## Content

Chapter 1	Introduction to the Nordic Conference on Adult Education and Learning
Chapter 2	Research Lifelong Learning: then and now
Chapter 3	How to Begin? A philosophical investigation on the educational time and its political implications
Chapter 4	Citizenship, 'Corona Dugnad' and Free Spaces 59 By Jorun M. Stenøien and Christin Tønseth
Chapter 5	Why Teach History for Adults? Trends in history teacher education from a national discipline to diversity, cross-cutting themes and learning outcomes with an emphasis on Europe and Norway
Chapter 6	To Know and be Known – Cross-sectoral learning initiatives aimed at older adults 87  By Magdalena Poplawska
Chapter 7	The Folk High School and the Digital:  Forever foes or saving grace?
Chapter 8	Why Learn History, Religion and Ethics in order to Prepare Young People for Further Studies and Lifelong Learning? Opportunities and challenges in new curricula for upper secondary school
Chapter 9	Development, Test, and Evaluation of New Continuing Education for Museum Staff in Scandinavia



iv Content

Chapter 10	Addressing Ableist Normativity in Adult Education – Conceptualising Educational Ableism
Chapter 11	Adult Learning in a Master's Program in Accounting and Auditing – key challenges and employer-university cooperation to enhance learning
Chapter 12	The Transition from Sectors of Adult Education to Systems of Lifelong Learning. Role of the OECD and the World Bank in facilitating policy change
Chapter 13	Escape Games in Adult Education – A literature review
Chapter 14	Increased Work Demands for Early Childhood Education Leaders: A self-study on the use of case method in adult leadership education
Chapter 15	Caught between Study and Family: Mature female students' thesis writing during Covid
Chapter 16	Adult Education in the Tension between Market and Bildung. Concluding reflection from the editorial committee
Author prese	entations