**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 2020s  131 (aula) | Dialogue in Adult Education in the Digital Age  104 | A re-imagined academia: A Benedictine community of learning  209 | E - Educators and their Professional Development  018 | H - Biographical and Reflective Dialogues  111 | I - Intercultural Dialogue  116 | P - Arts-Based and Creative Learning  201 | P - Marginalized Groups  215 | W - Transitions, Workplace Learning and Professional Development  217 |
| 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 influence  Kjell Rubenson, Erik Nylander  2. The Adult Learning System in Germany: Stakeholder coordination, institutional change and path-dependent development  Alexandra Ioannidou  3. The evolution of adult learning systems in Europe: a comparative study of Bulgaria, Denmark, and Italy  Marcella Milana, Pepka Boyadjieva, Margherita Bussi, Petya Ilieva-Trichkova, Palle Rasmussen  4. Synthesis of qualitative and quantitative cross-national patterns and trends associated with adult learning systems  Richard Desjardins, Jan Kalenda  Discussant: Borut Mikulec | 1. Online Learning Across Europe: Is the digital divide creeping in through online delivery of Adult Education and Training?  Tomáš Karger  2. Dialogue with educators or chatbots? Learners‘ expectations in a digital learning environment  Bernhard Schmidt-Hertha  3. Opportunities for Dialogue in Avatar-Based 3D Learning Environments  Josephine Jahn  Discussant: Katrin Kraus |  | Dialogue as a Transformative Practice in Adult Didactics: Rethinking the Training of the Adult Educator  Styliana Pileidi-Konizou, Petros Gougoulakis | Integrative Learning: A Dialogue with the Embodied Self  Ema Meden | Dialoguing young second-generation migrants’ narratives of being “in between”  Camilla Thunborg, Agnieszka Bron | Building community and fostering dialogue through arts-based learning  Karen 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 work  Gabriele 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 Experiences  Katarína Rozvadská | Encouraging intercultural dialogue: utopia or reality? Insights from a cross-cultural research with teachers and educators from Ireland, Italy and Romania  Bove Chiara, Mussi Alessandra | Co-Designing a Jewellery Curriculum: Conversations and remembrances about teaching adult students craft skills  Sam Broadhead, Frances-Ann Norton | Transforming the approach to vulnerable adults among professionals: Results of an Italian project using dialogic methods  Chiara Biasin | Meaningful knowledge work and provision of reliable knowledge in the context of work intensification in media  Päivi Siivonen |
| Participatory Teachers’ Professional Development in AI Literacy Through Dialogues on Cognitive Artifacts  Enrico 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 learning  Ingela Bergmo-Prvulovic, Anna Bilon-Piòrko | Challenging the planning table and fostering dialogue through racism-critical program planning. A case study at the German Volkshochschule  Jennifer Danquah | Dialogical Metacognitive Training 'Through the Glass': A Psychological Approach to Adult Education through the Performing Arts  Irene 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 businesses  Ivana 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 practices  131 (aula) | Co-constructing Knowledge in Comparison: Transnational Dialogue About Adult Learning and Education for Immigrants´ Integration  104 | Towards temporalities for utopian dialogue in Higher Education? Suspending conference time in a civic sanctuary  *Hybernská 4* | C - Conflict and Mediation  018 | G - Discourses and Research  111 | G - Policy Frameworks and Governance  116 | H - Alternative Dialogues 201 | I - Ageing, Care and Education 215 | 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 work  Cristina C. Vieira  2. Adult men’s learning in off-road culture in the time of cultural and social change of gender roles  Olga Modzelewska  3. Integrating a gender sensitive positioning in research on older adults learning  António Fragoso  4. Women on the frontlines of aid:  Experiences of Two Volunteers at Wrocław’s Main Railway Station  Paweł Rudnicki  Discussant: Joanna Ostrouch-Kamińska | 1. Adult Learning and Education for Immigrants and Refugees in Vancouver Canada: Actor-centered Institutional Mapping  Hongxia Shan, Jiin Yoo, Afsaneh Abbaszadeh  2. Outcomes of Adult Learning Integration Programs in Germany: A Scoping Review  Ann-Christin Zaloha, Katrin Kaufmann-Kuchta  3. Conditions for Successful Knowledge Transfer Through Dialogue: The Case of an Institutionalised Dialogue Practice Network  Brigitte Bosche  4. Building Understanding Through Dialogue Across Disciplines, Methods and National Boundaries  Tom 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 mediation  Rob Evans | Discursive policy influences on adult education for sustainable development in Slovenia  Tadej Košmerl | Cooperation and networking in adult basic education as a dialogue within and between different communities  Julia Plechatsch, Ewelina Mania | Dialogue on alternatives through manifestos in adult education  Borut Mikulec, Marcella Milana | Democratic Professionalism: Dialogue, Participation, and Justice in Elderly Care and Education  Francesca Romana Loberto | Graduates without an anchor? Challenges Faced by Young Adults in Completing Education and Starting Careers  Petr 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, 1974-2024  Andreas Ruschkowski, Johanna Köpsén, Andreas Fejes | Life structure approach and the potential for informing dialogue of adult learning policy actors and practitioners  Ivana Studená, Günter Hefler, Eva Steinheimer | The Rhythms of Utopian Education: Fostering Democratic Futures Through Utopian Dialogue  Sigi Willems, Joke Vandenabeele | Posthuman Dialogues of Age: Everyday Learning Over 65  Jocey Quinn | The role of learning and education in trade union efforts to organise young and precarious workers  Barbara 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 Germany  Klaus Buddeberg, Karola Cafantaris | Turning the Tables: From Top-Down Metrics to Bottom-Up Perspectives on Quality in Folk High Schools  Filippa Millenberg, Ambika Hansell, Johanna Mufic | Duplicitous dialogue? How higher education devalues lifelong learning in student mobility policy  Ralf 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 educators  Geraldine Mernagh | Preventing Social Isolation in Older Adults through Dialogue: Preliminary Results from an Evaluation Research  Elena Luppi, Aurora Ricci | Emancipation and the practice of the commons in adult education  Elzbieta 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 cultures  131 (aula) | MEDIAAC. PIAAC 2023 and its impact on Adult Education and Learning  104 | Researching into transformative dimensions of learning in adult basic education  209 | C - Dialogues, Learning and Practice  018 | G - Different Actors of Policy Making Process  111 | H - Research and Methodological Dialogues  116 | I - Education and Social Problems  201 | P - Digital Transformation and Training  215 | W - Sustainability and Learning  217 |
| 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. Introduction  2. Discussion  3. Reflection | 1. MEDIAAC – The media response to the Program for the International Assessment of Adult Competencies (PIAAC)  Anke Grotlüschen, Kim Laura Pedersen  2. Adult competencies in the second half of life  Bernhard Schmidt-Hertha  3. Muted reception? What key policy figures say  David Mallows  4. The release of the 2024 PIAAC results in Chile  Margarita Caldéron Lopez  Discussants: Virginie Thériault  Klaus Buddeberg |  | Democracy as Practice: A Principle-centered Approach to Dialogue and other Forms of Democratic Life  Chad Hoggan,  Tetyana Hoggan-Kloubert | Dialogues in Landscapes of Practice - European University Alliances fostering Lifelong Learning  Katinka Käyhkö, Anna Kuczborska | Developing rhythmic intelligence to foster dialogue and transformation in adult education  Michel 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 Factors  Claudia Schuchart, Gino Casale | Fostering Dialogue and Connection in the Virtual Public Sphere: Supporting Online Adult Learners through Social Network  Laura McGibney, Laura Widger | Advancing Leadership for Sustainability Through Dialogical Learning  Eva Švejdarová |
| Dialogue for understanding of assessments in Swedish folk high schools  Per Andersson, Björn Aldén, Christian Holm | Doing advocacy through EU-funded projects: A case study of a Brussels-based organisation  Marcella Milana, Anthemis Raptopoulou, Arianna Montemurro | Dialogue-oriented research in adult and continuing education. Theoretical and research-methodological considerations for shaping the academic-practice relation  Lisa Breitschwerdt, Regina Egetenmeyer | Dialogue as a Path to Inclusion: Recognising and Valuing Competences Developed in the Experience of Homelessness  Giovanni Serra | Technological change and adult training participation (Technology\_  and\_AET)  Björn de Kruijf, Femke Cnossen | Learning to teach for sustainability through dialogue and collaboration  Diana Holmqvist, Filippa Millenberg |
| Dialogue or monologue? The role of Learner Voice in adult education in Ireland  Thomas Murray | Let’s talk about adult learning. Examining National Skills Strategies and their discursive power  Eva Steinheimer, Daniel Unterweger, Günter Hefler | Emancipatory dialogue in bell hooks’ thought  Paola Rigoni | Street schools in Quebec: a bridge between marginalized youth and society  François-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 Pathways  Ewa 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 Spaces  131 (aula) | Rethinking Quantitative Measurement in Adult Education and Training: Dialogue between Research Interest and Policy Interest  104 | Working the discomfort: challenges and possibilities of multi-racial co-facilitation to confront racism in adult education  209 | H - Philosophical and Political Dialogues  018 | H - Theoretical Foundations of Dialogue  111 | I - Experience and Theatre  116 | I - Immigrant and Participation in Education  201 | P - Teaching Development and Collaboration  215 | W - Dialogue and Organizational Practices  217 |
| 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 Africa  J. Badokufa Bulugu  2. Exploring the Temporal and Spatial Dimensions of Digital Continuing Education Guidance through the Lenses of Life-Developing Bildung  Marie Rathmann  3. Time phenomena in synchronous hybrid learning spaces: Design implications for higher and adult education  Christina Hümmer, Lisa Breitschwerdt  Discussant: Michel Alhadeff-Jones | 1. How to (not) measure Adult Learning Systems  Richard Desjardins, Jan Kalenda  2. Beyond “triadic” conceptualisation of learning activities  Jan Kalenda, Ellen Boeren  3. Exploiting capacity of the surveys on AET  Bernd Käpplinger  Discussant: 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 Approach  Amina Isanović Hadžiomerović | Dialogic Fragility and Educational Relationships: Reclaiming Agency and Inclusion for Individuals Experiencing Homelessness  Annalisa Pasini | Citizen of what? Citizen how? Learning in and for lived citizenship from the perspectives of adult education participants with migratory experience  Minna Levin | Fostering Collegial Learning through Dialogical Approaches in Higher Education  Kaire Povilaitis, Katrin Karu | Supervising for an unknown future: Continued Professional Development through dialogue  Maria Louise Gamborg, Ulrik Brandi |
| From dialectics to dialogic adult education: revisiting aspects of Buber's social ontology  George Koulaouzides, Konstantinos Mantzanaris | Exploring Dialogue in Adult Education: An examination of the application of Phenomenography  Laura Widger, Margaret Denny, Diana Laurillard | From narratives to dialogue: Student veterans' stories as catalysts for transformative learning in higher education  Clemens Wieser, Christian Lund Pedersen | Parental Engagement as Adult Learning: The Case of South Korean Immigrant Parents in Canada  Jiin Yoo | Peer Observation of Teaching: Developing Dialogue and Shared Vision of What Effective Teaching Looks Like in Higher Education  Olga Behounková | Psychological Safety and Open Dialogue in Organizations: The Key to Preventing Workplace Violence  Alexandra Fonville |
| Naming the World of Adult Learning & Education: Voices of Veteran Adult Educators of British Columbia, Canada  Jude Walker | Revisiting Knowles and Freire: reflections on the dialogic ethos of andragogy and (social)pedagogy as an essential theoretical framework for current critical educators  Rosanna Barros | Transformation for emancipation: The dialogue between the transformative paradigm and the critical paradigm to train for inclusion  Valentina 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 times  Vito Balzano | Transforming professional practices: the role of dialogue in nursing home settings  Lydie 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 self  Joachim Bröcher | The dialogue between theory and practice in practice-integrated training for nursery teachers in Germany  Susanne Bittner | The Role of Andragogues in Coping with Crises Through Communities of Practice: A  Dialogical Approach  Katrin Karu, Cynne Põldäär, Halliki Põlda | AI in Educational Guidance: Implications for Quality Standards in Counselling for Career  and Lifelong Learning  Henrik Weitzel | Rethinking Networks in Adult Education: Exploring the Role of De-Networking in a Networked Society  Julia Koller | Student attitudes towards universal access to higher education  Miroslav Dopita | Adult Education and Empowerment: A multi-level perspective approach  Julia 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 actors  131 (aula) | Migration, learning and social inclusion: A qualitative longitudinal study  104 | Enhancing pluralistic participation in and about biographical research. A dialogic session with the Life History and Biography Network  209 | C - Grassroots Action and Peer Learning  018 | H - Dialogue and Social Change  111 | I – Older Adults and Learning  116 | I - Different Social Contexts and Forms of Dialogue  201 | P - Experiential and Transformative Learning  215 | P - Language and Inclusive Education  217 |
| 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 cultures  Katarina Popović  2. Implementation of the GlobALE curricula, institutional and managerial at the AE centres in Georgia  Tommaso Caraccioli, Regina Egetenmeyer  3. Dialogue about the Study Adult Learning and Education within the framework of Lifelong Learning  Anke Grotlüschen, Alisa Belzer, Keiko Yasukawa  4. Developing and Promoting Lifelong Learning in Laos. Reflections on DVVI as a key-actor and the coordination of action  Michael Schemmann | 1. Migration and social mobility  Andreas Fejes, Magnus Dahsltedt  2. Precarious Yet Progressing: From Asylum to Employment in a Service Economy  Nedžad Mešić  3. The hope of returning? – a comparative interview study of migrants arriving to Sweden in the period 2014-2017 and migrants arriving from Ukraine in 2022  Andreas Fejes & Sofia Nyström  4. Between hope and despair: Participants of adult education navigating migration, parenthood and social mobility  Sofia Nordmark, Magnus Dahlstedt |  | Dialogue as a Force for Change: Learning, Identity, and Self-Organization in Grassroots Communities  Katja Lihtenvalner | Deep Dialogue for Sustainable Peace  Margaret 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 research  Sorca Mc Donnell | Bridging the Gap: Understanding the factors which enable or disable the participation of women in adult mathematics learning in England  Farhat Syyeda, Sadiya Osman, Fay Baldry, Ben Harvey-Ashenhurst | An innovative dialogue-based approach for adult language teaching  Michele Broccia |
| Empowering Communities through Education: Peer-Led Research as a Catalyst for Learning  Nic Dickson | Reflections on the Dialogical Roles of Learning Cities and Communities in the Making of Innovative Learning Ecosystems  Balázs Németh | The Tripple Helix: A new model for the life course in the context of greater longevity  Tom Schuller | Dialogues in transition: Parenting Education in Times of Social Transformation  Jan-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 intervention  Ulrik Brandi, Maria Louise Gamborg |
| Exploring professional\_well-being of adult educators. Dialogical approach  Katrin Freyberg, Larissa Jõgi | Teachers' Social Representations of Folk High Schools  Richard Lindberg | Longevity and Care: Exploring Women’s Stories through the Listening Guide Methodology  Francesca Romana Loberto | Dialogue as healing: Examining trauma-informed approaches supporting young adults returning to education  Marjorie Vidal, Sonia Lombart, Benoit Bernier | From Borders to Bonds. Intercultural Mediation-Education as a bridge for dialogue and generative learning  Sara Gemma | Identifying a Dialogical Component in the Process of Dropping Out: The Case of Dropouts in Nursing Education  Vanessa 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 learning  131 (aula) | Temporalities in dialogue: a stake for education in environmental transitions  104 | Utopian Dialogues: Challenging Ageist Narratives and Imagining a “Good Life” in Old Age  209 | G – Governance in Lifelong Learning  018 | H - Social transformations and education systems  111 | I –Migration, Integration and Learning  116 | I – Students and Languages  201 | P - Age, Dialogue and Peer Learning  215 | P - Student Experiences in Higher Education  217 |
| 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 change  António Fragoso  2. Learning by Acting, Learning by Helping: Informal Volunteer Learning in the Early Days of the 2022 Ukraine Refugee Crisis  Paweł Rudnicki  3. The BGL-ALC Network and the Dialogue for Communities and Adult Learning  Network convenor  Discussant: Catarina Doutor | 1. Using rhythmanalysis to understand the temporal disharmony of environmental transitions issues faced by adult learners  Elisa Thevenot  2. Establishing a dialogue between a pragmatist and a rhythmanalytical understanding of temporality in transformative approach on teaching sustainability  Michael Hakansson  3. Relevance and limits of the life history approach in formation and research on temporalities linked to environmental issues  Jerôme Lafitte  Discussant: Michel Alhadeff-Jones |  | Managing 21st century transformation of lifelong learning through societal dialogue and intergenerational learning in Canada  Satya Brink | Adult education and transformation in East Germany. Learnings and tools for dialogue-based offering development in socio-ecological transformation  Mandy Schulze | Navigating Migration Through Learning: Turkish Migrant Women’s Educational Pathways in Germany, Austria, and Canada  Filiz Keser Aschenberger | (Im-) possibilities of space: Exploring Different Images of Learning Milieus in National Language Programs in Sweden  Martina Nordqvist Färnskog | Lonely teaching? Peer dialogue within teaching development processes in continuing higher education  Markus 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 Results  Bernd Käpplinger, Borut Mikulec | Contesting Vocational Education in the Historical Capitalist World-System: Denmark and Ireland, 1840-1973  Thomas Murray | Lifelong Learning in Migration: Educational Strategies of Adult Migrants from Ukraine and Belarus  Milena Maj, Karolina Messyasz | Migrants learn a second language to become recognized  Emilio Lucio-Villegas | Transformative learning with and through peers: the role of dialogue and reciprocity  Delphine Grech, Eric Bertrand, Jérôme Eneau | Perspectives of Non-traditional Adult Graduate Students in the U.S. on their Academic Development and Time  Emmanuel Jean-Francois |
| The SEED project - Dialogue, learning and knowledge transformation amongst universities, communities and policy groups  Bernie Grummell | Patterns of Educational Reflexivity in the Context of Lifelong Learning: A Study Among Mobility Participants in Poland  Julita Pieńkosz |  | Foreign-born students communicating and negotiating the norms of an adult education community of practice  Therese Uppman | Transforming care through education: developing a training model for integrating educational approaches in residential facilities for older adults  Elisa Bruni | Public Sphere as a challenging pedagogical tool for promoting University students conscientization  Giulia 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 University  131 (aula) | Fostering adult education through dialogic participatory partnerships: A workshop with representatives of ESREA, CASAE, SCUTREA  104 | Philosophical questions of transformative learning: a dialogic exploration of the way forward  209 | G - Different Dimensions of Adult Learning  116 | I - Health, Inclusion and Dialogue  201 | P - Social and Reflexive Approaches  215 | P - Recognition in Teaching and Learning  217 |  |  |
| 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 academy  Fergal Finnegan  2. Standing up for sustainable futures as state-employed academics  Diana Holmqvist, Cecilia Enberg  3. Learning self-organization at university - critical engagement of researchers, lecturers and university staff  Nikola Koruga, Katarina Popović, Maja Maksimović  4. Discussion - moderator: Diana Holmqvist |  |  | Dialogue between self-regulated and informal workplace learning in Czech context  Jitka Vaculíková | Empowering Voices in Adult Education: A Dialogue for Inclusive Health and Cancer Prevention Education for Persons with intellectual and Developmental Disabilities  Margaret Denny, Suzanne Denieffe, Sinead Foran, Laura Widger | A Competency Model to Promote the Dialogue between Counsellors and Counselees in Continuing/Adult Education  Joshua Wilhelm, Tim Stanik | How can dialogue foster and promote inclusion in adult education?  Dragana Vujanic Eriksson |  |  |
| Self-Efficacy in Adult Learning: A Multidimensional Perspective  Marta Petelewicz, Julita Pienkosz, Katarzyna Piotrowska | Dialoguing with (eating) disorders: a performative and narrative research to activate community around stories  Antonella Cuppari, Silvia Luraschi | Dance Pedagogy for Adults: A Pilot Study on Cognition and Social Aesthetics  Aidai 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 learning  Katrin Kraus |  |  |
| Academic, policy and practice dialogue for sustainable adult basic education: a network perspective  Johannes 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 critique  Zdeněk Sloboda | From Professional Dialogue to Emerging Communities of Practice: Exploring the Effects of Non-Formal Education on Cultural Professionals  Katarína Rozvadská, Zuzana Pešťanská | Teaching Through the Experience and Dialogue: The Gap Between Personal Philosophy of Teaching and Teaching Style  Neda Čairović Pavlović | , |  |

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| **11:30–12:50** | Individual papers | | | | | | | | |
| Parallel sessions  **8** | C – Community, institutions and Learning Ecosystems  104 | C - Participation and dialogue  111 | C - Well-being and Community Learning  116 | G - Dialogue on Policy making  201 | H - Historical Perspectives on Adult Education  209 | G - Visions of Emancipation and Empowerment  215 | P - Technologies, AI and Digital Pedagogy  217 |  |  |
| 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 Initiatives  Sylwester Zagulski | “Hello that's me, democracy”. Dialogue at informal places of democracy education  Maria Kondratjuk | Wellbeing by knitting in study circles and in knitting cafés  Ann-Kristin Boström | Adulthood and Contemporary Solitudes. A possible dialogue between political decision makers and citizens  Micaela Castiglioni, Paola Grabar | Adult Education and Democratic Learning in Refugee Camp for German Citizens in Denmark after WW2  Palle 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 Survey  Marko Radovan, Tadej Košmerl |  |  |
| Support and control – prison teachers´ dialogue with inmates  Joel Berglund | From Jacques to Jacques and beyond: rethinking dialogue in adult education  Sophie Grossmann, Christophe Roiné | Loneliness and Community in Adult Life  Anna Nørholm Lundin | Policy Learning as Dialogue: A comparative study of skills formation systems in adult education and learning  Julia 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 Jordan  Barbara Hust, Jawad Al-Gousous, Ekhlas Al Zyadat | Negotiating Teacher Presence in the Digital Landscape of Adult Education  Andreas 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.