**Parallel sessions – detailed programme**

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| **Day 2 – Thursday 25th September** |
| **10:30–12:30** | ESREA network symposium | Symposium | Workshop | Individual papers |
| Parallel sessions**1** | Symposium of Policy Studies in Adult Education Network - Mapping Institutional Trajectories: A Comparative Analysis of Adult Learning Systems from the 1990s to the 2020s131 (aula) | Dialogue in Adult Education in the Digital Age104 | A re-imagined academia: A Benedictine community of learning209 | E - Educators and their Professional Development018 | H - Biographical and Reflective Dialogues111 | I - Intercultural Dialogue116 | P - Arts-Based and Creative Learning201 | P - Marginalized Groups215 | W - Transitions, Workplace Learning and Professional Development217 |
| Chair: Richard Desjardins | Chair: Bernhard Schmidt-Hertha | Chair: Helen Woodley | Chair:  | Chair: Ingela Bergmo-Prvulovic | Chair: Camilla Thunborg | Chair:  | Chair: Chiara Biasin | Chair: Päivi Siivonen |
| 1. Swedish adult education policy and the world of work during two generations of human capital influenceKjell Rubenson, Erik Nylander2. The Adult Learning System in Germany: Stakeholder coordination, institutional change and path-dependent developmentAlexandra Ioannidou3. The evolution of adult learning systems in Europe: a comparative study of Bulgaria, Denmark, and ItalyMarcella Milana, Pepka Boyadjieva, Margherita Bussi, Petya Ilieva-Trichkova, Palle Rasmussen4. Synthesis of qualitative and quantitative cross-national patterns and trends associated with adult learning systemsRichard Desjardins, Jan KalendaDiscussant: Borut Mikulec | 1. Online Learning Across Europe: Is the digital divide creeping in through online delivery of Adult Education and Training?Tomáš Karger2. Dialogue with educators or chatbots? Learners‘ expectations in a digital learning environmentBernhard Schmidt-Hertha3. Opportunities for Dialogue in Avatar-Based 3D Learning EnvironmentsJosephine JahnDiscussant: Katrin Kraus  |  | Dialogue as a Transformative Practice in Adult Didactics: Rethinking the Training of the Adult EducatorStyliana Pileidi-Konizou, Petros Gougoulakis | Integrative Learning: A Dialogue with the Embodied SelfEma Meden | Dialoguing young second-generation migrants’ narratives of being “in between”Camilla Thunborg, Agnieszka Bron | Building community and fostering dialogue through arts-based learningKaren Bunyan | Continuing Educational Counselling for Low-Literate and Low-Qualified Individuals: How Much Room Is There for Dialogue?Bettina Thöne-Geyer, Sarah Neumann-Opitz, Sylvia Rahn | Connecting educational worlds into dialogue: stories of transition between higher education and workGabriele Greggio, Silvia Luraschi, Laura Formenti, Micaela Donatella Castiglioni, Andrea Galimberti |
| Exploring a collaboration with Irish Tertiary Education to empower Adult Educators to promote flexible learner pathways, making education accessible Collaborative education between the Literacy Development Centre (LDC) – South East Technological University (SETU) and Longford Westmeath Education and Training Board (LWETB)Clare Power, Catriona Warren, Eleanor Neff, Tracey Anderson, Joan Slevin | Three Types of Biographical Learning: A Narrative Dialogue Between Life ExperiencesKatarína Rozvadská | Encouraging intercultural dialogue: utopia or reality? Insights from a cross-cultural research with teachers and educators from Ireland, Italy and RomaniaBove Chiara, Mussi Alessandra | Co-Designing a Jewellery Curriculum: Conversations and remembrances about teaching adult students craft skillsSam Broadhead, Frances-Ann Norton | Transforming the approach to vulnerable adults among professionals: Results of an Italian project using dialogic methodsChiara Biasin | Meaningful knowledge work and provision of reliable knowledge in the context of work intensification in mediaPäivi Siivonen |
| Participatory Teachers’ Professional Development in AI Literacy Through Dialogues on Cognitive ArtifactsEnrico Vignando, Davide Zoletto | Understanding Adults Career from a lifelong perspective – In search for bridging between theoretical approaches and practices of career guidance, adult education and learningIngela Bergmo-Prvulovic, Anna Bilon-Piòrko | Challenging the planning table and fostering dialogue through racism-critical program planning. A case study at the German VolkshochschuleJennifer Danquah | Dialogical Metacognitive Training 'Through the Glass': A Psychological Approach to Adult Education through the Performing ArtsIrene Gianeselli, Andrea Bosco | Fostering dialogue in hard times: What to do when the ‘world’ says “NO”Freema Elbaz-Luwisch | Learning in times of transitions: critical moments in the life of family business Women taking over family businessesIvana Lannigan Střílková |

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| **14:00–16:00** | ESREA network symposium | Symposium | Workshop | Individual papers |
| Parallel sessions**2** | Symposium of Gender and Adult Learning Network - The personal is political. Gender sensitive approach in adult education research and practices131 (aula) | Co-constructing Knowledge in Comparison: Transnational Dialogue About Adult Learning and Education for Immigrants´ Integration104 | Towards temporalities for utopian dialogue in Higher Education? Suspending conference time in a civic sanctuary*Hybernská 4* | C - Conflict and Mediation018 | G - Discourses and Research111 | G - Policy Frameworks and Governance116 | H - Alternative Dialogues201 | I - Ageing, Care and Education215 | W - Young Adults, Work and Emancipation 217 |
| Chair: Cristina C. Vieira | Chair: Hongxia Shan | Chair: Christian H. Hanser | Chair: Maja Maksimović | Chair: Andreas Fejes | Chair: Ivana Studená | Chair: Borut Mikulec | Chair:  | Chair: Barbara Samaluk |
| 1. Challenges that researchers and practitioners in adult education may face in integrating a gender approach into their workCristina C. Vieira2. Adult men’s learning in off-road culture in the time of cultural and social change of gender rolesOlga Modzelewska3. Integrating a gender sensitive positioning in research on older adults learningAntónio Fragoso4. Women on the frontlines of aid:Experiences of Two Volunteers at Wrocław’s Main Railway StationPaweł RudnickiDiscussant: Joanna Ostrouch-Kamińska | 1. Adult Learning and Education for Immigrants and Refugees in Vancouver Canada: Actor-centered Institutional MappingHongxia Shan, Jiin Yoo, Afsaneh Abbaszadeh2. Outcomes of Adult Learning Integration Programs in Germany: A Scoping ReviewAnn-Christin Zaloha, Katrin Kaufmann-Kuchta3. Conditions for Successful Knowledge Transfer Through Dialogue: The Case of an Institutionalised Dialogue Practice NetworkBrigitte Bosche4. Building Understanding Through Dialogue Across Disciplines, Methods and National BoundariesTom Sork, Alexandra Ioannidou | *NOTE**Due to its specific nature, the workshop will take place outside the Hybernská 4 faculty building (within walking distance). Details can be found in the Book of Abstracts*.*It will also be possible to visit the creative space on Friday, September 26, from 10:30 a.m. to 12:30 p.m.* | Dialogue and remaking society: the experience of social mediationRob Evans | Discursive policy influences on adult education for sustainable development in SloveniaTadej Košmerl | Cooperation and networking in adult basic education as a dialogue within and between different communitiesJulia Plechatsch, Ewelina Mania | Dialogue on alternatives through manifestos in adult educationBorut Mikulec, Marcella Milana | Democratic Professionalism: Dialogue, Participation, and Justice in Elderly Care and EducationFrancesca Romana Loberto | Graduates without an anchor? Challenges Faced by Young Adults in Completing Education and Starting CareersPetr Novotný |
| Marching toward transformation: Collective learning, identity, and civic agency in the Serbian student protests Katarina Popović, Maja Maksimović | Transformations of the policy of education based on scientific foundation and proven experience in Swedish folk high schools, 1974-2024Andreas Ruschkowski, Johanna Köpsén, Andreas Fejes | Life structure approach and the potential for informing dialogue of adult learning policy actors and practitionersIvana Studená, Günter Hefler, Eva Steinheimer | The Rhythms of Utopian Education: Fostering Democratic Futures Through Utopian DialogueSigi Willems, Joke Vandenabeele | Posthuman Dialogues of Age: Everyday Learning Over 65Jocey Quinn | The role of learning and education in trade union efforts to organise young and precarious workersBarbara Samaluk |
| When does the possibility of dialogue reach its limits? About a qualitative study on the influence of the right and counter-strategies of community education centres in GermanyKlaus Buddeberg, Karola Cafantaris | Turning the Tables: From Top-Down Metrics to Bottom-Up Perspectives on Quality in Folk High SchoolsFilippa Millenberg, Ambika Hansell, Johanna Mufic | Duplicitous dialogue? How higher education devalues lifelong learning in student mobility policyRalf St. Clair | Dialogues with the dead: Generating imaginative dialogues with our deceased loved ones to open perspectives on navigating loss and suffering to consider how we sustain conviction and commitment as critical adult educatorsGeraldine Mernagh | Preventing Social Isolation in Older Adults through Dialogue: Preliminary Results from an Evaluation ResearchElena Luppi, Aurora Ricci | Emancipation and the practice of the commons in adult educationElzbieta Sanojca, Jérôme Eneau |

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| **16:30–18:30** | ESREA network symposium | Symposium | Workshop | Individual papers |
| Parallel sessions**3** | Symposium – Book Launch of Adult Educators, Trainers, and their Professional DevelopmentNetwork - Adult educators in the face of crises in Europe: Managing challenges, shaping identities and changing cultures131 (aula) | MEDIAAC. PIAAC 2023 and its impact on Adult Education and Learning104 | Researching into transformative dimensions of learning in adult basic education209 | C - Dialogues, Learning and Practice018 | G - Different Actors of Policy Making Process111 | H - Research and Methodological Dialogues116 | I - Education and Social Problems201 | P - Digital Transformation and Training215 | W - Sustainability and Learning217 |
| Chair: Maria N. Gravani, Larissa Jogi, Susanne Lattke, George K. Zarifis | Chair: Anke Grotlüschen | Chairs: Ricarda Motschilnig, Monika Kastner | Chair: Per Andersson | Chair: Marcella Milana | Chair: Regina Egetenmeyer | Chair: Claudia Schuchart | Chair: Björn de Kruijf | Chair: Antonio Fragoso |
| 1. Introduction2. Discussion3. Reflection | 1. MEDIAAC – The media response to the Program for the International Assessment of Adult Competencies (PIAAC)Anke Grotlüschen, Kim Laura Pedersen2. Adult competencies in the second half of lifeBernhard Schmidt-Hertha3. Muted reception? What key policy figures sayDavid Mallows4. The release of the 2024 PIAAC results in ChileMargarita Caldéron LopezDiscussants: Virginie ThériaultKlaus Buddeberg |  | Democracy as Practice: A Principle-centered Approach to Dialogue and other Forms of Democratic LifeChad Hoggan,Tetyana Hoggan-Kloubert | Dialogues in Landscapes of Practice - European University Alliances fostering Lifelong LearningKatinka Käyhkö, Anna Kuczborska | Developing rhythmic intelligence to foster dialogue and transformation in adult educationMichel Alhadeff-Jones | A dialogue-based relationship as a Key to Success: The Role of Adult Educators in Supporting Second-Chance Learners with Mental Health problems and Socio-Cultural Risk FactorsClaudia Schuchart, Gino Casale | Fostering Dialogue and Connection in the Virtual Public Sphere: Supporting Online Adult Learners through Social NetworkLaura McGibney, Laura Widger | Advancing Leadership for Sustainability Through Dialogical LearningEva Švejdarová |
| Dialogue for understanding of assessments in Swedish folk high schoolsPer Andersson, Björn Aldén, Christian Holm | Doing advocacy through EU-funded projects: A case study of a Brussels-based organisationMarcella Milana, Anthemis Raptopoulou, Arianna Montemurro | Dialogue-oriented research in adult and continuing education. Theoretical and research-methodological considerations for shaping the academic-practice relationLisa Breitschwerdt, Regina Egetenmeyer | Dialogue as a Path to Inclusion: Recognising and Valuing Competences Developed in the Experience of HomelessnessGiovanni Serra | Technological change and adult training participation (Technology\_and\_AET)Björn de Kruijf, Femke Cnossen | Learning to teach for sustainability through dialogue and collaborationDiana Holmqvist, Filippa Millenberg |
| Dialogue or monologue? The role of Learner Voice in adult education in IrelandThomas Murray | Let’s talk about adult learning. Examining National Skills Strategies and their discursive powerEva Steinheimer, Daniel Unterweger, Günter Hefler | Emancipatory dialogue in bell hooks’ thoughtPaola Rigoni | Street schools in Quebec: a bridge between marginalized youth and societyFrançois-Xavier Charlebois | Evolving online dialogues into co-constructive spaces: The case of “dialoge digitalisierung”Jan Koschorreck, Saniye Al-Baghdadi | Dialogue between Universities and Communities on ESD. Critical Studies on the ESDEUS Collaboration PathwaysEwa Kurantowicz, Antonio Fragoso, Adrianna Nizińska, Dimitrios Papadopoulos, Paweł Rudnicki, Amanda Sao Vicente |

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| **Day 3 – Friday 26th September** |
| **10:30–12:30** | ESREA network symposium | Symposium | Workshop | Individual papers |
| Parallel sessions**4** | Symposium of S.T.R.E.A.M (Spaces, Times, and the Rhythms of the Education of Adults and its Movements) Network – “SpaceTime Accents" - Complex Times and Challenging Spaces131 (aula) | Rethinking Quantitative Measurement in Adult Education and Training: Dialogue between Research Interest and Policy Interest104 | Working the discomfort: challenges and possibilities of multi-racial co-facilitation to confront racism in adult education209 | H - Philosophical and Political Dialogues018 | H - Theoretical Foundations of Dialogue111 | I - Experience and Theatre116 | I - Immigrant and Participation in Education201 | P - Teaching Development and Collaboration215 | W - Dialogue and Organizational Practices217 |
| Chair: Sabine Schmidt-Lauff | Chair: Bernd Käpplinger | Chair: Lilian Nwanze, Jerry O'Neill | Chair: Fergal Finnegan | Chair: Rosanna Barros | Chair: | Chair: Jiin Yoo | Chairs: Kaire Povilaitis, Katrin Karu | Chair: Alexandra Fonville |
| 1. Time and learning among adult learners: a perspective from the context of AfricaJ. Badokufa Bulugu2. Exploring the Temporal and Spatial Dimensions of Digital Continuing Education Guidance through the Lenses of Life-Developing BildungMarie Rathmann3. Time phenomena in synchronous hybrid learning spaces: Design implications for higher and adult educationChristina Hümmer, Lisa BreitschwerdtDiscussant: Michel Alhadeff-Jones | 1. How to (not) measure Adult Learning SystemsRichard Desjardins, Jan Kalenda2. Beyond “triadic” conceptualisation of learning activitiesJan Kalenda, Ellen Boeren3. Exploiting capacity of the surveys on AETBernd KäpplingerDiscussant: Marco Serafini |  | Critical adult education, emancipatory politics and the idea of dialogue: A once and future project?Fergal Finnegan | Dialogic Principle in Adult Learning and Education: A Phenomenographic ApproachAmina Isanović Hadžiomerović | Dialogic Fragility and Educational Relationships: Reclaiming Agency and Inclusion for Individuals Experiencing HomelessnessAnnalisa Pasini | Citizen of what? Citizen how? Learning in and for lived citizenship from the perspectives of adult education participants with migratory experienceMinna Levin | Fostering Collegial Learning through Dialogical Approaches in Higher EducationKaire Povilaitis, Katrin Karu | Supervising for an unknown future: Continued Professional Development through dialogueMaria Louise Gamborg, Ulrik Brandi |
| From dialectics to dialogic adult education: revisiting aspects of Buber's social ontologyGeorge Koulaouzides, Konstantinos Mantzanaris | Exploring Dialogue in Adult Education: An examination of the application of PhenomenographyLaura Widger, Margaret Denny, Diana Laurillard | From narratives to dialogue: Student veterans' stories as catalysts for transformative learning in higher educationClemens Wieser, Christian Lund Pedersen | Parental Engagement as Adult Learning: The Case of South Korean Immigrant Parents in CanadaJiin Yoo | Peer Observation of Teaching: Developing Dialogue and Shared Vision of What Effective Teaching Looks Like in Higher EducationOlga Behounková | Psychological Safety and Open Dialogue in Organizations: The Key to Preventing Workplace ViolenceAlexandra Fonville |
| Naming the World of Adult Learning & Education: Voices of Veteran Adult Educators of British Columbia, CanadaJude Walker | Revisiting Knowles and Freire: reflections on the dialogic ethos of andragogy and (social)pedagogy as an essential theoretical framework for current critical educatorsRosanna Barros | Transformation for emancipation: The dialogue between the transformative paradigm and the critical paradigm to train for inclusionValentina Paola Cesarano | The Attitudes of Students of Social Pedagogy to Foreigners: a Possibility for Intercultural Education?Milena Öbrink Hobzová, Petra Potměšilová, Bianka Slatinská | A generative welfare to reconnect adult education to the challenges of today’s timesVito Balzano | Transforming professional practices: the role of dialogue in nursing home settingsLydie Dondelli |

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| **12:30-14:00** | **Poster session** |
| Poster | Dialogue as a key method in adult education: From the autobiographical reconstruction of the past of one's own miner family to the exploration of one's own selfJoachim Bröcher | The dialogue between theory and practice in practice-integrated training for nursery teachers in GermanySusanne Bittner | The Role of Andragogues in Coping with Crises Through Communities of Practice: ADialogical ApproachKatrin Karu, Cynne Põldäär, Halliki Põlda | AI in Educational Guidance: Implications for Quality Standards in Counselling for Careerand Lifelong LearningHenrik Weitzel | Rethinking Networks in Adult Education: Exploring the Role of De-Networking in a Networked SocietyJulia Koller | Student attitudes towards universal access to higher educationMiroslav Dopita | Adult Education and Empowerment: A multi-level perspective approachJulia Saam |

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| **14:00–16:00** | Symposium prepared in cooperation between DVV International and ESREA  | Symposium | Workshop of ESREA Life History and Biography network | Individual papers |
| Parallel sessions**5** | Professionalisation, structural development and advocacy in adult education: Research findings and reflections on the role of DVV International and other intermediary actors131 (aula) | Migration, learning and social inclusion: A qualitative longitudinal study104 | Enhancing pluralistic participation in and about biographical research. A dialogic session with the Life History and Biography Network209 | C - Grassroots Action and Peer Learning018 | H - Dialogue and Social Change111 | I – Older Adults and Learning 116 | I - Different Social Contexts and Forms of Dialogue201 | P - Experiential and Transformative Learning215 | P - Language and Inclusive Education217 |
| Chairs: Uwe Gartenschläger, Steffi Robak | Chairs: Andreas Fejes | Chairs: Laura Formenti, Rob Evans, Malgorzata Malec Rawinski, Linden West, Inger Helen, Berit Bareksten, Davide Cino | Chair: Nic Dickson | Chair: Margaret Nugent | Chair: Tom Schuller | Chair: Sorca Mc Donnel | Chair: Rosanna Barros | Chair: Ulrik Brandi |
| 1. Curriculum globALE – professionalisation and standardisation as a tool for dialogue between culturesKatarina Popović2. Implementation of the GlobALE curricula, institutional and managerial at the AE centres in GeorgiaTommaso Caraccioli, Regina Egetenmeyer3. Dialogue about the Study Adult Learning and Education within the framework of Lifelong LearningAnke Grotlüschen, Alisa Belzer, Keiko Yasukawa4. Developing and Promoting Lifelong Learning in Laos. Reflections on DVVI as a key-actor and the coordination of actionMichael Schemmann | 1. Migration and social mobilityAndreas Fejes, Magnus Dahsltedt2. Precarious Yet Progressing: From Asylum to Employment in a Service EconomyNedžad Mešić3. The hope of returning? – a comparative interview study of migrants arriving to Sweden in the period 2014-2017 and migrants arriving from Ukraine in 2022Andreas Fejes & Sofia Nyström4. Between hope and despair: Participants of adult education navigating migration, parenthood and social mobilitySofia Nordmark, Magnus Dahlstedt |  | Dialogue as a Force for Change: Learning, Identity, and Self-Organization in Grassroots CommunitiesKatja Lihtenvalner | Deep Dialogue for Sustainable PeaceMargaret Nugent | Dialogical teaching, deep understanding and older adults’ learning: Do they make a marriage?Anat Zohar | Class and Education- Working-class voice and story in researchSorca Mc Donnell | Bridging the Gap: Understanding the factors which enable or disable the participation of women in adult mathematics learning in EnglandFarhat Syyeda, Sadiya Osman, Fay Baldry, Ben Harvey-Ashenhurst | An innovative dialogue-based approach for adult language teachingMichele Broccia |
| Empowering Communities through Education: Peer-Led Research as a Catalyst for LearningNic Dickson | Reflections on the Dialogical Roles of Learning Cities and Communities in the Making of Innovative Learning EcosystemsBalázs Németh | The Tripple Helix: A new model for the life course in the context of greater longevityTom Schuller | Dialogues in transition: Parenting Education in Times of Social TransformationJan-Hendrik Kötting, Regina Neumann, Doris Lüken-Klaßen  | Experiential Learning: revisiting the meanings of a key concept for self-reflexivity and adult learners’ engagement in transformative communicative action(s)Rosanna Barros | Novel approaches to workplace learning – experiences and results from a participatory-driven learning interventionUlrik Brandi, Maria Louise Gamborg |
| Exploring professional\_well-being of adult educators. Dialogical approachKatrin Freyberg, Larissa Jõgi | Teachers' Social Representations of Folk High SchoolsRichard Lindberg | Longevity and Care: Exploring Women’s Stories through the Listening Guide MethodologyFrancesca Romana Loberto | Dialogue as healing: Examining trauma-informed approaches supporting young adults returning to educationMarjorie Vidal, Sonia Lombart, Benoit Bernier | From Borders to Bonds. Intercultural Mediation-Education as a bridge for dialogue and generative learningSara Gemma | Identifying a Dialogical Component in the Process of Dropping Out: The Case of Dropouts in Nursing EducationVanessa Pleven, Hugues Pentecouteau, Jérôme Eneau, Eric Bertrand |

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| **16:30–18:30** | ESREA network symposium | Symposium | Workshop | Individual papers |
| Parallel sessions**6** | Symposium of Between Global and Local – Adult Learning and Community Network - BGL-ALC Network treading a long road: coming in from the cold in dialogue for communities and adult learning131 (aula) | Temporalities in dialogue: a stake for education in environmental transitions104 | Utopian Dialogues: Challenging Ageist Narratives and Imagining a “Good Life” in Old Age209 | G – Governance in Lifelong Learning018 | H - Social transformations and education systems111 | I –Migration, Integration and Learning116 | I – Students and Languages201 | P - Age, Dialogue and Peer Learning215 | P - Student Experiences in Higher Education217 |
| Chair: Rob Evans | Chair: Elisa Thevenot | Chairs: Brigitte Kukovetz, Annette Sprung | Chair: Bernd Käpplinger | Chair: Thomas Murray | Chair: Filiz Keser Aschenberger | Chair: Emilio Lucio-Villegas | Chair: Jérôme Eneau | Chair: Emmanuel Jean-Francois |
| 1. Community education as a ‘humble’ contributor to social changeAntónio Fragoso2. Learning by Acting, Learning by Helping: Informal Volunteer Learning in the Early Days of the 2022 Ukraine Refugee CrisisPaweł Rudnicki3. The BGL-ALC Network and the Dialogue for Communities and Adult LearningNetwork convenorDiscussant: Catarina Doutor |  1. Using rhythmanalysis to understand the temporal disharmony of environmental transitions issues faced by adult learnersElisa Thevenot2. Establishing a dialogue between a pragmatist and a rhythmanalytical understanding of temporality in transformative approach on teaching sustainabilityMichael Hakansson3. Relevance and limits of the life history approach in formation and research on temporalities linked to environmental issuesJerôme LafitteDiscussant: Michel Alhadeff-Jones |  | Managing 21st century transformation of lifelong learning through societal dialogue and intergenerational learning in CanadaSatya Brink | Adult education and transformation in East Germany. Learnings and tools for dialogue-based offering development in socio-ecological transformationMandy Schulze | Navigating Migration Through Learning: Turkish Migrant Women’s Educational Pathways in Germany, Austria, and CanadaFiliz Keser Aschenberger | (Im-) possibilities of space: Exploring Different Images of Learning Milieus in National Language Programs in SwedenMartina Nordqvist Färnskog | Lonely teaching? Peer dialogue within teaching development processes in continuing higher educationMarkus Weil | Informal experiences in Higher Education: A pathway to transformative learning?Carlos Delgado Caro |
| Marketisation in German and Slovenian Programs in Adult Education: A Comparative Dialogue on Methods and ResultsBernd Käpplinger, Borut Mikulec | Contesting Vocational Education in the Historical Capitalist World-System: Denmark and Ireland, 1840-1973Thomas Murray | Lifelong Learning in Migration: Educational Strategies of Adult Migrants from Ukraine and BelarusMilena Maj, Karolina Messyasz | Migrants learn a second language to become recognizedEmilio Lucio-Villegas | Transformative learning with and through peers: the role of dialogue and reciprocityDelphine Grech, Eric Bertrand, Jérôme Eneau | Perspectives of Non-traditional Adult Graduate Students in the U.S. on their Academic Development and TimeEmmanuel Jean-Francois |
| The SEED project - Dialogue, learning and knowledge transformation amongst universities, communities and policy groupsBernie Grummell | Patterns of Educational Reflexivity in the Context of Lifelong Learning: A Study Among Mobility Participants in PolandJulita Pieńkosz |  | Foreign-born students communicating and negotiating the norms of an adult education community of practiceTherese Uppman | Transforming care through education: developing a training model for integrating educational approaches in residential facilities for older adultsElisa Bruni | Public Sphere as a challenging pedagogical tool for promoting University students conscientizationGiulia Elardo, Natascia Bobbo, Chiara Bottaro |

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| **Day 4 – Saturday 27th September** |
| **9:00–11:00** | ESREA network symposium | Workshop prepared in cooperation between ESREA, CASEA and SCUTREA | Workshop | Individual papers |
| Parallel sessions**7** | Symposium of Active Democratic Citizenship and Adult Learning Network - Active Citizenship and the University131 (aula) | Fostering adult education through dialogic participatory partnerships: A workshop with representatives of ESREA, CASAE, SCUTREA104 | Philosophical questions of transformative learning: a dialogic exploration of the way forward209 | G - Different Dimensions of Adult Learning116 | I - Health, Inclusion and Dialogue201 | P - Social and Reflexive Approaches215 | P - Recognition in Teaching and Learning217 |  |  |
| Chairs: Diana Holmqvist, Fergal Finnegan, Maja Maksimović | Chairs: Maria N. Gravani, Barbara Merrill, Bonnie Slade, Jude Walker, Nick Dickson, Sharon Clancy, Wellington Sousa | Chairs: Minni Matikainen, Larry Green, Laura Formenti, Chad Hoggan, Tanja Hoggan-Kloubert, Rian Roux | Chair: | Chair: Zdeněk Sloboda | Chair: Joshua Wilhelm | Chair: Katrin Kraus |  |  |
| 1. Critical research and collaboration at the ‘edges’ of the academyFergal Finnegan2. Standing up for sustainable futures as state-employed academicsDiana Holmqvist, Cecilia Enberg3. Learning self-organization at university - critical engagement of researchers, lecturers and university staffNikola Koruga, Katarina Popović, Maja Maksimović4. Discussion - moderator: Diana Holmqvist |  |  | Dialogue between self-regulated and informal workplace learning in Czech contextJitka Vaculíková | Empowering Voices in Adult Education: A Dialogue for Inclusive Health and Cancer Prevention Education for Persons with intellectual and Developmental DisabilitiesMargaret Denny, Suzanne Denieffe, Sinead Foran, Laura Widger | A Competency Model to Promote the Dialogue between Counsellors and Counselees in Continuing/Adult EducationJoshua Wilhelm, Tim Stanik | How can dialogue foster and promote inclusion in adult education?Dragana Vujanic Eriksson |  |  |
| Self-Efficacy in Adult Learning: A Multidimensional PerspectiveMarta Petelewicz, Julita Pienkosz, Katarzyna Piotrowska | Dialoguing with (eating) disorders: a performative and narrative research to activate community around storiesAntonella Cuppari, Silvia Luraschi | Dance Pedagogy for Adults: A Pilot Study on Cognition and Social AestheticsAidai Salmorbekova | Participation from the participants' perspective - A dialogue-based research approach to change the perspective to that of the participants and their appropriation of learning opportunities in the field of work-related learningKatrin Kraus |   |  |
| Academic, policy and practice dialogue for sustainable adult basic education: a network perspectiveJohannes Bonnes, Moritz Butscheidt, Sarah Neumann-Opitz, Sylvia Rahn | Misinformation and dialogue about intersex and trans\* people: Challenges in education about natural binarity and its queer critiqueZdeněk Sloboda | From Professional Dialogue to Emerging Communities of Practice: Exploring the Effects of Non-Formal Education on Cultural ProfessionalsKatarína Rozvadská, Zuzana Pešťanská | Teaching Through the Experience and Dialogue: The Gap Between Personal Philosophy of Teaching and Teaching StyleNeda Čairović Pavlović | , |  |

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| **11:30–12:50** | Individual papers |
| Parallel sessions**8** | C – Community, institutions and Learning Ecosystems104 | C - Participation and dialogue111 | C - Well-being and Community Learning116 | G - Dialogue on Policy making201 | H - Historical Perspectives on Adult Education209 | G - Visions of Emancipation and Empowerment215 | P - Technologies, AI and Digital Pedagogy217 |  |  |
| Chair: Sylwester Zagulski | Chair: Maria Kondratjuk | Chair: Ann-Kristin Boström | Chair: Julia Walder | Chair: Palle Rasmussen | Chair: Maren Elfert | Chair: Tadej Košmerl |  |  |
| Community Education – A Model for Fostering Dialogue? An Analysis of Selected Third Sector InitiativesSylwester Zagulski | “Hello that's me, democracy”. Dialogue at informal places of democracy educationMaria Kondratjuk | Wellbeing by knitting in study circles and in knitting cafésAnn-Kristin Boström | Adulthood and Contemporary Solitudes. A possible dialogue between political decision makers and citizensMicaela Castiglioni, Paola Grabar | Adult Education and Democratic Learning in Refugee Camp for German Citizens in Denmark after WW2Palle Rasmussen, Karen Egedal Andreasen | Tracing the history of humanism in international education: The role of the UNESCO Institute for Education (UIE) and the International Review of Education (IRE)Maren Elfert | Dialogic Teaching in AI-Enhanced Learning Environments: Insights from an International SurveyMarko Radovan, Tadej Košmerl |  |  |
| Support and control – prison teachers´ dialogue with inmatesJoel Berglund | From Jacques to Jacques and beyond: rethinking dialogue in adult educationSophie Grossmann, Christophe Roiné | Loneliness and Community in Adult LifeAnna Nørholm Lundin | Policy Learning as Dialogue: A comparative study of skills formation systems in adult education and learningJulia Walder | World War II stories for dialogue – reconciliation without forgiveness?Małgosia Malec Rawiński, Agnieszka Bron | Contributions of a dialogue-based ALE approach to community empowerment in JordanBarbara Hust, Jawad Al-Gousous, Ekhlas Al Zyadat | Negotiating Teacher Presence in the Digital Landscape of Adult EducationAndreas Lagerlöf |  |  |

**A commentary on the abbreviations of titles and the thematic focus of individual paper sections**

C

This section explores civic engagement and community learning in adult education. It examines how dialogue and collaborative practices empower communities, strengthen social cohesion, and foster democratic participation. Key topics include grassroots initiatives, peer-led learning, community education models, and the role of civil society organizations in driving social change. The section also emphasizes the relationship between community learning and individual well-being, showing how education can address loneliness, social exclusion, and community resilience. Through research and practice-based perspectives, this section connects policy, practice, and lived experience to highlight how community-oriented approaches can create innovative ecosystems of adult learning.

E

This section focuses on educator identity and professional learning dialogues. It discusses the well-being of adult educators, the evolving nature of their professional roles, and the importance of reflective practice and collaborative learning in professional development. Topics include transformative teaching methods, professional recognition, AI literacy for educators, and innovative models for educator training. The section highlights the value of dialogue and professional networks in fostering resilience, adaptability, and professional growth in a rapidly changing educational landscape.

G

This section addresses governance and policy dialogues in lifelong learning. It explores the interaction between policy frameworks, evidence-based approaches, and the role of various stakeholders in shaping educational systems. Topics include national skills strategies, comparative policy analysis, marketisation trends, and quality assurance. The section also investigates how universities, communities, and policymakers collaborate to support sustainable educational development. By connecting research, advocacy, and practice, this section provides insights into how policy can be informed by dialogue and grounded in the realities of adult learning and education.

H

This section examines historical, philosophical, and methodological dialogues in adult education. It investigates how historical perspectives inform present practices, drawing lessons from past transformations and socio-political contexts. Topics include philosophical foundations of dialogue, biographical and reflective learning, critical pedagogies, and methodological approaches for researching adult education. The section brings together theoretical debates and practical implications, offering a space for examining how history, theory, and research methodologies shape the future of adult learning.

I

This section focuses on inclusion and intercultural learning in adult education. It highlights how dialogue can promote social justice, health, and inclusion for marginalized groups. Topics include migration and language learning, second-chance education, health education for vulnerable groups, intercultural teaching practices, and combating racism through educational programming. The section emphasizes the transformative power of dialogue to bridge cultural divides, foster participation, and empower learners from diverse backgrounds.

P

This section deals with pedagogical practice and learning in adult education. It investigates innovative teaching methods, the use of digital technologies, and collaborative approaches to enhance adult learning experiences. Topics include arts-based learning, peer observation, experiential and transformative learning, prison education, and professional development in teaching. The section showcases how dialogue between educators, learners, and communities can create more effective and inclusive educational practices.

W

This section explores workplace and learning. It examines how dialogue and learning in professional contexts contribute to personal and organizational development. Topics include workplace learning interventions, leadership for sustainability, communities of practice, and the role of trade unions in education. By connecting theory and practice, this section emphasizes how workplaces can become learning environments that foster both individual growth and collective innovation.