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**Looking back and moving forward: learning and transformation  
in communities**

This symposium intends to bring adult basic education into focus: By looking back, its critical-emancipatory heritage in terms of empowerment and democratisation is described. This heritage is of vital importance when moving forward and contributing to research and development in the field. In order to raise the issue of critical-emancipatory concepts and their meaning when intending to move adult basic education ahead, three papers will be presented:

Irene Cennamo (Universität Klagenfurt, Austria)

**Community-based learning(s)**

This paper intends to present selected past and contemporary community-based concepts and experiences appropriate for adult learners from different European regions, in order to analyse and reflect adult (basic) educational learning theories.

Silke Schreiber-Barsch & Wiebke Curdt (Universität Hamburg, Germany)

**Whose voices matter? Adults with learning difficulties as delegitimised clientele of adult basic education research and practice.**

The paper aims to bring to the fore research on adults with learning difficulties (also known as intellectual disabilities) and their numerate practices in everyday life contexts. Grounded in findings of an on-going qualitative research project, the paper shall describe, in which kind of events and in what ways such practices are performed, used, and, how adults give meaning to them. Ultimately, it is asked for the practices' emancipatory potential in enabling and enacting participation in society.

Monika Kastner & Ricarda Motschilnig (Universität Klagenfurt, Austria)

**Transformative learning in adult basic education**

This paper intends to discuss a community-based participatory research project in adult basic education against the background of the Transformative Learning Theory, focusing on transformation(s) on individual and collective levels.

### **Concluding discussion with participants (audience)**

Participants are invited to contribute to a concluding discussion and share their experiences and positions as well as raise own questions and further issues. A structured discussion, following questions proposed in the three presentations may be suggested, however is understood as extendible and open.