

## English Summaries

*Susanne Maurer*

**Educational experience in life, learning, fighting.** Educational dimensions in the context of the ›first‹ and ›second‹ women's movement in Germany (pp. 27–31)

Both, the women's movement around 1900 as well as the feminist awakening since the late 1960s were closely connected to educational issues. This article highlights the similarities and differences of both movements with regard to education. According to the author, education is a political issue for both movements. She identifies educational processes in feminist contexts as ›specific borderline experiences‹ with still ongoing disputes.

*Rick Flowers*

**The potential of popular education.**

Adult education and social action – the pro refugee movement as an example (pp. 32–35)

*Popular education* refers to education for, by, and with, the people. In using examples from the pro refugee movement in his article, the author outlines how this concept supports practice and research to improve the reflection of effects and effectivity of actions in civic organisations.

*Ingrid Miethe*

**Social movements, educational success and reform.** Five connections of education and movements (pp. 36–38)  
Participating in social movements can support educational success and stabilise educational paths. Ingrid Miethe draws this conclusion after conducting a study with 85 biographic narrative interviews with successful education achievers. The article presents five aspects to illustrate the connection of being involved in movements and educational success.

*Werner J. Patzelt*

**»Education« and »right wing«.** Right wing movements and their educational efforts (pp. 39–41)

The author outlines the ›educational efforts‹ of right wing movements and organisations and presents institutions, means and contents. He pleads for an explicit confrontation with right wing institutions and contents and calls for the educational task of expressing the guiding principle, interdependencies and benefits of a pluralistic democracy.

*Marie Batzel/Inga Specht*

**Virtual cultural education.** Good practice examples from adult education centres (pp. 46–48)

How can virtual spaces, digital media and its potential be utilised for cultural education programmes? The authors analyse the issue by looking at three good practice examples from adult education centres and point out the contributive effect of a reasonable and elaborate use of digital tools in cultural education for the participants' digital education.