

Adult education in late modernity: research and practice between welfare state and neoliberalism

Not only the individual countries, but also Europe as such is changing as a result of social transformation processes, for which adult education is used directly as a problem-solving instance. Its societal significance is increasing, justified by global competition, which can currently be explained in terms of digitalization. State control mechanisms are changing in their forms and expanding, but an increasing inclusion can still not be assumed. Although some current research directions and results indicate that the state and Europe have a real interest in supporting lifelong learning and educational activities for adults, structural considerations are underrepresented. The currently observable expansion of further education, including the role of in-company further education, the growing need for scientific further education, is not represented in this way. The contribution shows with current developments and research results that adult education in the late modern age needs research on the system, organization, offer and participant level in order to be able to describe education and competence development processes precisely against the background of the expansion of further education and further education needs.