has contributed to linking higher education more closely to the state of knowledge in the field of adult

education and to the development of skills-based academic training models.

His contributions to the field extend beyond theory. He has led on-the-job training, seminars, and workshops in Germany, Switzerland, Columbia, and elsewhere, disseminating the systemic perspective in adult learning. He established the private Systemia Institute, providing training for teachers, members of human resources departments, and intergenerational family participants.

Arnold has served on important adult education boards and committees, such as the State Advisory Board for Continuing Education in Rhineland-Palatinate, the Scientific Advisory Board, the national Concerted Action for Continuing Education program sponsored by the Federal Ministry of Education, and the German Institute for Adult Education, for which he served as the chairman of the board of directors.

Since the 1980s, he has been active in researching, developing, and training in the area of international cooperation and education. In Bosnia-Herzegovina, Eritrea, Mali, Sri Lanka, and Thailand, he set up functional structures of adult and continuing education and in Spain he was a member of the Scientific Advisory Board of the Institut Universitari de Creativitat i Innovacions Educatives (IUCIE) of the University of Valencia. He received a Doctor Honoris Causa of West University of Timisoara, for his active contribution in establishing its doctoral school in lifelong learning and education.

MEJAI BOLA MIKE AVOSEH



Mejai Bola Mike Avoseh is a professor of adult and higher education at the University of South Dakota. He holds dual citizenship from Nigeria and the United States, which is relevant since he is not only an educator; he is a bridge builder as well. In vigorously pursuing research and producing publications for the field, Avoseh has distinguished himself as a well-respected multilingual, multicultural scholar, practitioner, and boundary spanner between Western and indigenous ways of knowing. A world leader in adult education, comparative/international/multicultural education, and indigenous pedagogy, he has especially brought research, theory, and practical applications to bear in strengthening connections between universities and African countries.

Avoseh earned his bachelor's and master's degrees in philosophy, a postgraduate diploma in teacher education, and a doctorate in adult education, all from the University of Ibadan, Nigeria. He also holds a Master of Science degree in educational leadership and administration from the College of Saint Rose, Albany.

Avoseh began his post-secondary level teaching career as an adjunct lecturer at the Department of Adult Education, University of Ibadan, and Saints Peter and Paul Seminary, Ibadan, from 1986 to 1995. He relocated to the United States in 1995. He then moved to the University of Namibia where he taught from 1998 to 2001. There he co-founded the Department of Adult and Nonformal Education. He returned to the United States 2001. In 2004 he joined the University of South Dakota, becoming a full professor in 2015.

He has been recognized through many honors and awards. In 2019, he received the Outstanding Service Medallion of the American Association for Adult and Continuing Education (AAACE). He is a double recipient of the J. William Fulbright Core Award for U.S. Scholars for teaching and research (2013, Botswana; 2019, Nigeria). The impact of his indigenous-oriented Fulbright Awards resulted in his being commissioned by the UNESCO Institute for Lifelong Learning to study adult learning and education for global citizenship in South Africa and was published in the institute's *Citizenship Education*. Previously, his research on rural literacy received the institute's Special Mention in 1992. For his avid support of veterans on the University of South Dakota campus he was recognized with the Arle L. Olson Award for Continued Veteran Support. In 2020, he was elected to the board of the International Society for Comparative Adult Education. He served as Director of the Commission for International Adult Education (CIAE) and on the board of the American Association for Adult and Continuing

Education (AAACE) from 2016-2020.

He has published widely in different areas of adult and higher education, international and comparative education, diaspora and global citizenship, rural development, literacy, indigenous/cultural education as well as in gender and policy issues in education in various first-tier disciplinary journals and with leading publishers. He has published 15 books/book chapters, written 47 refereed publications, and delivered more than 90 conference presentations. His classic article on lessons of traditional Africa for lifelong learning is often cited across disciplines. Other articles have appeared in *Canadian Journal of Development Studies*, *Adult Education Quarterly*, and *Innovations in Lifelong Learning: Critical Perspectives*, among many others. The Nigerian National Council for Adult Education (NNCAE) honored him with an International Ambassador Award at their 50th anniversary. He was a member of the 50th anniversary planning committee and co-editor for their anniversary book. He was part of the delegation that produced the Cape Town Statement on Lifelong Learning in 2001. His well-received and implemented research, publications, keynote addresses, and public lectures in national and international forums continue to enhance the visibility and stature of adult and continuing education.

ANDRÁS BENEDEK



Prof. András Benedek is an internationally recognized figure in Hungary's research and development of vocational training and adult education. Over the past 40 years, he has played a significant role in the professional development of adult education and in raising awareness of its importance. He has devoted his career to creating the conditions for vocational and adult education following the 1989 political regime change in Hungary and played a vital role in that nation's first Adult Education Act (2001). His main research interests are the structure and pedagogy of vocational and adult education, formal and informal learning, and mobile and visual learning.

A scholar and policymaker, he significantly contributed to developing and modernizing the vocational and adult education system, bringing it closer to the European mainstream. His policy work was vital to creating the regulatory environment and introducing a quality assurance system for adult learning in the early 2000s. Additionally, he has managed and coordinated engineering education and training

programs for vocational teachers and adult education professionals at the Budapest University of Technology and Economics (BME). As a professor at BME, he has taught generations of teachers in professional teacher education, adult learning, educational theory, and digital pedagogy. As a result of his work, the BME became prominent in equipping teachers for adult and continuing education.

Benedek has been and continues to be active on the international stage. He has been involved in numerous UNESCO, OECD, ILO, World Bank, and EU projects in human resource development. In addition, he has collaborated with some of the leading research communities on financing adult education, the development of the teaching profession, and digital teaching and learning.

From 1991 until 2006, he was Deputy and Permanent State Secretary in the Ministry of Labor and the Ministry of Education. Perhaps his single most significant contribution has been his involvement in preparing and adopting the first legal regulation of adult education. This forward-looking and innovative initiative adjusted to Hungary's economic and political realities. In 1990, he established the National Institute for Vocational Training, serving as its first director-general. In addition, he helped create the Vocational Education and Training Act of 1993 and a national register of qualifications, which unified state vocational qualifications.

Author of more than 300 publications, he is a regular keynote speaker at prestigious national and international

adult education conferences. He was editor-in-chief of the *Hungarian Encyclopedia of Adult Education and Training* (2002). He has been editor of the periodicals *Education Sciences*, *Adult Education*, *Social and Management Sciences*, *Vocational Training Review*, and others. He initiated and served as editor-in-chief of *Opus et Educatio*, an online academic journal dealing with teaching and learning in a digitally-constrained environment. He is editor of the Peter Lang book series *Visual Learning* and organizer of the annual international conference on visual learning. He was instrumental in founding the Hungarian Association for Vocational Education and Training in 1989, for which he served as president (2003-2010). He has been president of the Hungarian Society of Education since 2009. In 2019, he was awarded the EDEN (European Distance and E-Learning Network) Senior Fellow Award for promoting distance learning and e-learning.

Benedek's work also has been recognized with several state awards: the Trefort Ágoston Prize (2020), the József Nádor Memorial Plaque (2016), and the János Apáczai Csere Prize (2008) in recognition of his outstanding educational and scientific activity, and the Middle (Silver) Cross of the Order of Merit of the Republic of Hungary (2006), one of Hungary's highest state orders.

LAURA L. BIEREMA



Dr. Laura Bierema is a trailblazer whose scholarship melds critical approaches to adult learning, leadership, and change at the individual, group, and system levels. Her most frequently cited publications focus on topics of adult learning, virtual mentoring, corporate social responsibility, feminist research, and women's learning, leadership, and development in organizations. She was one of the first scholars to introduce a critical perspective to human resource development (HRD). She wrote the first book applying a critical perspective to facilitating organizational change with *Implementing a Critical Approach to Organization Development* (2010). She wrote the first organization development e-textbook, *An Action Research Approach to Organization Development*, now in its second edition (2014, 2020). With Sharan Merriam she co-authored *Adult Learning: Linking Theory and Practice*. More recently, she co-edited the first book linking adult learning and knowledge management, *Connecting Adult Learning and Knowledge Management: Strategies for Learning and Change in Higher Education and Organizations* (2019), and co-authored

the first *Handbook of Adult and Continuing Education* (2020) chapter on gender identity. She is a master executive coach, who developed a cutting-edge certificate in organizational coaching at the University of Georgia, drawing students from across the United States.

Bierema's leadership in founding the research stream of critical HRD was recognized in 2014 with the creation of the Laura Bierema Academy of Human Resource Development (AHRD) Excellence in Critical Human Resource Development Award. Her scholarship was acknowledged with AHRD's awards for Outstanding HRD Scholar and Research Excellence.

In 2020, during the extraordinary time of a pandemic, she became president of the Academy of Human Resource Development (AHRD). Evidence of her contributions includes establishing an Antiracism Committee and leading the AHRD board to design and deliver its first virtual conference in 2020, an event lauded by participants. She improved the AHRD budget by working with the board on innovative programming, diversifying content, and fundraising. In addition, she collaborated with UGA colleagues to create signature adult education pedagogy, notably an accelerated executive Doctor of Education and an innovative Graduate Certificate in Organization Coaching.

Over the past 20 years, she contributed three chapters to the *Handbook of Adult and Continuing Education* (on human resource development, professional identity of adult and continuing education, and gender identity). Her co-authored *Adult Learning: Linking Theory*

and Practice has been adopted worldwide and was awarded the Phillip E. Frandson Award for Literature in 2015 by the University Professional and Continuing Education Association. She served as co-editor of *Adult Education Quarterly* (1997-2000) and on multiple editorial boards of adult education and HRD journals.

Her international stature as a scholar is evident in her regular invitations to keynote across the United States and in South Korea, Hungary, the U.K., Malaysia, and China. In 2018, she served as a Fulbright Research Scholar with the University of Padova.

She is co-founder of the Lukas' Fund, a nonprofit supporting infants and families, and has served multiple board terms and as president for the Jeannette Rankin Women's Scholarship Fund, an organization dedicated to helping impoverished adult women attain educational grants for undergraduate study. At UGA she was associate dean of academic programs (2013-2017) and led an action research project resulting in the university's first associate dean for diversity, equity, and inclusion.

A popular speaker, panelist, and workshop leader, she regularly presents adult and continuing education programs and coaches leaders in higher education, corporate, military, healthcare, and nonprofit settings. Her 20-plus year collaboration with the Michigan Judicial Institute (MJJI) has resulted in a new judge mentoring program and train-the-trainer institutes for MJJI faculty who deliver continuing education in the court system.

DARLENE E. CLOVER



Darlene Clover, professor and graduate adviser in Leadership Studies at the University of Victoria in British Columbia, Canada, is a distinguished scholar and researcher who has made countless contributions to the field of adult and continuing education. Her professional impact shows particularly in three significant areas: art education and museums, adult education and the arts, and environmental adult education. Clover's focus on museums as sites for adult education led her to devise teaching tools and techniques that are now the most commonly used adult education methods in making museums sites of progressive learning. She is the most active scholar in the world in adult education and learning in museums and art galleries and has received national and international grants in this area. Through her research, she created a series of innovative museum and gallery methodological, pedagogical, analytical, and interventionist tools called "hacks": including the Feminist Museum Hack (gender justice), the Decolonizing Museum Hack (reconciliation), the Critical Museum Hack (class), and the Ecological Hack (socio-environmental

issues). As an advocate of teaching/learning in arts-based methods of adult education for students, academics, activists, and educators, she is one of the most respected adult educators in this field. Moreover, she is one of the leading scholars nationally and internationally in environmental adult education, which was the topic of her doctoral thesis. Her coaching of young scholars and practitioners in this field is recognized in the global adult education movement.

Clover has been an active scholar in feminist adult education as well. She has travelled to India multiple times and worked with colleagues on promoting feminist educational processes for political empowerment of women elected to local governments. Her contributions to arts-based education and research are still being utilized internationally in building capacity for a new generation of educators and practitioners.

For her excellent work in adult and continuing education she received the David Jones Award for Creativity (Standing Conference on University Teaching and Research in the Education of Adults, 2018) and the Teaching Excellence Award (Faculty of Education, University of Victoria, 2016).

The author/co-author of many books, she has also written research papers, book reviews, and research reports, which are published in international academic peer-reviewed journals, and has reviewed numerous manuscripts and papers for international journals. More than 6,000 copies of *The Nature of Transformation: Environmental Adult Education*, by Clover, Jayme, Hall and Follen have sold worldwide

and been translated into Catalan; the book has been reviewed in both academic journals and the popular press. In addition, she has presented her work in conferences and seminars throughout the world. As a faculty member, she has taught many courses during her academic career, mentored and trained master's and research scholars, and served as principal/co-principal investigator of research projects funded by various international organizations. Internationally, she has delivered keynote addresses at academic conferences in Australia and New Zealand and served as visiting scholar with the UNESCO Institute for Education in Hamburg, Germany. Her lectures and training workshops have been popular in India, Malaysia, South Africa, Colombia, Uganda, and other locales.

She is an Advisory Board member of the Culture and Heritage Programme at UVic, an Editorial Board member of the BC Museums Association Magazine, *Roundup*, the President of the Society of the Friends of St. Ann's Academy and the Treasurer of the Canadian Association of the Study of Adult Education. She is currently the co-convenor of the Research Group of the International Association of Women's Museums (IAWM).

RAÚL VALDÉS COTERA



Raúl Valdés Cotera has strengthened the national, regional, and international field of adult education and lifelong learning through his leadership and contributions to development, implementation, and monitoring of integrated, intersectoral, and holistic adult and continuing education policies and strategies. His work has inspired professionals and volunteers in adult education and influenced ministries of education, departments of adult education, city governments, regional and international agencies, academia, civil organizations, and the private sector throughout the world. His efforts have helped to develop new institutional partnerships and networks that have improved policy dialogues, capacity building, research coordination and training, and policy development, first in the Latin American and Caribbean regions and later at the global level.

As leader of the Policy Support and Capacity Development in Lifelong Learning team at the UNESCO Institute for Lifelong Learning, Valdés Cotera has inspired the development of inter- and cross-sectoral adult education

and lifelong learning policies and strategies in many countries, specifically in the areas of adult literacy, youth employability skills and recognition, validation, and accreditation of learning outcomes (RVA). He has played a significant role in developing the UNESCO RVA Guidelines and the Global Observatory on RVA. These guidelines and the cases in the Global Observatory are used worldwide. He has been leading capacity-building activities in how to establish lifelong learning systems in more than 20 countries. In more than 30 countries he has conducted multisectoral dialogues to improve the concepts of adult learning and education and lifelong learning, contributing to developing more comprehensive policy frameworks for promoting lifelong learning and implementation of programs.

His greatest contribution is his development and leadership of the UNESCO Global Network of Learning Cities (GNLC), which has greatly contributed to the heritage of adult and continuing education. The GNLC is a policy-oriented network and platform providing expertise and best practices to/from more than 200 cities from all world regions in how to organize inclusive sustainable urban development through lifelong learning. He has played key roles in five world conferences, collection of case studies, publications, learning videos, and training materials.

Valdés Cotera has led research projects such as the Regional Report of Adult Education in Latin America (2007). For this particular project, he conducted a subsector diagnosis of adult learning and education in 21 countries, which

involved the participation of national authorities, researchers, and the collaboration of the Latin American Adult Education Council (CEAAL).

He led the CONFINTEA VI follow-up process by organizing regional conferences in four UNESCO regions. Outcomes of these regional meetings included the development of the Adult Education Observatory for Latin America and the Caribbean (LAC) together with seven regional partners and the development and publication of an expanded glossary for adult education in the LAC region. The latter publication, in collaboration with the Organization of Ibero-American States, has become an important resource for developing education policies and plans in the region.

Valdés Cotera's doctoral thesis—*Public Policies in Education of Young People and Adults: Comparative Analysis Between Brazil and Mexico*—was recognized by the Centre for Cooperation in Adult Education in Latin America and the Caribbean as the most relevant research in the field of adult education in Latin America and the Caribbean in 2012. His other important work includes the publications *Conceptual Evolution and Policy Developments in Lifelong Learning* (2011), *Unlocking the Potential of Urban Communities* (2015 and 2017), and more recently *Making lifelong learning a reality: A handbook* (2022). Valdés Cotera also has written several book chapters and articles in journals that have advanced the field of adult education.

PER PALUDAN HANSEN



Per Paludan Hansen has been a key figure in adult learning and education in Denmark and in Europe. Since 2001, he has served as the secretary general of the Liberal Adult Education Association (LOF), an organization for which he has worked since 1994. Also, he has been the chairman of the board of the Danish Adult Education Association (DAEA) since 2007 and was president of the European Association for the Education of Adults (EAEA) from 2013 until 2019. He previously served as a member of the board. Currently he is treasurer of the International Council of Adult Education (ICAE). He holds a master's degree in political science from Aarhus University in Denmark.

He has been instrumental in establishing the Danish Institute for Non-formal Education, developing activities and support for refugees in Denmark, forming an adult education network on sustainability in Denmark, and advocating for better funding and legal frameworks for adult education in Denmark. His strength is in his ability to support and nurture other people by providing ideas, exchange, and

encouragement. He tirelessly advocates for adult learning and education in order to inspire, influence, and cooperate with a wide range of members, partners, stakeholders, and policymakers.

Hansen has either led or contributed to refugee inclusion, life skills, improvement of financing for adult education, mental health, and wellbeing through adult learning and education. His work with others has created an environment where people are encouraged, guided, and inspired to work together for the common good of adult learning and education.

In 2016, EAEA decided, under Hansen's leadership, to produce and launch a publication on the importance and potential of adult learning and education. The final product was the EAEA Manifesto for Adult Learning in the 21st Century, which made the case for adult learning touching almost every aspect of Europe's challenges, from social inclusion to sustainability. The central theme of the manifesto, "the power and joy of learning," highlighted the important impact that adult learning has on individuals, societies, and economies. The manifesto has been translated by EAEA members into sixteen languages, underscoring the resounding endorsement it has found in the European adult education community. It also has been much referenced and quoted by policymakers.

Hansen has proven himself extremely good at networking with policymakers and other stakeholders in order to advocate for adult education. At the Danish level, he has been in contact with the relevant ministers and

stakeholders, and he regularly organizes forums in which the importance of adult education is emphasized and demonstrated. His own organizations, LOF and the DAEA, have run campaigns to reach different target groups—e.g., activities for and with refugees. In Europe, Hansen has met with a number of high-level policymakers (European commissioners, directors-general, directors) and established strong relations with members of the European parliament, seeking their support for adult learning. He currently is on the steering group of ICAE, where he advocates for a sustainable funding system, supporting the secretary general and representing the interests of adult education at the global level.

Hansen also has been a member of the board and the bureau of the Danish Youth Council (1987-1989) and chairman of the Århus Youth Council. In these arenas, he has focused on strategic leadership and been an active member of networks in strategic leadership.



Since 1986, Larissa Jõgi has been professionally active and well recognized in the field of adult education. She is currently associate professor of andragogy at the School of Educational Sciences at Tallinn University, Estonia, with which she has been affiliated since 1982. Her research focuses on the professional identity of adult educators and university teachers, learning during the course of life, and methodologies of qualitative research. As a member of the Estonian Adult Education Council, she has influenced numerous international and national discussions on adult education and adult learning.

She has extensive experience in international educational development and research activities. Initiator of undergraduate and graduate degree programs in adult education at Tallinn University, she also is one of the developers and implementors of the international Adult Education for Social Change program, which won the United Kingdom's UALL Award. She has led research groups and has conducted research related to Estonian adult education.

She is the author or co-author of more than 100 publications and textbooks. In addition, she is an active member of many international scientific organizations and a reviewer of international peer-reviewed journals including *The European Journal for Research on the Education and Learning of Adults*, *Adult Education Quarterly*, *Studies of Transition States and Societies*, *International Review of Education*, *Issues in Educational Research*, and *Estonian Educational Journal*. She is a member of the European Science Foundation's pool of reviewers. She also helped initiate the international journal *Studies for the Learning Society* and has been one of the guest editors of the special issue of *International Review of Education* (2018) as well as guest editor of *Estonian Educational Journal*.

In recent years, Larissa Jõgi has participated in various international research projects financed by EU structural funds, including Adult Learning Professions in Europe—ALPINE (European Commission EAC/09/06 LOT2), Becoming Adult Educators in the European Area—BAEA, Becoming Adult Educators in the Baltic-Sea Region—BABAR (Nordplus), and the Estonian and Finnish Adult Education and the New EU Education Policy (Interreg IIIA project). On the basis of her experience in adult education in a post-soviet society, she was nominated by the Deutscher Volshochschulverband (DVV) as an expert who in 2016-2017 developed the professional competences of adult educators in Ukraine. The impact of this expertise may prove to be significant and in demand in the future, given current events. Her contributions to the field of adult

education and learning are many. She is one of the founder and convenor of the ESREA Research Network on Adult Educators, Trainer and their Professional Development (ReNAdET) since 2008. She initiated the growth of the Estonian adult educators' professional system through the development of bachelor's, master's, and doctoral courses at her home university. Since 2004, she served as chairperson of the Professional Committee of the Estonian Adult Educators. In cooperation with the Estonian Qualifications Authority, the Adult Education Department of the Estonian Ministry, she made possible the official recognition of the Estonian adult education professional system. She was directly involved in the creation and development of andragogy academic studies in Estonia. There are no academic curricula related to adult education in other Baltic states. Internationally, Larissa Jõgi—along with colleagues from Glasgow, Malta, and Cyprus—was a critical contributor to the international research project Learner-Centered Education (LCE) as a Means for Social Change in Adult Education Programs for Migrants in Four European Countries (2015-2019).



Within a year of his appointment as professor and executive director of the Institute for Adult Learning (IAL), Singapore, Dr. Wing On Lee was invited by UNESCO to serve as an expert reviewer to the 2019 forum on Education for Sustainable Development and Global Citizenship and to deliver keynote and plenary speeches on educational strategic development and monitoring mechanisms for lifelong learning. This was just one among many distinguished achievements in a career devoted to adult and continuing education. Lee's leadership of IAL has included championing continuing education research and training for sustaining economic performance through upskilling and shaping employment and policy decisions. IAL also has spearheaded innovations through learning technology, workplace learning, and industry partnerships to heighten adult learning and offer certification programs for trainers of adult learning.

As a scholar, Lee is renowned for his publication record: 40 books, 200 journal articles and book chapters,

and more than 150 international keynote speeches. He has contributed articles to the first and second editions of *Springer International Handbook of Lifelong Learning* and is now co-editing the third edition. Both his publications and keynote addresses consistently link lifelong learning to 21st century and global competencies.

While serving as vice president of the Hong Kong Institute of Education (renamed the Education University of Hong Kong in 2016), he established UNESCO's International Centre for Technical and Vocational Education and Training in 2008 and the Hong Kong Museum of Education in 2009. In recognition of his contributions to peace education and environmental education, he received the Soka Gakkai International Award from the Hong Kong Association in 2010. In 2014-17, as vice president of the Open University of Hong Kong, he drew on his keen marketing expertise and made and monitored changes to OUHK's course offerings. These changes helped both secure the financial stability of the university and equip students to become more employable in the changing job market.

Lee's contributions to the field also were made through service on many strategic committees. These committees include the Education Commission, Quality Education Fund, Curriculum Development Council, and the Hong Kong government's think-tank, Central Policy Unit. His draft of the concept and curriculum chapters of the *Guidelines on Civic Education for Schools* (1996) emphasized that every citizen could make a difference

and be an active contributor to the society and nation. He served as chairman of the syllabus committee that issued curriculum guidelines on lifelong learning for all subjects. The lifelong learning reform agenda became a cornerstone in transforming Hong Kong into a learning society.

Lee himself is an exemplary lifelong learner. While working as a schoolteacher, he attained his PhD and gained academic renown in the field of comparative education. He founded the Comparative Education Research Centre at the University of Hong Kong in 1994 and facilitated the establishment of the Comparative Education Society of Asia in 1995. He pioneered Hong Kong's first master's degree programs in values education and comparative education and, in 2010, was elected president of the UNESCO World Council of Comparative Education Societies. In 2021, he was appointed to the governing board of UNESCO Asia-Pacific Centre of Education for International Understanding, and to the International Expert Monitoring Project of the Federal Institute for Vocational Education and Training (BIBB) in Germany.

Prominent in the field of citizenship and moral and values education, he founded at the Hong Kong Institute of Education the now-renowned Centre for Citizenship Education; in 2017, at Zhengzhou University, China, he established two strategic research centers.

For his contributions to the Hong Kong education system, Lee received the Medal of Honor from the Hong Kong government in 2003.



For more than 40 years Licínio C. Lima has been committed to the practice and advancement of adult learning and education. His professional career began in 1979 as research assistant for the Unit for Adult Education (UEA) of the University of Minho, Portugal. Since then he has been engaged in research, teaching, publishing, international cooperation projects, policy-oriented studies, and evaluations in the field of Adult and Continuing Education (ACE) globally. In 1998, he became full professor at the Department of Social Sciences of Education at the University of Minho Institute of Education. He also has been guest professor in several universities and other educational institutions in Africa, Asia, Europe, and Latin America. He is known for his contributions to ACE policy analysis and organizational and administration studies of institutions, schools, community centers, and popular adult education associations and also for having published extensively about Paulo Freire.

Lima is the author of more than 200 academic publications including 36

books, published in 19 countries and seven languages. With a former PhD student he created a theoretical model for the study of ACE public policies, published in Germany and in the United States (2011), which is much used by postgraduate students and other researchers. He has been teaching such subjects as adult education policies, popular and community education administration, sociology of educational organizations, and research methods in more than 20 universities, mainly in Europe and Latin America. Moreover, he has been engaged in a large number of international comparative studies and research projects working with many other well-known scholars. He directed several committees and working groups, especially in Portugal and in Cape Verde, appointed by governments and other public authorities with the aim of studying, evaluating, and proposing new ACE public policies and programs.

For 20 years Lima headed the UEA, the only university department fully dedicated to ACE in Portugal. He contributed to the development of four primary areas: 1) nonformal adult education programs in cooperation with municipalities, associations, community centers, hospitals, unions, corporations; 2) systematic academic research in cooperation with international partners, participatory-action research projects with local associations, and policy research programs for national, foreign, and European agencies; 3) international cooperation with African and Latin American countries in various ACE areas; and 4) editorial activities including translating and introducing to Portuguese readers international authors in the field.

Lima motivated and supervised a new generation of researchers who are now active in different educational institutions, research centers, governmental and non-governmental organizations. He has been active in cooperating with international organizations as one of the first members of the European Society for Research on the Education of Adults (ESREA). He was a founding and active member of the Portuguese Society of Education Sciences and of the Paulo Freire Institute of Portugal. In addition, he was the director of the non-academic journal *Aprender ao Longo da Vida* and he has published more than 100 articles and interviews in international and national newspapers, magazines, and pedagogic journals. He is frequently invited as a keynote speaker by universities and schools, national and local authorities, adult education centers, unions, political parties, and foundations to address issues concerning ACE's present and future challenges.

In 1993, he was awarded the Rui Grácio Prize for the best research by the Portuguese Society of Educational Sciences, and in 2019 his contributions for science and education were recognized with the title Citizen of Honor by the City Council of Viana do Castelo, the city in northwest Portugal where he completed his studies prior to entering university.

ROBERT C. MIZZI



Through his outstanding contributions to adult education research and practice, Robert Mizzi has broken down barriers, provided solutions, and significantly changed the landscape of the adult and continuing education field. His tireless work and passion for adult and continuing education brings new meaning to the idea of learning. He has been an exceptional researcher in adult education and has led both national and international research projects in queer, community, and diversity education that have had an impact on many levels of the education sector. The dissemination of his work has influenced both graduate studies in adult education, educational administration, and teacher education programs across Canada and abroad.

At the forefront of lesbian, gay, bisexual, trans, two-spirit, or queer (LGBT2Q/“queer”) studies, transnationalism, and adult education, Mizzi researches how leaders, adult learners, and adult educators can include queer identities and knowledge in various educational contexts. He developed this expertise through his doctoral work at York University

and Social Sciences and Humanities Research Council (SSHRC) Postdoctoral Fellowship at Florida International University. He was awarded \$400,000 in adjudicated research funding over the course of his career. The Canadian government recognized him as a “world-class researcher,” awarding him a Canada Research Chair (Tier 2) in 2020-2025 with an additional \$600,000 investment in his research.

The author of five books, two journal special issues, and more than 200 publications and presentations, he has been cited more than 600 times. He is a co-editor of the 2020 *Handbook of Adult and Continuing Education*. He served as the president-elect (2017) and president (2018) of the Canadian Association for the Study of Adult Education. He also served as editor-in-chief of the *Canadian Journal for the Study of Adult Education* (2019-2021). He also has been the Perspectives editor (Adult Education) for *New Horizons in Adult Education and Human Resource Development* (2014-2016).

Mizzi has been an international leader in his field. He was the professional development consultant for the Kosovo Educator Development Project during the post-conflict reconstruction of Kosovo in 2002-2004. This \$14 million Canadian project reconstructed the Kosovar education system based on fair and democratic principles. He led the award-nominated youth programming and the minority teacher training program. An unwavering queer activist, Mizzi also built the capacity of the Kosovar LGBTQ community organization through facilitating research, training, and

outreach projects. He then founded and directed Queer Peace International (QPI) (2005-2010), a Canada-based organization that built the capacities of LGBTQ community groups in non-Western countries. Under his leadership, QPI delivered essential training and resources to these community groups and established projects and partnerships with local and international NGOs across the globe.

Mizzi’s work reflects the concern adult education has with globalization, intersectionality, and migrancy. For his unique scholarship, he is a recipient of the prestigious Falconer Emerging Researcher Award (Social Sciences) by the University of Manitoba and is a sought-after book contributor and keynote speaker among academic and community organizations, including the United Nations University for Peace (2019), South China Normal University (2018), the University of Malta (2016), and the University of São Paulo (2021).

At the University of Manitoba, Mizzi created a gender-sexuality alliance in the Faculty of Education. This group educated more than 300 teacher candidates on how to infuse sexual and gender diversity in their pedagogy. He has also consulted for the government of Manitoba and other governmental and community organizations on various gender and sexual diversity initiatives, including guidelines for including gender diverse and transgender students in schools and LGBT2Q young adult literature in school libraries.

LINDA MORRIS



For approximately 60 years, Linda Morris has brought a passion for educational and social change and collaborative inquiry to the field of adult learning and education. Given her scholarly accomplishments and knowledge, combined with her years of practical experience, she has integrated theory and practice, contributing to effective learning programs and policies for thousands of employees and increasing visibility for adult learning and development's role in meeting organizational goals. This acumen has been evidenced in her work not only in corporations but in universities and in her leadership of professional associations.

Clearly, Morris has been a change agent. In the corporate arena, at the professional services firm Arthur Young, she set goals, policies, budgets, and practices, managing programs for thousands of employees. Also, she introduced Arthur Young's first computer-based education program, which saved \$1 million by its second year. In higher education, she devised an innovative online doctoral program, launched a graduate degree in Hong Kong, and developed many online graduate courses. Her scholarship includes preparing more

than 50 articles and presentations, chairing or participating in more than 35 doctoral dissertation committees, co-editing a special issue on adult development in *Adult Learning* (2016) and *Proceedings of the International Conference on Information Communication Technologies in Education* (2012-2018), and writing a quarterly research column in *Training & Development* (1994-1996).

Morris' cutting-edge contributions to the education of adult educators on national as well as international levels reflect her convictions that education's purpose is to further the common good, promote social justice, and enhance adult and community development. These goals are exemplified in the online Adult Learning and Development doctoral program that Louisiana's Northwestern State University (NSU) began in 2016. Morris designed, organized, and operationalized the program's workforce development concentration, identifying critical content, weaving central themes of equity and access, development, and transformational change throughout the coursework, simultaneously infusing adult learning and development components throughout. The program's impact on workforce and economic development and quality of life for thousands of adults and communities will continue for many years.

Her development of innovative learning programs, targeted at organizational priorities and obtaining measurable positive results, increased adult and continuing education's status. It resulted in more acceptance; increased capabilities; greater individual, team, and organizational learning; and more robust budgets. It positioned adult education as a strategic partner, spurred innovation and collaboration, and encouraged Morris's continuing leadership in developing

companies as learning organizations.

Leading professional associations, Morris mobilized members to confront critical challenges through collaborative inquiry and joint action. At the American Society of Training & Development (ASTD), she co-founded brain trainers, learning organizations, and knowledge management networks, receiving ASTD's Outstanding Service Award. She reinvigorated the American Association of Adult and Continuing Education's (AAACE) Workforce Development SIG. At AAACE preconferences, her presentations catalyzed lasting dialogue that inspired participants to visible concrete action as scholars and practitioners. As president of AAACE and the Coalition of Lifelong Learning Organizations (COLLO), Morris has highlighted critical policy issues, stimulated exploration and dialogue, and collaborated with other organizations to create change.

Leveraging her recognized expertise in organizational development and certificate of recognition from MIT, Morris developed and led K Solutions KM Strategic Alignment and Change Management Services, targeted to increase organizational capabilities. She crafted the concept and process model of the "collaborative organization" that was adopted. Drawing upon knowledge gleaned from research on the knowledge economy, the knowledge society, and performance measurement, she created a performance-based metrics system to monitor KM outcomes that assesses performance criteria with measures for cost, time, quantity, error reduction, and reaction. Morris then applied it to adult education venues.

DAPHNE W. NTIRI



Dr. Daphne W. Ntiri is a Distinguished Service Professor at Wayne State University. Her work is notable for its blend of high-caliber scholarship with community participation and service, epitomizing the goals of engagement that are the hallmarks of adult education. Her remarkable career which spans over three decades is marked by countless accolades.

Prof. Ntiri has established an integrated research agenda that studies, from the black perspective, adult education and literacy, gender and feminist/womanist frameworks and trends and the marginalized adult learner in a globalizing world. These interdisciplinary themes are captured in over 40 publications in national and leading international journals. Her latest book, *Literacy as gendered discourse: Engaging the voices of women in global societies* studies the intersection of gender inequality and literacy. The impact of her scholarship may be gauged from both national and international presentations to countless institutions of higher education including universities of

Nanjing, China; Mumbai, India; Oriente, Cuba; Nsukka, Nigeria; Athens, Greece; Kirkunummi, Finland; Dubrovnik, Croatia; Harare, Zimbabwe; Cape Town, South Africa and Nanterre, France.

Ntiri served as a consultant to UNESCO in field assignments in Dakar, Senegal (BREDA) pioneering the *Regional Program to eradicate illiteracy in Africa by the year 2000* and at the Teacher Training College in Kismayo, Somalia where she collaborated on the creation of a blueprint for the establishment of a rural college for women in an Islamic society. She was an active participant in UNESCO-CONFITEA (V & VI) conferences in Hamburg and Bangkok. As an Invited Visiting Scholar to the Centre for Gender Research, University of Uppsala, Sweden, she explored the subject of literacy, race and gender following the growing presence of African immigrant women in Sweden's transforming landscape. She earned a Fulbright Scholarship to the University of Ouagadougou, Burkina Faso and was an IFESH Visiting Scholar to the University of Djibouti, Djibouti. She was honored with the Wayne State University Career Development Chair Award early in her career and was also venerated with the President's and College Excellence teaching awards.

Prof. Ntiri has developed a model of sustainable academic units at the University - *WSU Another Chance* and community-based organizations featuring the City of Detroit Literacy Task Force and the *Detroit Literacy Coalition*, all of which she spearheaded with over \$6.8 million she secured from federal, state and foundation sources to address the challenges of a city burdened

with over 47% adult functional illiteracy. For her commitment to adult literacy education and women's empowerment, she has been lauded with honors to include, the Arthur L. Johnson Individual Community Leadership Award, the Alumni Faculty Service Award, the Women of Wayne Award, the Pearls of Hope Foundation - Woman in Education Award, and the Lifetime Achievement Award from the Michigan State Department of Education.

Dr. Ntiri is a member of the Association of American Adult and Continuing Education (AAACE). She served on its Commission of Professors of Adult Education (CPAE) Executive Board and as Chair and Co-Chair of the CPAE Women's Research SIG. She is a consulting editor and reviewer for *Adult Education Quarterly*, *Journal of Research and practice in Adult Literacy*, *Adult Learning Journal* and *The Journal of Negro Education*. She is a founding member of *Dialogues for Social Justice* journal.

After a predoctoral fellowship on gender and labor practices of anglophone Africa at the International Institute for Labor Studies in Geneva, Switzerland, Ntiri earned her Ph.D. in Adult and Continuing Education from Michigan State University. She earned a Bachelor's degree from Fourah Bay College, the University of Sierra Leone. She is currently a Professor in the Department of African American Studies, College of Liberal Arts and Sciences.

NIAMH O'REILLY



For almost 20 years Niamh O'Reilly has been a leading advocate for educational equality for adults and an inspiring leader in the field of lifelong learning both nationally and internationally. Through her role as Chief Executive Officer of AONTAS, Ireland's National Adult Learning Organization, she has strategically brought adult and community education into national prominence, re-establishing AONTAS as the key stakeholder on the policy stage, resulting in the inclusion of adult education in national policy plans.

Evidence-based advocacy, authentic collaboration, and dynamism have been the hallmark of her career, resulting in solid alliances, empowered learners, and engaged educators. Her high-level advocacy with the Irish government is informed by the networks of learners and educators she established, leading to a representative voice for adult learning. These successful, sustainable networks empower community education providers (Community Education Network) and adult learners (National Learner Forum) to shape policy and practice. She also recently co-founded a regional network of adult education advocates to support

Northern Ireland through cooperation (Network for Adult Learning across Borders) post-Brexit. In building a resilient, national representative voice for adult learning, she oversaw the most extensive organizational and governance review since the establishment of AONTAS, increasing the operating budget by 70 percent and staff numbers by 70 percent, almost a third of whom now hold doctorates.

Her work has had a major impact internationally as well. She was the designated national coordinator of European Agenda for Adult Learning and past board member of EAEA and has worked with senior EU policymakers and commissioners to promote inclusive adult education. Committed to building the profile of AONTAS as part of the global adult learning community, Niamh expanded the organization's EU projects portfolio with a total income of more than €800,000, set a track record for collaborating with organizations (e.g., Paulo Freire Institute), established the first lifelong learning advocacy summer school, and internationalized the *Adult Learner Journal*.

Due to her knowledge, competence, and energy, adult community education is now represented at the highest level. In recognition, she has been appointed by the relevant government minister to two key national boards: Quality and Qualifications Ireland (QQI) and SOLAS (the national training agency). It is a direct indicator of her successful advocacy that adult and community education is currently embedded in national strategies. With the outbreak of the COVID-19 pandemic, Niamh proactively re-orientated AONTAS to become the trusted nongovernmental organization with expertise to guide governmental

tertiary education policy through an equality lens. She represented the sector as part of the national COVID-19 tertiary education steering group and was appointed chairperson of the Mitigating Educational Disadvantage Working Group. She developed a Tertiary Education Learner Support Framework, which acted as the foundation for strategic advocacy, resulting in the establishment of a new €10 million fund for community education designed to reach the most disadvantaged adult learners. This fund revolutionized the ability of community-based organizations to respond to learner needs.

Niamh has spoken on national radio (e.g., Ask the Expert, Newstalk FM), has published opinion pieces in the *Irish Times*, contributed to the National Yearbook (*Education Matters*), contributed to the UNESCO UIL blog, the European LLL magazine, and national and international journals. A popular conference speaker on adult learning in Ireland, she also has lectured on European lifelong learning policy and presented at the University of Würzburg. She was recently appointed Chief of Staff at the President's Office working directly with Maynooth University for President, Professor Eeva Leinonen. Recognizing the advantages she has been afforded and the path she has tried to carve for women in leadership, she strives to ensure her ongoing mentoring work will open avenues for a more diverse range of leaders in adult education and establish adult education as a right for all.

MICHAEL OSBORNE



Michael Osborne, Professor of Adult and Lifelong Learning at the University of Glasgow, is director of the Centre for Research and Development in Adult and Lifelong Learning (CR&DALL) within the College of Social Sciences and co-director of the PASCAL Observatory on Place Management, Social Capital, and Lifelong Learning within the School of Education. He is a visiting professor at RMIT Melbourne, a docent of the University of Tampere, and an external member of the Aristotle University of Thessaloniki in Greece.

Osborne has made a significant contribution to scholarship, practice, and policymaking in the field of adult and continuing education and lifelong learning, always with research at its core and always in the service of innovation and reform. His scholarship has impacted the development of ground-breaking areas of research in adult learning in the workplace and in learning cities/regions and in mobilizing “big data” to study the field.

His most notable achievements have been as a scholar in developing

nationally and internationally renowned research centers and major programs of research associated with them. This included as co-director of the Centre for Research in Lifelong (CRL) from 1998-2008 at the University of Stirling. And, CR&DALL, which he has directed since 2008, is now recognized as world leading in research on adult and lifelong learning and generates clear evidence of the contribution that adult education can make in its own right and as a discipline that can effectively address the intractable problems of the world. He has achieved funding for and executed a wide range of high-profile projects. His social engagement, leadership, and active membership in research activities have ensured that the evidence generated has been embedded in practice, professional development, evaluation tools, and policymaking across the world, and his managerial talent has embedded them in the structure and culture of adult learning centers, colleges, universities, and transnational organizations.

He has dedicated his professional life to pursuing the cause of adult learning relentlessly, consistently, and coherently, particularly for disadvantaged groups, and to do this by research and development generating robust evidence and at the same time devising new approaches and tools to drive forward innovative solutions, often against resistance and skepticism. Early in his career he designed and taught new access courses in math and sciences at a time (1980s) when there was enormous resistance from many universities, policymakers, and teachers/practitioners to the idea that adults without the usual qualifications

could enter higher education and succeed, particularly in STEM subjects.

Osborne has always demonstrated a commitment to communicating the results of research and development in adult and continuing education that he and others have undertaken to academics, practitioners, and policymakers, regionally, nationally, and internationally. He has written and edited books and refereed articles and reports; spoken at many national and international conferences; promoted research through CR&DALL; contributed consistently to the PASCAL Observatory newsletter on learning cities and regions; edited the *Journal of Adult and Continuing Education* (JACE), developing it from a low circulation parochial journal to a major outlet for research and scholarship in the field; been consultant, adviser, and research network coordinator to such national and international agencies as UNESCO Institute for Lifelong Learning, ASEM Lifelong Learning Hub, Council of Europe, Universities UK, the Higher Education Academy, and Learndirect Scotland; co-authored the UK's contribution to CONFINTA VI and produced core briefing papers for the 2019 and 2021 International Conferences on Learning Cities in Medellin and Yeon-su; worked closely with specialist groups on LLL and regions in a network of research-intensive universities (“Universitas 21”).

SÉAMUS Ó TUAMA



Séamus Ó Tuama is director of Adult Continuing Education (ACE) at University College Cork (UCC), Ireland's oldest university center for the delivery of adult and continuing education. His current research is focused on applying theories of respect, recognition, dignity, and rights in the field of adult education. His other research interests include democracy and the social contexts of science and technology and the law. He is a professionally trained journalist and was formerly a professional youth and community worker.

Ó Tuama's contributions to the field of adult and continuing education are extensive. He led a major strategic reform for ACE. This involved a total relaunch, recruitment of key team members, new branding, new quality assurance processes, stakeholder engagement, access and progression, teaching, research, and scholarship, making ACE the largest and most innovative provider of university adult education in Ireland. He is Chair of the Asia-Europe Education and Research Hub for Lifelong Learning, a key intergovernmental network

for university cooperation in lifelong learning research and policy, the hosting of which he helped secure for Ireland under the patronage of the government of Ireland and University College Cork. He has played a major role in other international agencies, including the advisory group for the UNESCO Institute for Lifelong Learning (UIL) and Shanghai Open University (SOU) global survey. Until 2022 he served on the board of the European University Continuing Education Network; as Ambassador to the American Association for Adult and Continuing Education. He is a member of the Singapore Workforce Development Applied Research Fund Expert Review Panel; of the review panel for George Moore Scholars to support study in the United States, Canada, and the United Kingdom; and is an evaluator of the EU Marie Skłodowska-Curie Actions (MSCA) post-doctoral fellowships.

He is a founder of the Higher Education Ireland Lifelong Learning Network (HELLIN), the major cross-border group that advocates for the interests of the adult and mature student populations in universities and institutes of technology across Ireland. In addition, he serves on the board of the Higher Education Research Centre (HERC), Dublin City University; the board of St. John's College; and as an external examiner, Trinity College Dublin Access Programmes. He assisted in securing the prestigious award for Cork as a UNESCO learning city (2015) and the hosting of the UNESCO Global Conference on Learning Cities (2017). He plays an active role in relevant scholarly publications including serving on the editorial board of the *Journal*

of Continuing Higher Education and founding editor of the *Irish Journal of Public Policy*, a special issue editor of *Administration* as well as contributing extensively to international literature.

Ó Tuama established The Bertram Windle Award in 2016 to honor outstanding contributions to adult education. He established the Alfred O'Rahilly Lecture, an annual public lecture to explore the public mission of the university, especially in such areas as adult education, access, and community engagement.

A former manager and PI at the Centre for European Social Research, Ó Tuama has extensive experience evaluating research proposals for the European Commission and national research agencies in Poland, Romania, Cyprus, and Singapore. He has led international workshops and delivered keynotes across the world, including Belarus, Belgium, Canada, Colombia, Egypt, Germany, Hungary, Italy, Korea, Mexico, New Zealand, Norway, Poland, Portugal, Romania, Singapore, Spain, Sweden, Switzerland, Thailand, Turkey, Ukraine, the United Kingdom, the United States, and Vietnam.

SABINE SCHMIDT-LAUFF



Sabine Schmidt-Lauff holds the Professorship for Continuing Education and Lifelong Learning at Helmut-Schmidt-University / University of the Federal Armed Forces (HSU), Hamburg, Germany. Her main research interest is in professionalization and professionalism in adult education, professional identity, and international-comparative research on lifelong learning. She understands that adult education, as universal human right, is embedded in a critical and at times militant discourse tradition, part of a democratic tradition characterized by fragile relationships between subject and society, individual and world, self and structure, politics and opinion. Accordingly, she has introduced the concept of time and temporality to research in adult education. She has established systematic national and international networks for international comparative research to explore this contradictory but global central phenomena in modernity in adult education.

As a university professor, Schmidt-Lauff has published more than 150 publications and delivered more than 100 public presentations, workshops,

keynotes, political statements in parliament, and interviews. She has published more than 50 collaborative papers in international journals, contributions to anthologies, conference proceedings, handbooks, and encyclopedias. Moreover, she has managed research projects with more than a €5 million budget.

She is member of two of the largest international German-based journal editorial boards in adult education as well as on the scientific advisory board of the *Journal of Comparative Studies and International Education*. She acts also as guest editor for several journals of adult education. In addition, she is co-editor of the Bertelsmann book series *Erwachsenenbildung und Lebensbegleitendes Lernen* (Adult Education and Lifelong Learning) and the hands-on adult and continuing education series *DIE/Bertelsmann*.

Schmidt-Lauff has significantly contributed to the disciplinary contexts of adult and continuing education by innovating the concept of time and the meaning of temporal phenomena in the context of adult learning or adult and continuing education. She examines how time-political educational strategies, the role of different actors, and the function of regulations of learning time affect and strengthen individuals' learning involvement. Her Temporal Model on (Adult) Education has influenced research projects, been used beyond disciplinary boundaries, and included in several handbooks, anthologies, and encyclopedias.

Her work is characterized by support of young researchers in adult education. From 2001 to 2004, she headed of one of the first ERASMUS intensive programs for adult education at Humboldt

University Berlin with 15 European partners in higher education. She co-initiated the Young Researchers Group on Adult Education, which has advised and supported several hundred young researchers in adult and continuing education. At HSU, she established international comparative topics in two modules in bachelor's and master's programs in education with a focus on adult education. She continuously welcomes at HSU scholars and young researchers from around the world and supports the next generation and young researchers of graduate students to go abroad. As a guest professor and ERASMUS teacher, she worked with several international universities in workshops in the Netherlands, Finland, South Africa, Poland, and India.

As professor at HSU, she extends the so far primarily military-oriented collaborations and partnerships with many civil universities and higher institutions worldwide. She supports students to study adult education worldwide in a balanced relationship between personal development, civil society demands, and military services. As member of the newly established Academic Senate for Internationalization at HSU, she is engaged in fostering international thinking, skills, and knowledge in teaching and learning. She has been appointed as an advisory board expert to support the development of an official extensive internationalization strategy of HSU. Thereby, she makes adult education visible as important contributor for the internationalization of higher education.

NANCY TABER



Nancy Taber is a full professor and leading scholar in gender, militarism, and adult education, whose research addresses military organizations, post-secondary institutions, museums, and popular culture. She developed this expertise through doctoral work on military mothers, workplace learning, and ruling relations in the Canadian Armed Forces (CAF). She broadened the field of adult education with her innovative application of feminist antimilitarist theory and fiction-based research.

She has published six edited books, two journal special issues, 24 chapters, 47 peer-reviewed journal articles, 38 conference presentations, and seven short stories. She was an invited speaker at 28 international, national, and local events. She has been awarded more than \$1 million (Canadian) in research funding. Her work has been cited more than 1,100 times.

Taber testified at the Canadian Senate Standing Committee on

National Security and Defence, was a subject matter expert (SME) in the CAF sexual misconduct class action suit and settlement consultations, and participated in government roundtables. She was named one of the Top 20 Women in Defence (2022) for the positive effect of her feminist work for CAF cultural change.

Taber applies feminist antimilitarism to adult education by critiquing the ways in which patriarchy, capitalism, and colonialism intersect with militaristic thinking and exploring how public pedagogies, situated learning, and discursive framings can challenge gendered racialized militarized binaries. She developed an original master's course—War, Gender, and Learning—and her innovative edited book, *Gendered Militarism in Canada: Learning Conformity and Resistance*, earned a Social Sciences and Humanities Research Council Award for scholarly publication. As a result of her research, she has participated as a SME in lawsuits, the Canadian Senate, and government policy work. She also has published short stories based on her research about women, war, and learning and four chapters that assist activists, professors, and students in conducting their own fiction-based research. In addition, she facilitates workshops about fiction-based research.

Her single greatest contribution to the field is her feminist analysis of CAF culture, policies, and practices, which resulted in her work as a SME in two class action lawsuits claiming gender

discrimination, sexual harassment, and sexual assault in the CAF. She was invited to participate in related consultations on the issue of gender representation and diversity in the CAF. Thus, she has been recognized by the very institution she was critiquing as a key part of its efforts to engage in restitution. She is now furthering this work with journal articles and as co-director for a network funded by the Canadian government to work on CAF cultural change.

Taber has supported the field by serving as editor-in-chief of the *Canadian Journal for the Study of Adult Education* (CASAE) and other CASAE work. She serves as Brock University's adult education undergraduate program director and graduate program committee member and served as Mount Saint Vincent University (MSVU) adult education committee member and program chair.

In addition, Taber has served in a variety of capacities with the Brock University Faculty Association (BUFA): as grievance officer (2015-2019), communications director, (2014-2015), secretary (2011-2012), and nontenured faculty member (2010-2011), as well as on the Collective Agreement Negotiating Team as deputy chief negotiator (2013-2014) and member (2016-2017). She also participated in the Ontario Council of University Faculty Association's Grievance Committee, including presenting on key aspects of grievance work to support the learning of those working on grievance files.

INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME ORGANIZATION AWARD 2022

presented to **A O N T A S**

The vision of AONTAS, the national organization for adult learning in Ireland, is “for all adults to achieve their educational aspirations through an equitable lifelong learning system.” Founded in 1969, AONTAS' mission as a non-governmental membership organization is to campaign for the right of all adults in Ireland to quality lifelong learning. Its objectives are to promote and develop adult education by offering continuous professional development; to create shared spaces for learning and the exchange of best practices through local, regional, and national events; and to encourage and facilitate cooperation between adult learning practitioners, organizations, and institutions in Ireland and Europe. AONTAS cooperates with other agencies to support greater equity of access and participation in adult learning. It influences government departments, funding agencies, and other stakeholders to develop positive and relevant learner-centered lifelong learning policies and legislation and is recognized as the primary advisory and consultative body for the development of adult and community education. AONTAS reflects the interests, hopes, and aspirations of all groups, agencies, and individuals concerned with adult education, particularly those most educationally disadvantaged. It also creates positive public awareness of the needs and opportunities of lifelong learning through its annual national festival of adult learning and its star awards for creative and effective organizations.

AONTAS' successful advocacy work has resulted in the government making adult education a significant new priority. AONTAS is now the key stakeholder on the policy stage, resulting

in the inclusion of adult education in national policy plans and recently advocating to secure the single most significant investment in community education in the history of the country. This has been helped by AONTAS' development of learner networks to empower individual learners and provide significant opportunities for them to shape policy and practice.

AONTAS supports adult educators and organizers through journals and professional development. The organization publishes *The Adult Learner: the Irish Journal of Adult and Community Education*, a peer-reviewed Irish academic journal with international reach.

Although AONTAS works across a country with a relatively small population (4.9M), it is a major player in European adult education, taking a leadership role in the European agenda for adult learning, the European Association for the Education of Adults (EAEA), and influencing EU policymakers and commissioners in relation to inclusive adult education. AONTAS champions the voice of all adult learners, particularly those from the poorest background and with least advantage, with a long-standing track record in making a better learning experience for learners.

AONTAS has had a tremendous impact on public policy. In April 2021, the government asked the organization to play an influential role in the Irish Department of Education and Skills' COVID-19 Tertiary Education Steering Group. In addition, AONTAS chaired a subcommittee on mitigating educational disadvantage. This enables

AONTAS members, and all adult and community education learners, to raise the full range of challenges and to feed this into national policy. It is for this championing of marginalized learners and those furthest from the workplace that AONTAS is best known.



There have been three key achievements over the last few years: 1) the development and support of the National Adult Learners' Forum for adult education learners, which helps learners and organizations ensure their voices are heard up to ministerial level; 2) the celebration of adult learning through the national Adult Learners' Festival; and 3) the support of tutors and organizations in Ireland.

Through effective lobbying AONTAS has brought a massive change to adult education in 2021. It has used careful advocacy over a long period, harvesting research data to convince policymakers, providers, and practitioners of the value of adult learning.

DONORS

The International Adult and Continuing Education Hall of Fame sincerely appreciates the financial support by the following organizations and individuals. Such financial support is vital to the continued success and development of the Hall of Fame and is warmly welcomed.

Sapphire (\$15,000 +)

*Edgar Boone

Ruby (\$10,000 +)

Community Foundations Inc.
Carol E. Kasworm
Paul Miller
Wendell Smith
L. Dian Stoskopf
Paula A. Harbecke

Platinum (\$5,000 +)

*Clinton L. Anderson
*Marjean Buckner
*Barry L. Cobb
*William D. Dowling
Gary Eyre
John A. Henschke
*Glenn S. Jensen
Myron Johnsrud
Janet K. Poley
Douglas Smith
Steck-Vaughn Company
W.K. Kellogg Foundation
J. Willard Williams

Gold (\$3,000 +)

Adult Education Society
Adult Education Society, Serbia
Department of Andragogy, Faculty of
Philosophy, University of Belgrade, Serbia
Induction Sponsorship (Katarina Popović)
Ajou University and Suwon City, Republic of
South Korea (Kim Sinil)
Joseph J. Arden
ESREA – European Society
for Research on the Education of Adults
Grey Edwards
Hiram Fitzgerald
Howard A. Hovland
Sue Maes
A. Frank Mayadas
Schweizerischer Verband für Weiterbildung
SVEB - Induction sponsorship (André Schläfli)
Don Seaman
Harold W. Stubblefield
University of Bamberg Induction
Sponsorship (Jost Reischmann)
University of Iasi and the
Consortium UNIVERSITARIA
Induction Sponsorship (Laurentiu Soitu)

Silver (\$1,000 +)

AAACE
American Friends of Rewley House
Audrey Anderson
James Anderson
Autonomous University of Guadalajara
Induction
Sponsorship (José M. González)
Grover Andrews
Eunice Askov
Battle Creek Community Foundation
Ralph G. Brockett
Rosemary Caffarella
*Alexander Charters
John Claar
Robert Comfort
James Cronin
John Gantz
Quentin Gessner
*Daniel Godfrey
Ronald Gross
Lucy Guglielmino
Bill Hambleton
Roger Hiemstra
Richard T. Liles
Carroll Londoner
*Russell Mawby
Gary E. Miller
Roger Morris
Bobby D. Moser
Mortimer Neufville
Lucinda Noble
*Craig Oliver
John Peters
*Daniel C. Pfannstiel
L.S. Pope
Donna Queeney
*Noel Ralston
Joseph S. Rawlings
*Russell Robinson
Warren Rucker
Lorilee R. Sandmann
John Snider
Thomas Sork
Richard A. Swanson
The Minneapolis Foundation
University of Central Oklahoma
Karen Watkins
*Thurman J. White

Bronze (\$500 +)

*Emery Bacon
Douglas Beakes
Meg Benke
Patrick J. Borich
Marcie Boucouvalas
Valerie Bryan

*Elbert W. Burr
Ronald M. Cervero
Joe M. Cothron
William E. Cox
K. Patricia Cross
*Tom Damon
*Jack Ferver
*William Flynn
*Chere Gibson
Beverly Griffith
Martha Friedenthal-Haase
Melodie Hancock
Catherine Hansman
Peyton Hutchison
Susan Imel
*Ellen Ironside
Ronald Jacobs
Wayne James
Lisa Jones
*Morris T. Keeton
*Steve F. Kime
Kansas State University
Kay J. Kohl
C. Peter Magrath
Larry Martin
*Joseph Matthews
Larraine Matusak
Ken McCullough
*Leon Y. McGaughey
James Miller
Gunder Myran
Monroe Neff
Michael Omolewa
Dorothy Ray
Jovita Ross-Gordon
Ronald Shearon
Robert G. Simerly
Edward Simpson, Jr.
Henry A. Spille
Richard and Carole Summerville
Otto Thomas
*Allen Tough
Gale VandeBerg
Raymond Wlodkowski
John T. Woeste
Mary Alice Wolf

Supporter (\$100 +)

Mary Alfred
Jerry Apps
*Roger Axford
Marcia Bankirer
Hal Beder
Gretchen T. Bersch
*Chester Black
Roger Boshier
Bonnie Braun
Stephen Brookfield

DONORS CONT.

Beverly Benner
 Cassara Marie Cini
 Simone Conceição
 Bradley C. Courtenay
 *James Danglade
 Sherwin Davidson
 *Lloyd Davis
 Gary Dean
 *Jim Dorland
 Leona English
 Jane Evanson
 Brian Findsen
 Richard Fowler
 *Michael W. Galbraith
 Margaret Gorton
 Beverly Grissom
 *Gordon Guyer Budd Hall
 *John Holden
 *Cyril O. Houle
 *Paul E. Huff
 Fran Kelly
 Kathleen P. King
 Joachim Knoll
 Thomas Kowalik
 Peter Kuchinke
 *Burton Kreitlow
 LeRoy Luft
 Teresa MacNeil
 *Violet Malone
 Patricia McLagan
 Donna McNamara
 Dwight W. Meierhenry
 Mercedes Benz of Alexandria, VA
 Gordon H. Mueller
 Michael Newman
 *James F. Nickerson
 James P. Pappas
 Otto Peters
 Cheryl Polson
 Robert Quick
 Allan Quigley
 Stanley C. Robinson
 Tonette Rocco
 Amy Rose
 Mihaly Sari
 André Schläffi
 Joan Schram
 Ching Mey See
 S.Y. Shah
 Daniel W. Shannon
 *Elaine Shelton
 Kim Shinil
 Laurentin Soitu
 David Stewart
 Thomas Sticht
 *Hamilton Stillwell

*Karen Swan
 Maurice Taylor
 Geoffrey Thomas
 *Curtis Ulmer
 Richard Vilstrup
 Bobbie Walden
 Horst Wiedefeld
 Garland Williams
 Leodry Williams
 Tinghu Wu
 Tsong-Shien Wu
 *Travis York

Archanya Ratana-Ubol
 Jost Reischmann
 Simona Sava
 George Spear
 Pamela Tate
 Jeanne Tesch
 Lawrence Tsui
 Sue Waddington
 James Witte
 Nani Zulminarni

Other

Victor Arredondo
 Sturla Bjerkaker
 Rebecca Buchanan
 Shauna Butterwick
 Philippe Carré
 Gary Confessore
 Patricia Davies
 John Dirkx
 Dieter Dohmen
 Aenae Dretscht
 *John Ebersole
 Regina Ebner
 Regina Egetenmeyer-Neher
 Jody Ellis
 Gregoire Evequoz
 Rosa M. Falgas
 Paolo Federighi
 Jean Fleming
 *Paul E. Hadley
 Jian Huang
 Lilian H. Hill
 Heribert Hinzen
 E. Paulette
 Isaac-Savage
 *Eugene Johnson
 Sally M. Johnstone
 Tom Kinney
 George A. Koulaouzides
 Ana Krajnc
 Victor Lechetenberg
 LaVerne Lindsey
 David Loring
 Dorothy Lucardie
 Peter Mayo
 Don E. Moore, Jr.
 Michael Moore
 Balázs Németh
 Daphne W. Ntiri
 Young-do Park
 John Parker
 Ioan-Aurel Pop

IACEHOF acknowledges that ongoing contributions from University of Oklahoma Outreach continue to place it at the highest giving level (James P. Pappas).

Thanks to everyone who has and continues to donate to the IACEHOF.

PREVIOUSLY INDUCTED MEMBERS

*Henry Ahlgren	1996	*Robert Clark	1998	*Paul E. Hadley	1999
John Aitchison	2008	*Barry L. Cobb	2001	Budd Hall	2005
Ahmad Ajarimah	2007	Robert W. Comfort	1997	William Hambleton	1996
*George Aker	1997	Simone C.O. Conceição	2018	Merodie A. Hancock	2018
Kazi Rafiqul Alam	2017	Gary Confessore	2016	Catherine Hansman	2016
Mary Alfred	2016	Joe M. Cothron	2003	Paula A. Harbecke	2008
Allen Allensworth	2012	Bradley C. Courtenay	2004	Spiru Haret	2014
*Joan W. Allsop	2011	William E. Cox	1999	*Fred Harrison, Jr.	1996
William "Bill" G. Anderson	2010	*Patricia Cranton	2014	*Robert Havighurst	1997
James R. Anderson	2007	James Cronin	2017	Gerald A. Heeger	2005
Clinton L. Anderson	2000	K. Patricia Cross	1996	*Arnold Hely	2009
*Grover Andrews	1996	*Phyllis Cunningham	1996	John A. Henschke	1998
Jerry Apps	1996	*Tom Damon	1996	Doe Hentschel	2013
Joseph J. Arden	2001	*James Danglade	1996	Roger Hiemstra	2000
Victor A. Arredondo	2011	*Lloyd Davis	1996	Heribert Hinzen	2006
Eunice N. Askov	2007	*Tilton Davis, Jr.	1999	Lilian H. Hill	2018
Milka Atanasova	2014	Patricia Davies	2018	Brice G. Hobrock	2005
*Roger Axford	1996	Gary J. Dean	2012	*John Holden	1996
*Emery Bacon	1996	John Dirks	2016	*Myles Horton	1998
*Colin R. Badger	2015	Dieter Dohmen	2019	*Cyril O. Houle	1996
Marcia Bankirer	1996	Gunther Dohmen	1999	Howard A. Hovland	2005
Héctor Alejandro Barceló	2010	*Channing Rice Dooley	2004	Jian Huang	2019
K. Douglas Beakes	2012	*Jim Dorland	1996	*Paul E. Huff	1998
Hal Beder	2009	*William D. Dowling	2001	Peyton Hutchison	1996
Jack Beetsen	2019	Ervin S. Duggan	1999	*Jong-Gon Hwang	2013
Paul Belanger	2006	Chris Duke	2014	Knud Illeris	2006
Meg Benke	2013	*John Ebersole	2015	Susan Imel	2009
*Hazel Benn	2008	Gina Ebner	2019	*Ellen Ironside	1996
*Kenneth Benne	2004	Grey H. Edwards	2012	E. Paulette Isaac-Savage	2019
*Paul Emil Bergevin	2002	Regina Egetenmeyer-Neher	2019	Romita B. Iucu	2011
*Thomas Bergin	1996	William R. Ehrensberger	2004	Ronald Jacobs	2013
Gretchen Bersch	2008	*Mary L. Ely	2011	Wayne James	1996
Belinda P. Biscoe	2018	*Dorothy C. Enderis	1999	*Peter Jarvis	1997
Sturla Bjerkaker	2014	Leona M. English	2015	*Glenn S. Jensen	2003
Chester Black	1996	Michael Eraut	2006	Frank W. Jessup	1999
*Edgar Boone	1996	Grégoire Évéquoz	2015	*Eugene Johnson	1997
Patrick J. Borich	1998	Gary J. Dean	2012	Juanita Johnson-Bailey	2009
Roger Boshier	2013	Jane Evanson	1996	Myron Johnsrud	1996
Marcie Boucouvalas	2003	Gary A. Eyre	2011	Sally M. Johnstone	2019
*Lalage Bown	2009	Rosa M. Falgàs	2019	Bernard Jones	1996
Naomi Boyer	2015	Éva Farkas	2019	Lisa Guion Jones	2012
Bonnie Braun	1996	Paolo Federighi	2019	Carol E. Kasworm	2002
*Samuel Charles Brightman	2015	*Jack Ferver	1996	*Morris T. Keeton	1999
Ralph G. Brockett	2005	John Field	2014	M. Frances Kelly	2008
Stephen Brookfield	2009	Brian C. Findsen	2012	Maria Almazan Khan	2008
Ann K. Brooks	2019	*Dorothy Canfield Fisher	2015	*J. Roby Kidd	1997
Valerie C. Bryan	2015	Hiram E. Fitzgerald	2015	*Steve F. Kime	2004
*Marjean Buckner	2014	*Jim Fling	1996	Kathleen P. King	2011
*Elbert W. Burr	1996	*William J. Flynn	2011	K. Peter Kuchinke	2018
*Barbara Bush	1997	Richard Fowler	1996	Nicelma King	1996
Shauna Butterwick	2018	*Paulo Freire	2008	Reatha Clark King	1996
Rosemary Caffarella	2009	Martha Friedenthal-Hasse	2004	Tom Kinney	1996
Chère Campbell Gibson	2011	*Michael W. Galbraith	2011	*Seaman Asahel Knapp	1997
Henry Carmichael	2016	*John W. Gardner	2003	Joachim Knoll	2006
Arne Carlsen	2017	John Gantz	2006	*Malcolm Knowles	1996
Philippe Carré	2018	Quentin Gessner	1996	Alan Knox	1996
Ann Cass	1996	*Daniel Godfrey	2006	Kay J. Kohl	2005
Beverly Benner Cassara	2003	Jose Morales Gonzalez	2002	Judith Ann Koloski	1997
Ronald M. Cervero	2003	*Bill Griffith	1996	Dénes Koltai	2008
*Bruce Chaloux	2013	Beverly McMurtry Grissom	1997	George A. Koulaouzides	2019
*Alexander Charters	1996	*Brian Groombridge	2009	Thomas F. Kowalik	2010
Jessie A. Charters	2004	Ronald Gross	2013	*Vorapipatana Kowit	2016
Ji Woong Cheong	2017	Jose R. Guevara	2012	Ana Krajnc	2019
Un Shil Choi	2010	Lucy M. Guglielmino	2012	*Burton Kreitlow	1996
Marie Cini	2016	Vladimir Gutu	2016	Peter Lavender	2015
John Claar	1996	*Gordon Guyer	1996	*Antonio Leño Alvarez Del Castillo	2010

PREVIOUSLY INDUCTED MEMBERS CONT.

Victor L. Lechtenberg	2018	James P. Pappas	1997	Audrey Springs-Anderson	2002
*Barend C. Lessing	2004	Young Do Park	2017	David Stewart	1996
Richard T. Liles	2008	John M. Peters	1997	Thomas Sticht	2013
Eduard C. Lindeman	2002	*David A. Peterson	2003	*Hamilton Stillwell	1996
Laverne Lindsey	2016	Otto Peters	2008	Calvin L. Stockman	1997
Carroll Londoner	2006	*Donald Peterson	1999	L. Dian Stoskopf	2002
Huey Long	1996	*Edwin Peterson	1996	*Helen Strow	1999
*Irving Daniel Lorge	2015	*Daniel C. Pfannstiel	2010	Harold W. Stubblefield	2001
Rosalind Loring	2013	Curtis Plott	1996	Richard Summerville	2011
Dorothy Lucardie	2014	*Franz Pöggeler	2006	Rita Süssmuth	2006
Leo Lucas	1996	Janet K. Poley	2002	*Karen Swan	2015
Leroy Luft	1996	Cheryl Polson	2015	Richard A. Swanson	2001
*Robert A. Luke	2000	Ioan-Aurel Pop	2013	Rajesh Tandon	2011
Teresa MacNeil	1997	*L.S. Pope	2001	Pamela Tate	2018
Sir Robert Bowden Madgwick	2019	Katarina Popovic	2011	Maurice Taylor	2015
Sue Maes	2000	Daniel D. Pratt	2011	Robert Templin	2015
C. Peter Magrath	1998	Donna Queeney	1998	Geoffrey P. Thomas	2002
*Violet Malone	1999	Allan Quigley	2012	Otto John Thomas	2013
Markku Markkula	2008	Robert Quick	1996	Elizabeth Tisdell	2015
*Andor Maroti	2016	*Noel Ralston	1996	*Allen Tough	2006
Victoria Marsick	2006	Celedonio Ramírez Ramírez	2010	*Janos Toth	2007
Larry G. Martin	2015	Yvonne K. Rappaport	2015	Lawrence Tsui	2015
*Benjamin Massey	1996	Archanya Ratana-Ubol	2017	Alan Tuckett	2006
*Joseph Matthews	1996	Joseph S. Rawlings	1997	*William Turner	1996
Larraine Matusak	2006	Joseph C. Ray	1999	*Curtis Ulmer	1996
*Russell Mawby	1996	*Robert Ray	1998	*George Vaideanu	2015
A. Frank Mayadas	2007	Jost Reischmann	1999	Timote M. Vaoleti	2012
Peter Mayo	2019	*Reginald Revans	2006	Gale VandeBerg	1996
*Howard Y. McClusky	2002	*Russell Robinson	1998	*Coolie Verner	2004
*Leon Y. McGaughey	2000	Stanley C. Robinson	1997	Oliver Las Vergnas	2018
Ken McCullough	1996	Tonette Rocco	2016	*Gösta Vestlund	2015
Patricia McLagan	1998	Amy Rose	2013	Armando Villarroel	2007
Gary McLean	2006	Lloyd Robert Maxwell Ross	2013	Richard Vilstrup	1999
Lennox L. McLendon	2018	Jovita M. Ross-Gordon	2015	Sue Waddington	2016
Donna McNamara	1998	Warren P. Rucker	2011	Bob Walden	1999
*Wes Meierhenry	2003	Lorilee R. Sandmann	1999	Bobbie Walden	1996
Alberto Melo	2019	Mihály Sári	2014	Mary Walshok	2006
Barbara Merrill	2019	Simona Sava	2017	Shirley Walters	2005
Sharan B. Merriam	2003	Koichi Sasagawa	2012	*Betty Ward	1996
*Jack Mezirow	2003	Dusan Savicevic	2006	Karen Watkins	2003
Gary E. Miller	2004	André Schläfli	2011	*Charles Wedemeyer	1998
James Miller	1996	*Lloyd Schram	1996	Gene Whaples	1996
Paul Miller	1996	Peter Schramade	2006	*Thurman J. White	1996
Yong-lin Moon	2007	Tom Schuller	2006	Horst Wiedefeld	1999
Donald E. Moore, Jr.	2018	Don Seaman	1996	Garland Williams	2015
Michael Grahame Moore	2013	Ching Mey (Susie) See	2016	J. Willard Williams	2010
Roger Morris	2006	S. Y. Shah	2015	Leodrey Williams	1996
Sandra Morrison	2009	Daniel W. Shannon	1996	*Noffet Williams	2005
Bobby D. Moser	2005	Ronald Shearon	1997	Cora Wilson Stewart	2009
Gordon H. Mueller	1999	*Elaine Shelton	1996	Raymond Wlodkowski	2012
Mazanah Muhamad	2006	Kim Shinil	2008	John T. Woeste	1997
Gunder Myran	2009	Robert G. Simerly	2001	Mary Alice Wolf	2011
Monroe Neff	1996	Edward Simpson, Jr.	1996	Tsong-Shien Wu	1999
Balázs Németh	2017	Mary Simpson	2010	*Travis York	1996
Mortimer H. Neufville	2008	Maria Slowey	2015	*Guan Shi Xiong	1999
Michael Newman	2009	Richard C. Smethurst	2002	Nani Zulminarni	2017
*James F. Nickerson	1999	Douglas Smith	2014		
Wim J. Nijhof	2003	*Robert M. Smith	2004		
Lucinda Noble	1996	Wendell Smith	1996		
Ekkehard Nuissl	2006	John Snider	1996		
*Mwalimu Julius Nyerere	2008	Alfredo Soeiro	2006		
*John H. Ohliger von Rein	2002	Laurentiu Soitu	2008		
*Craig Oliver	1996	Thomas J. Sork	2008		
Michael Omolewa	2008	George Spear	2016		
Adama Ouane	2008	*Franklin W. Spikes	1996		
Mary Pankowski	1996	Henry A. Spille	2000		

BOARD MEMBERS

INTERNATIONAL ADULT AND CONTINUING EDUCATION 2022 HALL OF FAME OFFICERS AND DIRECTORS

James Anderson, Chair

Chancellor Emeritus/Central
Texas College
Killeen, TX USA

J. Willard Williams, Past Chair

Department of Army (Ret.)
Alexandria, Virginia, USA

Douglas Smith, Finance Officer/ Development Committee Chair

Florid International University
Miami, Florida, USA

Gary E. Miller, Ex-Officio, Newsletter Editor

Executive Director Emeritus
Penn State World Campus
State College, Pennsylvania, USA

Mary Alfred

Professor, Adult Education and Human Resource Development
Texas A&M University
Bryan, Texas, USA

Ralph Brockett

Professor Emeritus
University of Tennessee
Knoxville, Tennessee, USA

Gary Eyre

Advance Associates and Consultants (Ret.)
Phoenix, Arizona, USA

Tonette Rocco

Professor, Florida International University
Miami, Florida, USA

Joe Arden

Vice President Emeritus
University of Maryland Global Campus (UMGC)

Eva Farkas

VET and AR Expert
Doctoral School of Education
Szeged, Hungary

George Koulaouzides

Assistant Professor (Elected), Adult Education
Hellenic Open University, Greece

Thomas J. (Tom) Sork

Professor, Adult Learning and Education
The University of British Columbia Vancouver, Canada

Simona Sava

Professor, West University of Timisoara
Timisoara, Romania

Jack Beetson

Executive Director, Beetson and Associates
Pemulwuy, Australia

Louis Martini

Military and Veteran Education Consultation (Ret.)
Upper Black Eddy, Pennsylvania, USA

Don Moore

Professor of Medical and Administration
Medical Center Vanderbilt University
Nashville, TN, USA

EXECUTIVE DIRECTOR

James P. Pappas

University Outreach (Ret.)
Norman, Oklahoma, USA

ACKNOWLEDGMENTS

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.

We very much appreciate the support of Dr. Seamus O'Tuama, Dr. Patrick Holloway and Joni Hendrick at the University College Cork (UCC) for hosting this year's induction. Without their gracious support, this induction event would not have occurred.

The IACE Hall of Fame extends a special thank you to the Board and Officers of the ASEM. Their activities clearly demonstrate their commitment to furthering and recognizing the efforts of adult education colleagues internationally.

We very much appreciate the support of Professor John O Halloran, President of University College Cork (UCC).

Thank you also to the staff at OU Outreach including Laurie Smith and OU Printing Services.

Special thanks to Jerry Jerman for preparing the biographic entries for the brochure and the induction plaques.

Further and special thank yous to the "Hall" staff for their continued year-long effort: Dr. Nina Barbee, coordinator, and Shannon Johansen.

With education, the sky's the limit.

University Outreach
University of Oklahoma
1700 Asp Avenue, Norman, Oklahoma 73072-6400
(405) 325.6361 Fax (405) 325.7196 www.outreach.ou.edu