Lifelong Learning Revisited: what next?

Conference Programme

University of Stirling, Scotland,
23-26 June 2009

The Centre is a joint initiative between Glasgow Caledonian University and the University of Stirling

Table of Content

Summary Programme

Tuesday 23rd June 2009		Location
16.00 – 17.00	Registration	Stirling Management Centre (SMC) Foyer
19.00 – 21.00	Welcome reception/Book launch with complimentary Buffet	SMC

Wednesday 24th June 2009		Location
08.30 – 9.30	Registration & Coffee	SMC Foyer and conservatory
9.45 – 10.00	Welcome by University Principal	BA
10.00 – 11.00	**Keynote Presentation 1 – Birger Steen Nielsen**	BA
11.00 – 11.20	Coffee	Lounge
11.25 – 12.35	Parallel Session 1 (8 parallel sessions with 2 papers in each)	SMC Breakout Rooms
12.40 – 14.00	Lunch	Abbeycraig Restaurant
14.00 – 14.45	**Keynote Presentation 2 – Mark Batho**	BA
14.50 – 16.00	Parallel Session 2 (7 parallel sessions with 2 papers in each)	Breakout Rooms
16.00 – 16.20	Coffee	Lounge
16.25 – 17.35	Parallel Session 3 (7 parallel sessions with 2 papers in each)	Breakout Rooms
19.30 - 00.00	**Conference Dinner and Ceilidh**	Abbeycraig Restaurant

Thursday 25th June 2009		Location
09.15 – 10.00	**Keynote Presentation 3 - Rosa Maria Torres**	BA
10.05 - 11.15	Parallel Session 4 (8 parallel sessions with 2 papers in each)	Breakout rooms
11.15 – 11.40	**Coffee Break**	Lounge
11.45 - 12.55	Parallel Session 5 (7 parallel sessions with 2 papers in each)	Breakout rooms
13.00 -14.10	**Lunch**	Restaurant (ACR)
14.15 -15.00	**Keynote Presentation 4 by Terri Seddon**	BA
15.05 - 15.25	**Coffee Break**	Lounge
15.30 – 17.15	Roundtable/Symposium Session x 3 presentations	Breakout rooms
19.30 - 00.00	**Taste of Scotland Dinner/60's Disco**	Stirling Management Centre

Friday 26th June 2009		Location
09.30 – 10.15	**Keynote Presentation 5 by Professor Jim Gallacher**	BA
10.20 – 10.40	**Coffee Break**	Lounge
10.45 – 11.55	Parallel Session 6 (7 parallel sessions with 2 papers in each)	Breakout rooms
12.00 – 13.00	**Concluding Plenary**	BA
13.00	**Lunch and finish**	Restaurant (ACR)

<u>Rooms</u>
ACR – Abbey Craig Restaurant
BA – Blair Atholl

General Information

Conference Venue

This event is being held in Stirling Management Centre which is located on the campus of the University of Stirling. The Management Centre is a purpose-built conference and management training centre, with its own dedicated restaurant/bar facilities, and accommodation which has been awarded 3-Star Hotel grading by the Scottish Tourist Board. Bed and breakfast accommodation will be in the Stirling Management Centre, Express by Holiday Inn and the University Halls of Residence.

The University of Stirling was opened in 1967 on a brand new campus built on the estate of the 18th century Airthrey Castle. Lying two miles from the Royal Burgh of Stirling, the campus boasts impressive views as well as a large amount of wildlife, which adds to a relaxed atmosphere. Though a tranquil setting, there is still plenty to do at the University. Delegates enjoy free access to all campus sports facilities, including: the 50 metre indoor Swimming Pool, squash courts, the Gannochy National Tennis Centre providing both indoor and outdoor courts, modern Fitness Suite, badminton, football and hockey pitches, and the University's 9-hole golf course. The MacRobert Arts Centre offers a varied programme of films, live theatre, concerts and exhibitions. Group activities such as horse riding, clay pigeon shooting, archery and mountain biking can also be arranged.

The city of Stirling itself is an impressive mix of old and new, and has a growing reputation as one of the most attractive places to live in the UK. With a population of almost 40,000, Stirling has emerged as a leading cultural and business centre, with ongoing regeneration in both industry and the arts attracting investment from home and abroad. Stirling, Scotland's ancient capital and the original seat of the Scottish crown, has played a pivotal role in Scotland's history. Dominated by its famous Castle, Stirling has been a focal point for some of the most influential episodes in Scotland's past, including the Wars of Independence during the Middle Ages. The National Wallace Monument, dedicated to William Wallace (immortalised by Mel Gibson in the Oscar-winning film, Braveheart), is a reminder of the city's turbulent history, and stands as a sentinel above the University campus.

Registration

Registration will take place from 16.00 – 17.00 on Tuesday 23rd June 2009 and 08.30 – 09.30 on Wednesday 24th June in the foyer of Stirling Management Centre. The registration desk will be open throughout the conference for those arriving at other times. Please ensure that you wear your name-badge at all times during the conference. Conference staff will be wearing purple and white name-badges, please ask for any assistance. If you have any enquiry, please contact the registration desk in the first instance situated in the reception area.

Attending Parallel / Symposia Sessions

There is no need to register in advance for parallel paper/symposia/roundtable sessions. Room sizes do limit numbers; therefore please ensure you arrive early if you are keen to attend a particular session.

Notice Board

A notice board will be situated in the registration area for the duration of the conference. This will be used as a bulletin board to notify delegates of any messages, including conference announcements and programme adjustments.

Finding your Way Around

All activities will be located in the Management Centre.

Presentation Locations
Parallel paper and symposium/rountable sessions will take place in Glendevon, Lomond, Ochil, Blairlogie, Erskine, Fintry, Callander, Dollar, Wallace and Monument rooms.

Main sessions (welcome / keynotes / concluding plenary) will take place in the Blair Atholl room.

Hospitality

Coffee Breaks
Refreshments will be provided in the Lounge area in the Management Centre.

Lunch
Buffet lunches will be served in the Abbeycraig Restaurant in the Management Centre. If you have accompanying persons they are welcome to lunch at an additional cost of £12. Please book at the registration desk.

Social Events

Tuesday 23rd June 2009, University of Stirling
Welcome Reception/Book Launch (free)
This welcome reception will be open to all delegates arriving on Tuesday 23rd June 2009. It will take place in Stirling Management Centre, on the University of Stirling campus, from 7.30pm and will be an opportunity to meet other delegates. A buffet and wine will be provided.

Wednesday 24th June 2009, University of Stirling
Conference Dinner and Ceilidh held in Stirling Management Centre
The conference dinner is a three-course dinner which will be followed by a ceilidh with music. Transport will be provided from Express by Holiday Inn.

Thursday 25th June 2009, University of Stirling
Dinner "A Taste of Scotland" held in Stirling Management Centre
A three-course dinner will be served in Stirling Management Centre, including whisky tasting.

Social events on Wednesday and Thursday evening can booked at a cost of £45 per person for Wednesday and £45 per person for Thursday; partners are welcome. A reduction of £10 is available when booking attendance at both events.

Accommodation

Bed and breakfast accommodation will be in the Stirling Management Centre, Express by Holiday Inn and the University Halls of Residence. Transport to and from Express by Holiday Inn will be available.

Stirling Management Centre
University of Stirling, FK9 4LA
Tel: +44 (0) 1786 451712
URL: http://www.smc.stir.ac.uk/content

Express by Holiday Inn
Springkerse Business Park, Stirling, FK7 7XH
Tel: +44 (0)1786 449 922
URL: http://www.expressstirling.co.uk/

University Halls of Residence
A K Davidson Hall
University of Stirling, FK9 4LA
Tel: +44 (0)1786 467060
URL: http://www.studentaccommodation.stir.ac.uk/undergraduate/index.php

Please note that breakfast will be served in Stirling Management Centre from 7.30am – 9.00am for those delegates staying in the Halls of Residence.

Conference Sponsors and Exhibitors Information

The Centre for Research in Lifelong Learning (CRLL) was established in August 1999 with initial funding through a SHEFC Research Development Grant and is now self funding. It was the first such funded Research Centre in the UK. It is a joint initiative between Glasgow Caledonian University and the University of Stirling.

The aim of the Centre is to undertake a programme of research and related activities which will inform the development of policy and provision in the field of lifelong learning in Scotland and beyond.

The Centre has a series of publications which will be displayed at the conference, including:
- Forum Reports
- Research Reports
- Briefing Papers
- Conference Proceedings

The University of Stirling was opened in 1967 on a brand new campus built on the estate of the 18th Century Airthrey Castle. Lying two miles from the Royal Burgh of Stirling, the University's location and history provide some clue as to what makes Stirling that bit different from other UK universities. Since that time we have grown considerably and we now also have Highland and Western Isles Campuses.

Glasgow Caledonian University is a dynamic university and our student population has grown to over 14,500 in recent years. There are over 90 undergraduate, 40 postgraduate programmes and a large number of students engaged in research for PhDs in topics that put them at the forefront of their disciplines. Students come from over 90 countries throughout the world, enriching our campus and making us a truly cosmopolitan environment in which to study.

The University is proud of its growing reputation as a provider of high quality research, consultancy and training services to local, national and international businesses. Recent work includes collaborations with organisations such as Microsoft, Bovis Lend Lease (Scotland), CISCO Systems and Scottish Enterprise in the development of programmes, facilities and research capacity.

RoutledgeFalmer
Taylor & Francis Group

Taylor & Francis has grown rapidly over the last two decades to become a leading international academic publisher of over 700 journals and around 1,800 new books each year. For two centuries, Taylor & Francis has been fully committed to the publication of scholarly information of the highest quality, and today this remains our primary goal. Books from the first two CRLL International conferences have now been published, and one based on the third conference (Osborne, M, Houston, M and Toman, N. (Eds,) (2007) *The Pedagogy of Lifelong Learning: Understanding effective teaching and learning in diverse contexts*) will be launched at this years conference.

A selection of our Education Research journals and Routledge books are displayed at this year's CRLL International Conference for you to browse and buy. We look forward to meeting you at our stand.

For more information on our education books and journals visit The Education Arena on www.educationarena.com

Leisure Time

Delegates enjoy free access to all campus sports facilities. These include:
- the 50 metre Robertson Trust Swimming Pool
- squash courts
- the Gannochy National Tennis Centre providing both indoor and outdoor courts
- the M P Jackson Fitness Centre
- badminton
- football and hockey pitches
- the University's 9-hole golf course.

For the less energetic, the MacRobert Arts Centre provides a full programme of films, live theatre, concerts and exhibitions all the year round.

Group activities such as horse riding, clay pigeon shooting, archery and mountain biking can also be arranged.

Computer Facilities

All bedrooms have wired internet access. All conference rooms have at least two wired network points.

As the event is university based, internet access is free for all delegates. Those with university logins will be able to use their logins as if they were within the university buildings.

Wifi is available to guests on payment of a small fee at Stirling Management reception.

Keynote Speakers – Biographies

Mark Batho

Mark Batho is Chief Executive of the Scottish Further and Higher Education Funding Council, a post he has held since September 2008. The Funding Council is the body that distributes funding for teaching and learning, research and other activities in Scotland's colleges and universities. Prior to joining the Funding Council Mark was a civil servant working for the Scottish Government. He is a graduate of St Andrews University, lives in Edinburgh and is married with three children.

Jim Gallacher

Jim Gallacher is Emeritus Professor of Lifelong Learning, Centre for Research in Lifelong Learning, Glasgow Caledonian University, and an Honorary Professor in the UHI Millenium Institute.

Recent and current research interests include widening access to further and higher education; links between further and higher education; work related higher education; work-based learning; and credit and qualifications frameworks. He has managed a wide range of research projects on these topics, and published numerous articles, reports and books on the basis of this work.

He is a member of the Scottish Funding Council for Further and Higher Education, where he chairs the Access and Inclusion Committee. He was an adviser to the Scottish Parliament's Enterprise and Lifelong Learning Committee for their Inquiry into Lifelong Learning.

Birger Steen Nielsen, Associate Professor, Roskilde University, Denmark

Born 1946, graduated High School in 1964, M. A. in Comparative Literature, University of Copenhagen 1976.

Since 1996 I have been working as an associate professor within the field of educational studies, now at the Department of Psychology and Educational Studies at Roskilde University. Roskilde University was established in the early 1970ies as a reform university characterized by student centered project work and a transdisciplinary research approach. This goes well with my own interests and preferences. My research interests include different constellations such as: everyday life, experience and social imagination; working life, sustainability and democracy; democratic nature management and local community development. Theoretically I try to combine inspirations from critical theory, socialization theory, psychoanalysis and in-depth hermeneutics, aesthetics. Together with some colleagues and friends I have developed a special kind of action research called critical utopian action research. I am working at a draft for a "critical humanism" as a kind of political-philosophical position.

At the university I have had several administrative posts, among others membership of different board of studies, Head of Department and Director of the Graduate School of Lifelong Learning. I have been teaching at all university levels, for the time being I am primarily active as a Ph.D supervisor.

Among my major action research projects I would mention: *Industry and Happiness. Democratic Industry in Denmark* (related to fish industry) – *Democratic Nature Management* (different areas in Denmark) – *Shop Stewards' Learning through their Job* (different trade unions involved) – *Nursery Teachers' Craftsmanship* (different daycare institutions/kindergartens involved). In relation to these projects: books and articles, most of them in Danish.

Quite recently I have taken part in organizing different kinds of protest activities against the ongoing transformation of the universities into non-democratic, uncritical and business related corporations.

Terri Seddon

Terri Seddon is a Professor in the Faculty of Education at Monash University. She has built a research program around the field of education (lifelong learning) and works with a special focus on policies and politics of teachers' work. Her work is cross-sectoral in orientation, looking at schools, vocational and higher education, and workplace and community learning settings. Her current ARC research is examining the way educational work is being disturbed by global changes and increased mobility, the way these changes are diversifying learning spaces, and the implications for the teaching occupation and its collective agency. She has strong links with European research and is actively engaged in local and transnational partnership work. Her books include Context and Beyond (1993); Pay, Professionalism and Politics: Reforming Teachers? Reforming Education? (1996); Beyond Nostalgia: Reshaping Australian Education (2000 with Lawrie Angus); and Education Research and Policy: Steering the Knowledge-Based Economy (with Jenny Ozga and Tom Popkewitz). She is series editor of the Routledge World Yearbook of Education with Professor Jenny Ozga (Edinburgh), Professor Agnés van Zanten (Centre National de la Recherche Scientifique, Paris) and Professor Gita Steiner-Khamsi (Teachers College Columbia). Terri has been research assessor for the EU Framework 6 program and the Australian Research Council (2005-7). She is a Fellow of the Australian College of Education (FACE).

Rosa María Torres del Castillo

Rosa María Torres del Castillo (Ecuador). Educationist and linguist. Researcher and international adviser with vast experience in basic education. Specialised in youth and adult education, literacy, learning communities and lifelong learning. Pedagogical Director of the National Literacy Campaign 'Monsignor Leonidas Proaño' (1988-1990) and Minister of Education in Ecuador (2003). Senior Education Adviser at UNICEF's Education Cluster in New York and editor of Education News (1990-96). Programme Director for Latin America and the Caribbean for the W.K. Kellogg Foundation (1996-98). Researcher at IIPE-UNESCO Buenos Aires (1998-2000). Institutional adviser to CREFAL in Mexico (2006-2009). She was in charge of drafting the regional report on Youth and Adult Education in Latin America and the Caribbean commissioned by UIL (UNESCO Institute for Lifelong Learning) for presentation at the VI International Conference on Adult Education (Belem, Brazil, 19-22 May, 2009). Together with a group of experts convened by UNESCO, she was in charge of drafting the Base Document for the United Nations Literacy Decade (2003-2012) discussed and approved at a special session during the World Education Forum in Dakar (2000). Co-organiser and coordinator of the Latin American Statement for Education for All (since 2000). Author of numerous publications and moderator of various virtual communities and networks. For more information see http://www.fronesis.org

CRLL Conference, Lifelong Learning Revisited: What Next?
Parallel Session Programme

Parallel Session 1: 11.25-12.35 Wednesday 24th June 2009							
	Equity and Social Justice	**Work-related Learning**	**Work-related Leaning**	**Equity and Social Justice**	**International Comparisons**	**Non-formal and community based**	**Work-related learning**	**Theory Methods**
Room:	Glendevon	Lomond	Ochil	Blairlogie	Erskine Fintry	Callander Dollar	Wallace	Monument
Author and Paper number:	**Paper 004 – Karla Benske, Kevin Ward, Ruth Whittaker**	**Paper 003 – Barbara Allan, Dina Lewis**	**Paper 075 - Maurice Taylor, Karen Evans**	**Paper 069 - Dina Sidhva, Mo McPhail**	**Paper 001 – Vijita Aggarwal**	**Paper 008 – Jim Bradley, Richard Dockrell**	**Paper 007 – David Boud, Donna Rooney**	**Paper 046- Kate Miller**
Title:	Moving Forward: A Partnership approach to supporting student engagement and enhancing the first-year experience - A work in progress	Rattling the cages of learning: the development of a university flexible degree framework	Formal and Informal Training for Workers with Low Literacy : Building an International Dialogue between Canada and the United Kingdom	Lifelong learning: Reflections from a pilot project on 'Facilitating Black and Minority Ethnic Students into Social Work'	The Case for Compatibility of the Indian Higher Education System with European Credit Accumulation and Transfer System	Learning about Teaching and Learning: A Case for Partnership	No name, no value:acknowledging neglected others in lifelong learning in the workplace	Comparing curriculum making in life sciences across college and school contexts
Country:	U.K	U.K	Canada	U.K	India	UK	Australia	U.K
Author:	**Paper 065 – Eileen Reid, Ken Neil**	**Paper 038 – Robert Lawy, Michael Tedder**	**Paper 020- Richard Edwards**	**Paper 034 - Khalid Khurshid, Isram Gul Gillani, Zaib Un Nisa**	**Paper 050 – Gavin Moodie, Leesa Wheelahan**	**Paper 078- Lyn Tett**	**Paper 048- Anthony Montgomery, Efthymios Valkanos**	**Paper 083- Ruth Wallace**
Title:	Accessing and Decoding Communities of Cultural Capital	Beyond compliance: teacher education practice in a performative framework	Curiculum-making in Vocational Education: Translating Tokens?	An Empirical Study of the Attitude of Drug Addicted Parents Towards the Education of their Children	HE in FE in Australia, Canada, England, New Zealand and the US	Assessing adult literacies' learning in non-formal contexts	Identifying the Skills that Ambulance Workers Need: Differences Between Novices and Experienced Drivers	Engaging Learning: approaches to VET that engage diverse learners and their knowledge systems
Country:	U.K	U.K	U.K	Pakistan	Australia	U.K	Greece	Australia

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Parallel Session Programme

Parallel Session 2: 14.50-16.00 Wednesday 24th June 2009

	Non-formal and community based	Work-related learning	Equity and Social Justice	Work-related learning	Non-formal and community based	Theory Methods	Equity and Social Justice
Room:	Glendevon	Lomond	Ochil	Blairlogie	Erskine Fintry	Callander Dollar	Wallace
Author and Paper number:	**Paper 028 – Margaret Harris, C.U. Chisholm, Malcolm Allan**	**Paper 002- Linda Ahlgren**	**Paper 016- Jeannie Daniels**	**Paper 049 - Anthony Montgomery, Ian Kehoe, Efharis Panagopoulou**	**Paper 067- Astrid Seltrecht**	**Paper 087- Joanna Williams**	**Paper 035- Khalid Khurshid, Iram Gul Gillani, Sardar Ali**
Title:	Life Place Learning and Lifelearn Experience	Employees' view of their own learning, knowledge and understanding in Scottish Small to Medium Sized Enterprises (SMEs)	Re-organising the texts of Lifelong Learning	Lifelong Learning and Medical Education: Is it Actually Happening?	Changing Lanes: On the contribution of research about non learning in bigraphical contexts to an understanding of lifelong learning processes	Where's the learning in lifelong participation?	A Study of the Representation of Female Image in the Textbooks of English and Urdu at Secondary School Level
Country:	U.K	U.K	U.K	Greece	Germany	U.K	Pakistan
Author:	**Paper 042 – Janis McIntyre**	**Paper 031- Robert Ingram, Joanne Brodie, Lindsey Burns, Douglas Forbes, Rachel Mulholland**	**Paper 045 - Heather McRae**	**Paper 029 - Julia Huewe**	**Paper 072 – Roderick Smith, Evgueni Chepelin**	**Paper 082 - Heide Von Felden**	**Paper 023 – Liezel Frick, HJ De Wall**
Title:	Community based adult learning: policy, practice, and progression	Enhancing the employability of graduates from non-vocational programmes: the complexities of moving from higher education in to employment	Exploring University Continuing Education's role in civic engagement	Do you remember school? How school experience influences adults' learning	Work-based Learning and Knowledge Processes in Organisations	How can learning processes be methodically documented over a lifetime?	Young adult's predisposition towards learning: Case studies within a place of safety (Western Cape, South Africa)
Country:	U.K	U.K	Canada	Germany	U.K	Germany	South Africa

CRLL Conference, Lifelong Learning Revisited: What Next?
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Parallel Session 3: 16.25-17.35 Wednesday 24th June 2009							
	Non- formal and community based	**Work-related learning**	**Work-related learning**	**Theory Methods**	**Equity and Social Justice**	**Equity and Social Justice**	**Non-formal and community based**
Room:	Glendevon	Lomond	Ochil	Blairlogie	Erskine Fintry	Callander Dollar	Wallace
Author and Paper number:	**Paper 014 – Allie Clemans**	**Paper 080 – Rob van Krieken, Margaret Tierney**	**Paper 006 – David Boud, Mary Johnsson**	**Paper 30 – John Igbino**	**Paper 085 – Sue Webb**	**Paper 019 – Kathryn Ecclestone**	**Paper 012 – Graham Clark**
Title:	Community-based adult education: Too close to home	Developing Literacy and numeracy awards within the curriculum for Excellence	Learning Work: Invitational qualities and conditions of emergence	Explorations in Lifelong Learning Ethics	The 'good university', its communities and lifelong learning	Disciplining and cajoling the vulnerable self: Therapeutic Assessment of young people with 'complex needs'	Complexities of researching learning whilst working and participating in partnerships
Country:	Australia	U.K	Australia	U.K	U.K	U.K	U.K
Author:	**Paper 041 – Kathy MacLachlan, Lyn Tett**	**Paper 073 – Nicky Solomon, Hermine Scheeres**	**Paper 022 - Liezel Frick, CW Burger**	**Paper 088 – Lily Zamir, Pertz Segal**	**Paper 013 – Paula Cleary**	**Paper 086 – Elisabet Weedon**	**Paper 055 – Kim Niewolny, Arthur Wilson**
Title:	Lets Get Together: Re-thinking Effective Literacies Learning in Learners' Lives	Situating learning at work within organisational histories: Past-in-present discourses	A case of adopt and adapt: How facilitators of continuous ministry development courses use the principles of adult education and action learning in facilitating clergy's lifelong learning.	Multi-Cultural Mediation as an Andragogycal Process	Measuring the Successful Impact of Widening Access Policies in the UK	Formal education and adult returners: what are the benefits and who benefits the most?	Manifestations of in/non-formal learning discourses in "social learning" literature: Implications for addressing the complexities of lifelong learning
Country:	U.K	Australia	South Africa	Israel	U.K	U.K	USA

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Parallel Session Programme

Parallel Session 4: 10.05-11.15 Thursday 25th June 2009

	Work-related learning	Equity and Social Justice	Work-related learning	Work-related learning	Work-related learning	Theory Methods	Sustainability/ non-formal and community based	International comparisons
Room:	Glendevon	Lomond	Ochil	Blairlogie	Erskine Fintry	Callander Dollar	Wallace	Monument
Author and Paper number:	**Paper 005 – Paul Bouchard**	**Paper 036 – Rita Kop, Colin Trotman**	**Paper 066 – Donna Rooney, Hermine Scheeres**	**Paper 018 – Helen Dimitriou Fragkou, Papastamatis Adamantios, Valkanos Efthimios**	**Paper 033 – Lynette Jordan, Helen Martin**	**Paper 052 – Brenda Morgan-Klein**	**Paper 081 - Katrien Van Poeck, Joke Vandenabeele. Hans Bruyninckx**	**Paper 009 – Ibrihim Bulus**
Title:	Autonomous Learning Strategies in the Knowledge Economy	The 'Knowledge Economy' or the 'Learning Society': whatever happened to Adult Continuing Education?	Consuming practices: learning to be together at work	Educational and Social Policy concerning Socially Vulnerable Groups in Greece. Is it really effective?	Making Banners and Bridges: Working Together On Global Themes	Pedagogy Identity and control: Regulating the Scottish Teaching Qualification Further Education, the case of the Teaching Qualification in Further Education (TQFE)	Sustainable citizenship and education. A comparitive analysis of scholarly literature and international policy discourse	An Analysis of the Problems of Adult Education Programme in Plateau State, Nigeria: Implication for Policy Implementation
Country:	Canada	U.K	Australia	Greece	U.K	U.K	Belgium	Nigeria
Author:	**Paper 071 – Erica Smith, Andy Smith**	**Paper 010 – Hazel Christie, Caroline Moffat**	**Paper 079 – Catherine Twohig, James Brown**	**Paper 056 - Maria Giovanna Onorati, Furio Bednarz**	**Paper 077 – Guy Tchibozo**	**Paper 064 – Ann Reich**	**Paper 053 – Mary Morrissey**	**Paper 047 – Tebeje Molla**
Title:	What are the pros and cons of gaining qualifications through work?	Non-formal learning and success at university: the role of peer mentoring programmes	External Evaluation of an Information Network for Learning Communities Focused on Organic and Sustainable Agricultural Practices	Learning to become an Intercultural Practitioner The case of Lifelong Learning Intensive Programme "Interdisciplinary Course of Intercultural Competences"	Improving the Attractiveness of Initial Vocational Education and Training: Some Observations on the EU Experience	Rethinking lifelong learning research: the utility of "assemblages"	Recognising Learning in Canada: Envisioning a Seamless Approach	Revitalizing adult education in Ethiopia: The importance of lifelong learning perspective
Country:	Australia	U.K	U.S.A	Switzerland and Italy	Greece	Australia	Canada	Denmark

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Parallel Session 5: 11.45-12.55 Thursday 25th June 2009							
	Equity and Social Justice	**Work-related learning**	**Work-related learning**	**Non-formal and community based**	**Work-related learning**	**Non-formal and community based**	**Equity and Social Justice**
Room:	Glendevon	Lomond	Ochil	Blairlogie	Erskine Fintry	Callander Dollar	Wallace
Author and Paper number:	**Paper 058 - Jasbir Kaur Panesar**	**Paper 039 – Robert Lawy, Jocey Quinn, Kim Diment**	**Paper 011 – Hazel Christie, Vivienne Cree, Jenny Hounsell**	**Paper 074 – Kevin Stelfox, Rachel Shanks**	**Paper 025 – Anna-Lena Goransson**	**Paper 044 – Jim McNally, Giancarlo Gola**	**Paper 057- Sheila Page**
Title:	Asian Women's Organisations Survival and their Importance to Lifelong Learning	Responding to the 'needs' of young people in jobs without training (JWT): some policy suggestions and recommendations	A question of time? Students' engagement with learning communities	The Reading Bus "A Capital Idea"	From "Nobody Understood Anything" to "An Optimal Solution"	Informal learning in the professional workplace: New teachers and social workers	Expanding Opportunities: Successful learning within school-college partnership programmes in Scotland
Country:	U.K	U.K	U.K	U.K	Sweden	U.K and Italy	U.K
Author:	**Paper 062 – Jocey Quinn**	**Paper 068 – Kate Shoesmith**	**Paper 040 – John Lewis**	**Paper 063 - Dr Rajesh**	**Paper 059 – Uma Patel, Nicky Solomon**	**Paper 070 – Rineke Smilde**	**Paper 027 – Janet Groen, Tara Hyland-Russell**
Title:	Learning to Belong: Learning Communities and Imagined Social Capital	The role of practitioner engagement in a demand driven system	Widening Participation in the development of Work-related qualifications: an alternative to academic hubris?	A Case Study of Gender Resources Centres in India	Interdisciplinary conversations across research projects on simulation pedagogies: connecting work, learning and technology	Musicians as Lifelong Learners : Discovery through Biography	Swimming against the Tide of Upskilling: Marginalized Adult Learners Describe Success
Country:	U.K	U.K	U.K	India	U.K and Australia	Netherlands	Canada

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	Thursday 25th June 2009: 15.30 – 17.15 Round Table/Symposium Session		
	Symposium	**Round Table**	**Round Table**
Room	**Blairlogie**	**Glendevon**	**Lomond**
Author	**Sym 001 – Nick Boreham, Roy Canning, Stephen Billett, Darryl Dymock, Greer Johnson, Shuna Marr, Greg Martin, Andrea Priestley**	**RT 001 – John Field, Tara Fenwick, David Smith, Guy Tchibozo, Lyn Tett**	**RT 002 –Richard Edwards, Gert Biesta**
Title	Older Employees' Work-Related Learning: Findings from a Bilateral Australian-Scottish Research Project	Trends and prospects in lifelong learning research	Laboratory for Educational Theory
Country	UK	UK and Canada	UK

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Parallel Session 6: 10.45-11.55 Friday 26th June 2009						
	Non-formal and community based	**Equity and Social Justice**	**Work-related learning**	**Work-related learning**	**Theory Methods**	**Equity and Social Justice**	**International Comparisons**
Room:	Glendevon	Lomond	Ochil	Blairlogie	Erskine Fintry	Callander Dollar	Wallace
Author and Paper number:	**Paper 061 – Keith Percy, Fiona Frank**	**Paper 043 – Amanda McLeod**	**Paper 021 – Tara Fenwick**	**Paper 060 – Ann Pegg, Martha Caddell**	**Paper 024 – John Girdwood**	**Paper 017 – Janet Davidson**	**Paper 037 - Chandra Kumar Laksamba**
Title:	Embedded Learning- lessons from a Linkage Plus community project enhancing opportunities for older people	Challenge in learning: Success and transferability of a widening access model	Policies for the Knowledge Economy…………. Knowledge discourses at play.	Employability and the employed: Understanding the Experiences and Needs of Part-time Distance Education Students	Lifelong learning, Continuing Professional Education (CPE) and professional accounting association management	Dumping Grounds or Meaningful Educational Experience? The involvement of Scotland's Colleges in the education of disengaged young people	The Policy and Practice of Lifelong Learning in Nepal: A Socio Political Study
Country:	U.K	U.K	Canada	U.K	Australia	U.K	U.K
Author:	**Paper 015 – Kathleen Collett**	**Paper 084 – Shirley Walters**	**Paper 032 – Robert Ingram, Fiona Reeve, Jim Gallacher**	**Paper 076 – Guy Tchibozo, Pascaline Descy, Jasper Van Loo**	**Paper 054 – Katherine Nicoll, Andreas Fejes**	**Paper 026 – Andre Grace**	**Paper 051 – Tami Moore, Jocey Quinn, Lorilee Sandmann**
Title:	Responding to Demand? - Agricultural Training for Women Farmers	Lifelong, Life-wide and Life-deep learning: Itilizing the lens of HIV/Aids in South Africa	Drawing on 'work-related learning' : a comparative study of Higher Nationals in Scotland and Foundation Degrees in England	The Future of VET Systems: An Agenda for VET Policies in the EU Beyond 2010	What happens through lifelong learning? Constituting a learning apparatus	Resilient Sexual-Minority Youth as Fugitive Lifelong Learners: Engaging in a Strategic, Asset-Creating, Community-Based Learning Process to Counter Exclusion and Trauma in Formal Schooling	A comparitive analysis of knowledge construction in community engagement
Country:	U.K	South Africa	U.K	Greece	U.K and Sweden	Canada	U.K and USA

Keynote Speaker Abstracts

Social Imagination. Democracy, Sustainability and Participatory Learning
Birger Steen Nielsen
Roskildie University, Denmark

The concept of "lifelong learning" has during the last decade increasingly been inscribed into (partly neo-liberal) strategies that contradict essential democratic and social dimensions of the original concept. The argument of the paper is that if you want to oppose this tendency you have to make urgent societal agendas such as sustainability and democracy the horizon for a "lifelong learning". Or at least to try to do so. Thus lifelong learning will – somehow – have to be a "participatory" or "social" learning. Relating to concepts of dis- and reembedding by Karl Polanyie and the transformation or even erosion of everyday life by Henri Lefebvre and Oskar Negt the paper further describes and discusses experiences from a Danish context with different kinds of participatory learning where endeavors to developing "social imagination" have been at the centre. These experiences have been linked to the developing of a specific critical action research model which is methodically sketched and illustrated by a project on "Democratic Nature Management". As regards the questions of the emergence of social imagination and participatory learning you could consider this model as successful. But at the same time you have to address difficulties and challenges as manifested in tendencies to a transformation of the learning processes into a rather narrow "project culture" and in the longer term a decrease of the participants' self regulated activities (and learning). So, the establishing of "commons" turns out to be difficult. The paper argues that this is not a quasi natural, but rather a societal phenomenon that you have to address when discussing the future perspectives of lifelong learning. Local and "small" initiatives need some kind of societal support and protection and being part of a broader co-operation "from below" as well.

Revisiting Lifelong Learning and Educational Work in Times of Cricis: Making Spaces for Learning
Terri Seddon
Monash University, Australia

This conference invites reflection on lifelong learning – a new educational order that has developed over the last 30 years or so (Field, 2006). It is a timely agenda given compounding crises – the 'Great Recession', climate change, mobility of peoples and the consequent risk of increased social conflict. In taking up this invitation, I revisit lifelong learning and consider its possible futures by examining the contradictory impulses towards gain and security that are evident in societies. Building on Polanyi (1957), I identify processes that make spaces for learning, what I term 'educational work', and the way these change over time through periods of crisis and settlement. This analysis problematises the common claim that lifelong learning focuses on is about learners (and those who invest in learning) rather than those who teach or support learning in other ways. Drawing on empirical research in Australia, I present three windows that reveal this educational work, which makes spaces for learning, at different levels of analysis. These examples make the point that educational work (a) is done by someone, (b) has a particular character as a consequence of social settlements at many levels, and (c) has social effects which shape social orientations and capacities to act that are important in the practical politics of everyday life. I conclude by commenting on the current debates about lifelong learning in Australia and what might come next.

Differentiation and Stratification in Higher Education and Its Impact on Widening Access
Jim Gallacher
Glasgow Caledonian University, UK

Higher education systems throughout the world have expanded greatly over the last twenty years or more, and mass higher education is now a worldwide phenomenon. However along with this expansion we have seen both differentiation and stratification. Higher education systems throughout the world are often increasingly diversified, with different types of institutions having different roles, and providing opportunities for different student groups. Research which has been undertaken in a number of countries has shown that this has led to higher education systems which are not just differentiated, but also stratified. Within stratified systems there are often patterns of participation in which students from more privileged social backgrounds gain access to the 'elite' universities. However the nature of these patterns of participation and stratification differ between countries with differing histories of development in higher education (Shavits et al 2007). This presentation will explore theses issues with particular reference to the patterns of participation, differentiation and stratification which have emerged in Scotland, and their implications for widening access to higher education in a country which has placed considerable emphasis on lifelong learning and social inclusion at a national policy level.

Paper Abstracts

THE CASE FOR COMPATIBILITY OF THE INDIAN HIGHER EDUCATION SYSTEM WITH EUROPEAN CREDIT ACCUMULATION AND TRANSFER SYSTEM

Vijita Aggawarl
Guru Govind Indraprastha University Delhi

There is a perceived need for reform in higher education in India. This is seen in juxtaposition to the general spirit of reform that has been synonymous with the European Higher Education Area by way of ECTS system. The reforms compatible with the ECTS system have been adopted in many other parts of the world. Ball (2003) states,

> "[a]n unstable, uneven but apparently unstoppable flood of closely inter-related reform ideas is permeating and reorienting education systems in diverse social and political locations which have very different histories".

Accordingly countries at different stages of industrial and technological developments, disparity in wealth and political economic systems are embarking with remarkable consistency in their educational reform agendas. Stemming from this perspective my paper is proposed to be in the nature of a report on my research completed as a dissertation as an Erasmus Mundus student for 'European Masters in Lifelong Learning-Policy and Management' at the University of Deusto, Bilbao.

The issues that the paper raises is the perceived need for reform in higher education in India and drawing a parallel from the reform agenda in Europe in the higher education systems and processes that has been set rolling by the Bologna process examines the desirability and the possibility of building compatibility of the Indian higher education system with the European Credit Accumulation and Transfer System.

Such studies have been carried out in the context of countries where significant progress has been made in terms of building systems for compatibility and comparability in the structures and processes of higher education such as the European Union (e.g. The Tuning Project) and "countries in transition" [Eastern Europe], Africa, Latin America and the Caribbean. However, very little has been written with this focus in the Indian context.

The overall paradigm for conceptualizing the research was conceived with a 'Pragmatic' orientation using a mix of methods. Multiple stakeholder perspective was obtained using both qualitative and quantitative methods to obtain a 360 degree orientation. The approach being exploratory and descriptive, the model for the qualitative research design was kept interactive, adopting in depth interviews. This used broad areas of enquiry and questioning guidelines to provide adequate and pertinent exploration of various themes as the technique of preference. Likert scaling was used for the attitude survey. The overall approach was kept interconnected and flexible with reference to the Goals, Conceptual Framework, Research Question, Methods, and Validity.

The study concludes that many of the features of ECTS currently have no equivalents in the Indian system, though wide ranging initiatives in the areas of mobility, NQF and Quality as a follow up to the Bologna declaration, can provide a response to some of the challenges facing Indian higher education. The study also revealed a palpable space and a perceived need for a policy push in these directions.

EMPLOYEES' VIEW OF THEIR OWN LEARNING, KNOWLEDGE AND UNDERSTANDING IN SCOTTISH SMALL TO MEDIUM SIZED ENTERPRISES (SMES)

Linda Ahlgren
University of Edinburgh

The recognition of different types of knowledge is emphasised in European policy. The paper, *Making a European Area of Lifelong Learning a Reality* (EC, 2001) stated that recognition and validation of formal, non-formal and informal learning form a cornerstone in the lifelong learning strategy. Conversely, Hager and Halliday (2006) argued that an instrumentalist approach towards lifelong learning has led to a restricted sense of vocationalism and a focus on formal learning, competences and measurable outcomes.

In workplaces, qualifications such as Scottish Vocational Qualifications (SVQs) offer employees opportunities to recognise and accredit informal and non-formal learning through portfolio work. Initiatives such as these are likely to increase workers' recognition of different types of knowledge and enhance their learner identities. Service organisations seem more likely than manufacturing industries to influence workers' identities through different forms of learning since a significant part of what is sold is human interaction (Felstead et al, 2006). Whereas statutory training requirements promote training in the care sector, there are fewer external pressures on the production sector. Colley et al (2003) suggest that the vocational habitus - the values, attitudes and beliefs that dictate how the

worker should feel, look and act - shapes workers' attitudes and identities. Employees in the care and production sectors are therefore likely to possess different learning identities.

This analytical paper presents some of the findings of an EU Objective 3 Managing Progress Programme on basic skills provision in Scottish SMEs in the production and care sectors. Drawing on semi-structured interviews with employees, it explores employees' experiences of workplace learning and investigates how they view their own learning and what kinds of knowledge, skill and understanding they perceive to be recognised and valued. It considers how vocational habitus informs employees' identities as learners and recognition of formal, non-formal and informal knowledge, and allows for comparison between sectors (care and production). My findings suggest that employees in organisations that recognise and value different types of learning and knowledge were more likely to identify as learners and value their informal and tacit learning and feel that they can apply knowledge acquired in the community in their workplaces. The paper criticises a predominantly instrumentalist approach to workplace learning that focuses on job-specific skills and argues that employers, even in periods of recession, need to encourage employees to value a great range of knowledge. Strengthening workers' learning identities may increase workers likelihood to gain portable qualifications and to be able to compete in an increasingly insecure labour market.

RATTLING THE CAGES OF LEARNING: THE DEVELOPMENT OF A UNIVERSITY FLEXIBLE DEGREE FRAMEWORK.

Barbara Allan, Dina Lewis
Hull University Business School

This study focuses on the development of a flexible degree framework designed to transform the University of Hull's ability to engage with employers and meet demand side needs. The framework is designed to enable academic colleagues to respond to demands from employers and employees for more customised programmes, provide opportunities for credit accumulation over longer periods of time, recognise work based learning and offer bite sized modules in skills areas to meet immediate training needs. Fast track approval mechanisms have been built into the flexible framework's approvals processes. The framework:

- Increases pathways to meet specific specialist/employer needs
- Increases the availability of AP(E)L
- Increases recognition and accreditation for in house training
- Increases the availability of shared learning materials across the university
- Increases the availability of online resources across faculty boundaries
- Improves the university's business interface and increases responsiveness to employers

Inevitably establishing this new framework posed many challenges for a pre-92 university and a University-wide working group was formed in order to bring about this significant change initiative. Senior colleagues from corporate systems and quality areas worked with academics from each faculty. The group was chaired by the PVC for Learning and Teaching. This study uses Giddens's structuration theory, which concentrates on the relationships between human agency (micro level) and social structures (macro level), to analyse the interactions and outcomes of the working group. It reveals some interesting findings in relation to issues of power and professional practices and this helps to illuminate the use of working groups as agents for change in higher education institutions in the twenty first century.

MOVING FORWARD: A PARTNERSHIP APPROACH TO SUPPORTING STUDENT ENGAGEMENT AND ENHANCING THE FIRST-YEAR EXPERIENCE– A WORK IN PROGRESS.

Karla H Benske, Kevin Ward and Ruth Whittaker
Glasgow Caledonian University, Scotland, UK

In his speech to the Bologna Ministerial conference in 2007, Sjur Bergan states that

> […] our greatest challenge is perhaps to articulate a clearer vision of why higher education is crucial to our future. Preparation for the labour market *is* important, but let us *also* talk about higher education in preparation for democratic citizenship, personal development and the development of a broad, advanced knowledge base.

It is recognised that student progression and retention is directly linked to student engagement. Moreover, there appears to be a decline of civic engagement across the higher education sector. The challenges faced by universities are not only to educate students to become democratic citizens, but also to encourage and empower students, so that they can pro-actively participate in, and contribute to, institutional processes.

Additionally, the importance of encouraging university staff – from academic staff to learner support and administration – to participate in institutional processes of change cannot be ignored. Therefore, the aim should be a holistic, all-inclusive approach to civic engagement. This, in turn, fosters a sense of community and belonging.

Moving Forward is part of a coordinated institutional strategy at Glasgow Caledonian University (GCU) for transition and progression through partnership. The objective is to improve student retention and progression rates through an enhanced first-year experience.

An extensive consultation with all stakeholders (academic staff, students, support staff and administration) across the university was undertaken in order to identify the causes of lack of student engagement and progression; strategies currently in use to address these; and ideas for enhancing the student experience.

One of the outcomes of this consultation was a shared consensus on three main themes that emerged as focuses of action:

- Developing the independent learner
- Developing a sense of community/sense of belonging
- Enhanced communication

Underpinning all three themes was agreement that there is a need to encourage civic engagement and civic responsibility by pro-actively inviting more students to become involved in the decision-making processes of the university, whilst ensuring that members of staff are also given the opportunity to participate.

While Moving Forward aims to support the implementation of transition and progression support within the university as a whole and to encourage the sharing of practice, it relies on the support of the Students' Association to promote ways of student engagement – a considerable task, since GCU has an exceptionally divers student body.

A partnership approach appears to be the best solution for encouraging staff and students to become engaged in the process of institutional change. However, sceptics need to be convinced that an all-encompassing strategy, which combines student support, pedagogy, and employability, is the best way to ensure that students can become successful graduates *and* democratic citizens.

The paper will discuss issues and challenges in relation to the partnership approach employed by Moving Forward. It will also share the outcomes of the consultation and the developments, which are currently emerging. Furthermore, the experiences of the Students' Association, their work on the GCU Student Leaders Programme, and their involvement in developing the independent learner will be presented and discussed against the background of civic engagement of students.

AUTONOMOUS LEARNING STRATEGIES IN THE KNOWLEDGE ECONOMY

Paul Bouchard
Concordia University

Nature of the paper
This paper is a report on the findings of 2-year program of investigation sponsored by the Canadian government (HRSDC) in a program titled, "Essential Skills for the Workplace". The specific focus of our research was on one particular set of skills that we called the "development of autonomous learning strategies in the workplace".

Issues raised
Today's workplace is characterized by rapid change and constantly renewed pools of knowledge. It is widely recognized that training is often outdated before it can actually be implemented, and organizations are now turning to self-defined cultures of "self-directed learning". In order to get a closer look at this phenomenon, we focused our research on organizations that could readily be associated with the emerging "knowledge economy" in Canada. Our findings identify capacity-building opportunities, but also serious deficiencies concerning the perceived and actual ability of organizations to implement autonomous learning practices.

Relationship to literature
There are two trends of publications that constitute the foundation for this research. The first involves research into workplace skill building and the assessment of what constitutes "basic" skills for the workplace. The *Conference board of Canada* (2009) has published rather extensively on these two topics, the importance of which was

highlighted by the *International literacy surveys* (1994; 1996; 1998). In Europe, the situation was assessed by umbrella organizations such as the Commission of the European Communities (1994).

The second thread of literature relates to the phenomenon of autonomous learning itself. Early researchers such as Tough (1965) and Knowles (1980) had been setting the bases for the emerging concept of "self-directed learning". It was later picked up by the likes of Marsick & Watkins (1990), Candy (1991), Long (1992), and Carnevale et al. (1992). Today of course, the field of SDL is replete with research data and findings that cannot possibly be enumerated here.

Methodology

We set up a series of informal, semi-guided interviews with 28 employees in organizations readily identified as "knowledge economy" companies. These included economic sectors such as financial services, aerospace, medical services, social work, crime prevention and pharmaceuticals. The interviews were conducted over a period of 2 years. All interviews were transcribed and analyzed in order to identify patterns, trends and emergent problems.

Conclusions / recommendations

In the descriptive / analytic domain, our research identifies and describes 5 categories of autonomous learning strategies. The strategies are cognitive, affective, metacognitive, social, and mixed. Overall, each strategy is comprised of conative components (why we learn) and algorithmic components (how we learn).

In the axiologic / normative domain, we found a generalized lack of preparedness for autonomous learning, both on the part of management who expect it, and of employees who ultimately are responsible for it. Learner autonomy is increasingly the province of competition between economic and political actors who respectively anticipate it or promote it, without much regard at times for the learners themselves.

LEARNING WORK: INVITATIONAL QUALITIES AND CONDITIONS OF EMERGENCE

David Boud, Mary C Johnsson
University of Technology, Sydney

That learning can contribute to the conduct of work and the development of organisational practices remains of considerable researcher interest, as evidenced by Fenwick and Rubenson's (2005) meta-review of over fifteen hundred journal articles published during 1999-2004 on work-learning. How learning arises from work and the conditions that foster that learning have been examined in work-learning research predominantly from the perspective of the ways relationships between influences controlled by the organisation legitimise or undermine the learning practices of individuals in the organisation (Billett 2001a, 2001b, 2001c; Bryson et al. 2006). While providing a useful conceptual vocabulary, this notion of organisational affordances nevertheless reinforces an implicit emphasis on causation by tending to isolate features of the work environment that can be manipulated to increase the probability of learning.

The concept of *emergence* from complexity theory suggests that the social world and causation is complex and that new properties and behaviours can emerge that cannot be predicted from knowledge of initial conditions or constituent elements (Mason 2008: 35-36). In attempting to further unpack the relationship between work and learning, we use the notion of emergence to discuss the conditions under which learning arises from performing everyday work in two organisations that we recently researched through qualitative case study methods.

In comparing work practices between a local government council and a utility company, we show through researcher observations and employee self-reported comments, how people's experiences of work are seen through everyday organisational activities, events and material arrangements that serve the goals and purpose of work. We have noticed that learning occurs in both these organisations in some situations but not in others, despite concerted efforts by management to create new affordances to foster learning. One example of when learning can emerge (or not) is from the experience of 'acting' in another person's job when for example, the manager goes on leave. For some, this temporary activity is a matter of 'keeping the seat warm' whereas for others, it creates opportunities to perform in different interpersonal ways, contributing to transformed perspectives about original roles in relation to 'acted' roles. We believe the differences cannot simply be attributed to different employee motivation or employer expectation. Rather, they result from a complex combination of situational factors that generate invitational patterns from the various understandings and interactions among actors doing collective work in their environment.

In our discussion following the empirical illustrations, we highlight how this orientation towards conditions of emergence focuses the analytic lens on what is possible from the combined effect of contextual and expectational factors. In particular, we examine the relevance of Davis and Sumara's (2006) concepts of, for example, internal diversity, enabling constraints and neighbour interactions, developed for educational learning contexts that we apply to organisational learning contexts at work. We conclude with commenting on the benefits and limitations of considering conditions of emergence as invitational opportunities that expand what is possible when work practices also become learning practices.

NO NAME, NO VALUE: ACKNOWLEDGING NEGLECTED OTHERS IN LIFELONG LEARNING IN THE WORKPLACE

David Boud, Donna Rooney
University of Technology, Sydney

This paper explores learning-conducive workplace relationships in an effort to trouble policy discourses of lifelong learning that continue to present individual learners as self-directed and autonomous (Jarvis, 2009; Oane, 2009). There is little doubt that the discourses of lifelong learning have heightened our awareness of learners. Indeed, it is the contemporary interest in learning, as it pertains to increasing productivity of workplaces, which has carved out a legitimate space for researching workplace learning, *and* for the naming of learning and learners at work. Yet despite the ease in which learning and learners are named in sites beyond educational institutions, there has been a dearth of research that notices and names *others* that may be implicated, and the relationships in which learning is realised. With our researchers' gaze focused on the naming of learning and learners, have we neglected to notice others involved in learning-conducive workplace relationships? In this paper we explore these relationships, their practices and those who constitute them.

In contrast to many ways in which 'lifelong learning' has been taken up, there is consensus among researchers and practitioners that learning is a social act. From Freire's 'dialogue' (1972) to Lave and Wenger's 'communities of practice' (1991), learning is understood as embedded in social relationships. An important aspect of much workplace learning *is* the relationships, and it is through these relationships that learning is realised. We begin this paper then, by noticing workplace relationships and the workers that constitute them. This leads us to ask who is involved. Learners are necessarily involved, but we have seen (and continue to see) others in our data. To date we have tended to refer to these others as work colleagues, or peers, or workmates and so forth. However, these generic terms are not helpful in drawing attention to the important role these others play in learning at work and how they might operate.

While we understand that what is not named cannot be valued, we are also aware that *naming has its own dangers*. The name given to these others will do work of its own, and we struggle with this—but how do we acknowledge the value of these others and their relationships without naming them? It is with this danger in mind that the paper then turns to discuss how the contributions of others in learning-conducive relationships can be acknowledged. We consider (and dismiss) various options, and then cautiously propose the idea of 'co-producers' in acknowledgement of the co-produced outcomes of these relationships (Dunston et al, 2009).

Finally, the paper concludes by suggesting three features of learning-conducive relationships. We suggest that they are often *horizontal*, *dialogic* and *reciprocal*. First, by horizontal we mean those involved are not necessarily positioned in supervisor/subordinate roles. Next, by suggesting that these relationships are dialogic we draw attention to their co-productive processes. Thirdly, through naming reciprocity we further complicate the possibility of individualised learning at work that has been valorised in the discourses of lifelong learning.

LEARNING ABOUT TEACHING AND LEARNING: A CASE FOR PARTNERSHIP

Jim Bradley, Richard Dockrell
University of Stirling

In the UK, and indeed across the European Union, education policy aims to create a European 'Area of Lifelong Learning' for all citizens, so that they have greater security of employment, can deal with intercultural, pluralistic social contexts, and are able to play an active part in democracy and the market economy. Adult education is of crucial significance in this effort. There is no common approach to the provision of adult education and, therefore, no standardised initial and in-service training for specialist adult educators, although there is common agreement on its benefits. OECD and UNESCO studies show that in many industrialised countries between 30% and 50% of the adult population participate in some sort of organised adult education, which is the fastest growing sector.

We aim to examine the delivery of Developmental Education in the United States and consider whether there are lessons to be learned for the UK and Europe and patterns activity to be shared with respect to the development of adult educators.

The research focuses on the professional development training offered by the Kellogg Institute at Appalachian State University. Alongside this study we will look to work with colleagues in the U.S. to exchange experiences of U.K. and European approaches to the development of adult educators, with the intention of contributing to adult education practice in the United States.

AN ANALYSIS OF THE PROBLEMS OF ADULT EDUCATION PROGRAMME IN PLATEAU STATE, NIGERIA: IMPLICATION FOR POLICY IMPLEMENTATION

Ibrahim Bulus
University of Jos

The paper posited that Adult Education has been adopted as a veritable channel for life long Education and that when properly harnessed would be an instrument par excellence in realizing the millennium Development Goals (MDGS). With this in mind, the paper, a survey Research design, employed the use of questionnaire, interview, documentary and participant observation techniques to obtain relevant data. Data obtained were analyzed using chi square and T-test. The paper established among others that Adult Education programmes in Plateau State, Nigeria need to be strengthened with due regards to the strengths, weaknesses, opportunities and threats in running the programmes.

NON-FORMAL LEARNING AND SUCCESS AT UNIVERSITY: THE ROLE OF PEER MENTORING PROGRAMMES

Hazel Christie, Caroline Moffat
Napier University

This paper, on the relationship between student mentoring and academic success, draws on evidence from an on-going project based at a modern university in Scotland. This project matches new students (mentees) and experienced peers (mentors), with a view to better supporting the mentees to the successful conclusion of their degrees. One key aim of the programme is to promote and to develop relationships amongst students which facilitate and encourage non-formal learning. Research indicates that social participation of this kind is a significant factor in facilitating successful transitions to university-level study. However the role of peer mentoring in these learning and transition processes remains relatively neglected.

In this paper we analyse and discuss evidence gathered from 70 students participating in a mentoring project. Formal evaluation of the project allows us to contribute to emerging debates about the role of peer support in learning processes. In particular we draw attention to the link between mentoring and social participation and to the relationship between peer support and informal learning. As well as stressing the benefits of the mentoring programme we attend to the practical and logistical problems it raises. We conclude by charting the enormous potential of such programmes to enhance student well-being, and provide good practice recommendations on implementing and developing such a programme.

A QUESTION OF TIME? STUDENTS' ENGAGEMENT WITH LEARNING COMMUNITIES

Hazel Christie, Napier University
Vivienne Cree and Junny Hounsell, University of Edinburgh

This paper, on the relationship between student engagement and academic success, draws on evidence from an on-going longitudinal project based at an elite university in Scotland. The project tracks the progress of a sample of 45 non-traditional students who entered university with higher national (HN) qualifications and with significant work experience. The key aim of the paper is to investigate how students' knowledge of, and engagement with, learning communities changes over time. Research on learning processes indicates that informal knowledge of this kind is a significant factor in facilitating successful transitions to university-level study. However the role of time in these learning and transition processes remains relatively neglected, and the majority of research focuses on the experiences of first year students.

In this paper we analyse evidence gathered from students at critical points in their academic career: as they move into the first year of study, and, crucially, on into subsequent years. Tracking the temporal structure and rhythm of the students' engagement with university provides a more complex analysis than is currently available of how individuals acquire informal knowledge and become successful learners. In particular we draw attention to variations in the issues and concerns raised by the students in their first year versus those raised by the same students in later years of study. We show that learning about, and understanding, the community of practice is a major concern in first year, particularly in relation to the knowledge the students have already acquired though work-based learning and skills development during their HN qualifications. In contrast, we show that students in later years grapple with the academic demands of their course including the rate at which new material is introduced and the sharp rise in the

amount of work expected of them. As well as charting these differences through time we attend to the dynamic transformation of students and their learning communities. We conclude by stressing the benefits of a longitudinal perspective in widening debates about academic success.

COMPLEXITIES OF RESEARCHING LEARNING WHILST WORKING AND PARTICIPATING IN PARTNERSHIPS

Graham Clark
New College, Telford

The study at the heart of this paper explores the 'burgeoning world of partnership' (Stoker, 2005) that has become evident in recent years. The increasing numbers of partnerships within the UK public sector may reflect a desire for more 'joined up' government and the increasing complexity of the issues governments seek to address. This may involve multi-agency or other forms of co-operative working in the provision of services in a variety of areas including education, health and social care (Lacey, 2001). A similar trend is evident across the EU in the increased integration of social services and the emergence of co-ordinated networks (Schultze and Wirth,1996). In the UK the formation of partnerships involving a mix of private, public and sometimes voluntary sector participants appears to be an important phenomenon.

The research approach derives from my professional journey through the territory of partnership working. This partnership landscape is complex, multi-facetted and multi-tiered and is a key part of this research study. Researching your own professional world, particularly where this world itself is complex and changing is difficult. It demands an approach that is necessarily adaptive and flexible. This appears to be resonant with the 'messy method' described by Mellor (1998, 2001). This form of participant research raises methodological questions and issues.

This paper outlines the research process involved in an on-going ethnographic study of four case study partnerships and involves multi-case study methods. Data collection makes use of semi-structured interviews, observation, diary keeping and documentary evidence. In discussing multiple case studies Yin (1989) takes a strongly empiricist stance involving a 'replication design', in contrast, Nisbet and Watt (1980) place a stronger emphasis upon process and suggest boundary definitions are often uncertain, reflecting their more interpretative approach. The latter approach is resonant with the intricacies and fluid boundaries of the case study partnerships. This is especially evident where there are interrelationships between multiple partnerships.

My own professional journey has been recorded throughout the study via reflective diaries and, as suggested by Edwards and Talbot (1999), such diaries can be classified as findings. The complexities of researching learning whilst working and participating in the partnerships and learning oneself is providing some rich data and implications for research into learning which may be considered to be non-formal and community-based.

The four case studies vary in purpose, scale and context. One is a 'grass roots' regeneration partnership in a small market town. Another partnership is a network of separate education and training providers delivering e-learning over a region. Whilst some of the case study partnerships have an educational function, this study is primarily concerned with investigating learning within partnerships. The study considers the learning that occurs in partnerships and how partnerships develop, learn and adapt. The emerging findings may have a particular relevance for lifelong learning in the context of increased participation in partnerships and partnership working.

MEASURING THE SUCCESSFUL IMPACT OF WIDENING ACCESS POLICIES IN THE UK

Paula Cleary
Glasgow Caledonian University

The proposed paper is a discussion paper, submitted under the theme of 'Equity and social justice'. It raises issues about how we measure the 'success' of widening access policies in the UK and suggests that current indicators of success – primarily quantitative in nature – are insufficient for effective evaluation. The paper will be contextualised by reference to UK and Scottish government policy documents and other relevant literature in the field.

This discussion paper argues that the evaluation of current UK policies on widening access to lifelong learning rests too strongly on an assumption that widening access and social inclusion automatically lead to greater social justice and equality. The paper argues that this rather simplistic formula underlies much current UK and Scottish government thinking on education and lifelong learning, assuming that education and lifelong learning act as a panacea for social and economic ills. Such a belief has direct implications for how the 'success' of widening access policies are evaluated.

According to the Office of National Statistics, income inequality in the UK widened between 2004/5 and 2006/7. Similarly, the wealthiest 1% of the UK population owned 17 % of the wealth in 1991, but 21% in 2003 (ONS, *Social Trends* Report 38, April 2008). These figures indicate quite clearly that the inequalities between rich and poor (measured in relation to both income distribution and wealth ownership) continue to be significant. At the same time, the numbers of students in full time further and higher education have increased significantly. These statistics belie the assumption that increased access and social inclusion lead to greater social justice and equality.

The paper argues that if policies on widening access are to cohere with strategies of social inclusion, social justice and community participation or active citizenship – strategies which are assumed to lie at the heart of economic and social regeneration - this woolly thinking around widening access has to be reconsidered. Clearer aims and objectives for widening access policies need to be devised in line with other government targets and strategies. There also needs to be stronger awareness in political circles of the structural nature of barriers to access, inclusion and equality. Only with such awareness can realistic policies for evaluating the success of widening access be conceived.

This paper discusses aspects of widening access policy in the UK and Scotland, exploring links between issues of access, inclusion, social justice and community and economic regeneration. The paper suggests that our understanding of 'widening access' to lifelong learning needs to be re-conceptualised – from a simple association with the idea of increasing the numbers participating in education and training (i.e. 'quantity of access' – e.g. T. Clark[2000]) to a concept which embraces notions of 'quality of access'. Such a re-conceptualisation switches emphasis to focus on the educational *experiences* of those people accessing learning opportunities as well as the number of opportunities being made available and the patterns of participation. Such a switch in emphasis draws attention to the fact that increasing numbers is not in itself a measure of successful participation. Attention must also be paid to the types of learning, training and (later) employment opportunities being made available, the real needs of learners in terms of both 'hard' and 'soft' skills, and the quality of the learning and training experience itself.

Measuring the success of widening access has never been straightforward. There is sometimes an assumption that it should be measured in terms of its impact on communities in terms of improved levels of income and equality. This is, however, a totally erroneous relationship. 'More education' does not equal 'more equality' – and never will. Instead, the success of widening access policies needs to be evaluated not simply in terms of quantitative factors, but also in terms of the qualitative experiences and perspectives of learners themselves. As Liz Thomas (2000) expresses it – evaluation is not just about 'bums on seats' but should also be about 'listening to voices'.

<div align="right">Paper 014</div>

COMMUNITY-BASED ADULT EDUCATION: TOO CLOSE TO HOME

Allie Clemans
Monash University

This paper considers the positioning of community-based adult education in Victoria, Australia within the broader policy agenda around life long learning. It will briefly present an overview of adult community provision to establish its place as a legitimate sector offering accredited and non-accredited learning opportunities, often to disadvantaged adults who have not had access to mainstream educational institutions. It will argue that, despite the rhetorical location of adult community education in Victoria as a legitimate and important sector of post compulsory education and as platform on which the government's lifelong learning agenda is realised, perceptions held of it devalue the significant pedagogical work that is done within it and the outcomes it achieves.

This paper views the adult community learning space as a spatial construction. By drawing on ideas within feminist and postmodern geographies (for example, Gibson-Graham, 2002; McDowell, 1999; Massey 1994; Phelan, 1996) the paper presents a spatial analysis of community in order to allow ways of seeing the positioning adult community education space - traditionally and consistently marginalised and devalued, despite its significant impact on 'second chance' learners.

This analytical/ discussion paper draws on a textual analysis of qualitative interview data collected as part of my doctoral work and subsequent research projects undertaken (Clemans, 2005; Billett et al., 2005; Seddon et al. 2008) to highlight the way the in which adult community education in Victoria is positioned, perceived and (mis)understood.

The analysis explores the perceptions of the adult community education space held by those working within as well as those outside of the sector. These perceptions suggest that a consistent emphasis on care overlays notions of unpaid, private and domestic work onto those who work in the community learning space. The pedagogical work conducted within this learning space adopts images and practices of home (in which care and compassion are central). On these bases, I suggest that the term 'homespace' aptly captures the domestic and care orientation that imbues the educational work carried out in the community.

There are important implications flowing from this. Such a notion of 'homespace' can affirm the role of this sector in marking its contribution to lifelong learning. It has capacity to describe a particular pedagogical approach to complement other more institutionally-oriented adult education programs.

However, it is the relatively marginal position of this community learning space and the relatively lower levels of funding it attracts (in comparison with other more powerful educational institutions) and negative perceptions of the cultural capital associated with the educational outcomes achieved here that signal that the spatial construction of this space as 'homespace' may, indeed, form solid reasons for maintaining its marginal positioning despite the important educational work it carries out.

In closing, this paper will signal some of the ways in which the adult community education space in Victoria, as 'homespace', can emerge as both a powerful and constructive space in which robust professional practice among teachers can be named and claimed. In these ways, adult community education in Victoria, Australia can proudly stake its place for the solid contribution it makes to life long learning for the adults learn who learn there.

RESPONDING TO DEMAND? - AGRICULTURAL TRAINING FOR WOMEN FARMERS

Kathleen Collett
City & Guilds Centre for Skills Development

This paper considers the rationale, and a methodology, for investigating the demand for agricultural extension services among women small holder farmers in Africa. It is part of a larger research project (still in progress) which seeks, in part, to ascertain what kind of agricultural extension services are demanded by women smallholders, and how this stated demand compares with the perceived demand for agricultural extension by this group among trainers and policy makers.

The literature on extension services tends to take demand for agricultural services for granted, on the hypothesis that productivity-boosting training will improve livelihoods, and is therefore clearly desirable. It is widely acknowledged that agricultural skills training is an important part of enabling small subsistence farmers to produce the increased and reliable supplies of high quality outputs they need to benefit from the agricultural value chain, and move into commercial operations. The factors which affect the uptake and implementation of training are extremely complex, however, and there are many factors which may prevent farmers from realising the benefits of agricultural extension.

Women smallholders often face extra challenges, and there is a substantial literature which looks at the constraints women face in applying productivity-boosting agricultural innovations to their farming practice. These include lack of technical knowledge, lack of market knowledge, barriers to engaging in training and lack of authority in production decisions, as well as contextual issues such as access to credit and/or capital, market knowledge, land ownership and poor rural infrastructure. Much of the literature dealing with extension services for smallholder women, however, assumes that training which helps women overcome these constraints will also be demanded by the pool of potential trainees.

The demand for training should not be taken for granted, however. The assumption that smallholders, and women smallholders in particular, demand (whether implicitly or explicitly) the training identified by researchers and policy makers as addressing the constraints to higher-productivity agriculture may not be justified, as it implies that both the priorities of the trainees and their identification of training needs to meet these priorities match those of the researchers and policy makers. The literature looking at this assumption is sparse, but the few studies that have explicitly examined women smallholders' demand for training, have found that when women evaluated training opportunities against other benefits, for example, it was by no means certain that training, let alone the suggested training, was the solution that they demanded, even when the problems that affected them were correctly identified.

The paper presents the argument that a better understanding of the demand for agricultural training among women smallholders can provide a more accurate measure of the priorities and perceived constraints of potential trainees, and can support the development of training provision which better meets the needs of the group in question. It outlines a methodology for conducting a training demand analysis which compares demand for training from women smallholders, trainers and policy makers, examines some of the problems of demand for information in the context of agricultural smallholders, and it outlines how the findings might be used to both stimulate demand, and align with it supplies of agricultural training.

RE-ORGANISING THE TEXTS OF LIFELONG LEARNING

Jeannie Daniels
Liverpool Hope University

The growth of lifelong learning over the last decade into a major educational force that both drives and is driven by economic pressures has been accompanied by a 'shift' in its educational focus. Within the critical literature a key issue has emerged around the implications of this shift and the accompanying dominating discourse that has developed: a discourse that strongly influences ideas about the purpose and practices of learning. Although its language assumes inclusivity, this lifelong learning discourse has in fact been identified as an exclusionary discursive framework.

This paper takes a critical perspective to interrogate the language of lifelong learning in which are embedded explicit value-sets and descriptions of learners; and that organize, in particular ways, ideas about what constitutes knowledge. To interrogate these concerns, identified by authors such as Brine (2006), Burke and Jackson (2007) and Gouthro (2007), a theoretical approach is applied to issues of exclusionary discourses using Dorothy Smith's (1999) notion of 'organising texts'. An exploration of this theoretical notion reveals how such texts work to normalize and replicate existing value sets. One such set of values assumes inclusion whilst in fact entrenching the invisibility of those whose experiences sit outside the discursive framework.

Using Smith's notion, these assumptions can be made visible and the dominant discursive framework can be challenged: using the example of recent doctoral research I apply the notion of 'organising texts' to demonstrate how these organising texts operate in an educational setting: in this case Vocational Education and Training (VET) for mature-aged women in Australia. In this study, three layers of regulation are identified within these texts, each layer working in some way towards constructing and normalising the limits outside which learners, learning and experience itself cannot be conceptualized: through the control of language; through coercive forms of participation; and by forcing compliance to the needs of the 'knowledge economy'.

This Australian study also finds that research methodologies are needed that 'step outside' the conceptual spaces of these organizing texts, and explains that simply applying existing strategies and tools to these issues serves only to replicate and re-inscribe already identified problems, not only for some lifelong learners, but also for educators and providers.

The approach used in the Australian example lends itself to application in many diverse lifelong education settings, where it can be used not only to identify the existence of organizing texts but also to show a range of ways in which they operate to make invisible the experiences of those individuals and groups who remain outside the current framing of lifelong learning provision. This notion of 'organising texts' offers a alternative research lens for differently researching issues of problematic discursive and conceptual frameworks operating in lifelong learning that can be applied across a range of international lifelong learning provision.

DUMPING GROUNDS OR MEANINGFUL EDUCATIONAL EXPERIENCE?
THE INVOLVEMENT OF SCOTLAND'S COLLEGES IN THE EDUCATION OF DISENGAGED YOUNG PEOPLE

Janet Davidson
Adam Smith College

The research examines the discourses surrounding disengaged young people, particularly those under the age of 16, and how these discourses are promulgated, most notably within policy documents. This is a qualitative piece of research, based on semi-structured interviews with 13 students and three staff from two of Scotland's Colleges, sitting alongside a discourse analysis of policy documents from 2000 to 2007. Within the interviews, consideration is given to the voices of the young people themselves: how their college experiences compare to school and how they view themselves over this transition period. These experiences are considered alongside policy in this area and how it has developed since the Beattie watershed of 1999, particularly with regard to the role of Scotland's Colleges in making provision for these young people.

The debate surrounding the involvement of colleges in the provision of education for this group of young people touches on issues of social justice and the construction of children and young people, as well as throwing up questions about the roles and identity of Scotland's institutions, including schools and colleges. Among the questions it raises about Scotland's Colleges are issues of pedagogy and of the professional status of its teaching

staff. Ultimately, it proposes that Scotland's Colleges are uniquely placed to seek ascendancy in the post-school sector, welcoming and developing the role that they now play in the transition of young people to adulthood.

"EDUCATIONAL AND SOCIAL POLICY CONCERNING SOCIALLY VULNERABLE GROUPS IN GREECE. IS IT REALLY EFFECTIVE?"

Helen Dimitriou Fragkou, Papastamatis Adamantios, Valkanos Efthimios
University of Macedonia, Greece

As we move on to more developed societies, the number and quality of needs increase. The satisfaction of any individual need is related to the terms and conditions of employment. Hence, a major question arises: Are the educational and working conditions and the educational and occupational opportunities the locus of individual needs' satisfaction? Is society able to accommodate the individual wishes and expectations?

Despite the remarkable advances in the european labour market, Greece included, there are some burning issues that need to be addressed. Unemployment, particularly in those who belong to the socially vulnerable groups, remains in high levels. This happens because the social exclusion is usually described in numbers, without anyone giving importance in its causal reasons, its characteristics and its repercussions. At the same time, the greek social and educational policies regarding unemployment fail to integrate the european policies and practices, habits, behavioural patterns, expectations and mentality.

The aim of this paper, which is **a report on completed research**, was, on one hand, to examine if there are differences between the european and the greek educational and social policies against social exclusion; on the other, to demonstrate the usefulness of needs' investigation in order to fight more effectively deteriorating social phenomena, such as illiteracy and social exclusion.

In order to respond to these issues, we, firstly, conducted a bibliographical research to examine the application of EU strategies against social exclusion in Greece, via the promotion of continuing education and programs of employment. Secondly, we conducted a case study, which focused on individuals that belong to vulnerable social groups and live in Polichni, on the west suburbs of Thessaloniki- Greece. Firstly, we decoded and analysed quantitatively the profile of 1178 service users of the Office of Social Supporting Services on education and employment (O.S.S.S.) of Municipality of Polichni (June 2003 - May 2007). Secondly, we conducted semi-structured interviews to investigate qualitatively their background, the way they cope with unemployment or social exclusion, the occupational and educational opportunities provided by public job centers etc.The research was based on the information (demographic, financial, social, educational) of a database that was created by the Health Ministry and Social Solidarity (H.M.S.S.) and was used as a tool for intake of personal history of the people that were served by the O.S.S.S., by the counselors. Due to lack of its effectiveness, we re- planned it, adding the important information that was missing, and the new database was adopted by the H.M.S.S. For a more complete profile of the participants information was used from their interviews, their background, as well as the personal timetable of activities of the counselors.

The research showed that there are underlying phenomena that do not facilitate the access to the greek labour market. Some of these factors were: the blind compliance (rather than functional integration to present need) to the european policies, the lack of basic professional qualifications and competencies, the existence of discriminations and stereotypes in the frame of the educational and social policies the implementation of un- targeted educational training programs etc.

Finally, we critically discussed the findings, we concluded by formulating proposals for future research on effective educational and social planning.

DISCIPLINING AND CAJOLING THE VULNERABLE SELF: THERAPEUTIC ASSESSMENT OF YOUNG PEOPLE WITH 'COMPLEX NEEDS'

Kathryn Ecclestone
Oxford Brookes University

Over 30 years, changes to assessment purposes and practices have changed the content, processes and outcomes of learning, particularly for adult learners and young people deemed to be 'non-traditional' participants, or characterised as 'disaffected' and 'disengaged'. In particular, they have changed what educators regard as equitable, socially just assessment and pedagogy. Early advocacy of alternative forms of assessment, such as credit frameworks, unit-based assessment, records of achievement, portfolios, reflective journals, negotiated projects, outcome and competence-based assessment, saw social justice and equity as rooted in widening access to existing forms of knowledge and skills. This involved demystifying knowledge and assessment criteria, extending relevant and valid knowledge to certificate personal knowledge and experience as a basis for formal accreditation to build

confidence and to enable transition to formal qualifications, enabling thousands of workers who had not previously had the chance to gain work-based qualifications and enabling transfer of credit between qualifications and sectors (see, for example, UDACE 1988, UFACE 1994; Jessup 1991).

Current imperatives include the need to assess 'learning to learn skills', reflexivity and self-awareness, emotional literacy and other life and personal dispositions and attributes, and to diagnose and build confidence and self-esteem for those deemed to be 'vulnerable', 'at risk' or having 'fragile learning identities' (see Ecclestone and Hayes 2008). The idea that education should develop self-esteem, confidence and emotional well-being as part of general well-being is linked increasingly to notions of social justice as integral to human rights (Ecclestone et al 2008). In schools, lack of opportunities for children to participate in assessment processes that are personally relevant, allow learner 'voice' and enhance well-being is presented as a transgression of human rights legislation.

One effect is to expand the idea that socially just, equitable assessment enables wider access to the testing, examination and recording of externally-defined knowledge and skills to include the diagnosis, assessment and recording of emotional dispositions, attitudes and attributes alongside social and personal skills, as part of 'personal' and 'emotional' capital. Indeed, it can be argued that the latter is increasingly replacing the former. Such developments emerge naturally from confessional pedagogy and assessment which began in adult and further education in the late seventies, rooted in Rogerian individual and group counselling. Tutors encouraged young people and adults to explore and share these aspects of themselves, and to record them in records of achievement. Although these practices are now commonplace, contemporary forms of assessment rooted in different branches of therapy go much further than earlier forms of outcome-based assessment in confession and subsequent discipline in setting and monitoring behavioural and attitudinal targets (see Edwards and Usher, Turner 2007, Ecclestone 2009).

Such developments reflect an important shift in what we regard as equitable and socially just assessment. This paper draws on recent empirical studies of assessment in post-compulsory education, analysis of the rise of therapeutic education and an ESRC seminar series that explores how emotional well-being is linked to social justice (Ecclestone 2009; Ecclestone et al 2008). It evaluates how changes in the goals and practices of assessment attach growing significance to emotional and personal aspects of the self, both reflecting and changing ideas about the human subject, rooted in an 'emotional epistemology'. If arguments in the paper are valid, this changes fundamentally both the human and 'curriculum' subject of lifelong learning.

CURICULUM-MAKING IN VOCATIONAL EDUCATION: TRANSLATING TOKENS?

Richard Edwards
University of Stirling

This paper explores the practices of curriculum-making in vocational education. Drawing upon a completed research project, funded by the ESRC, it takes one of the cases from that study, curriculum-making in Hospitality in a Scottish further education college, to explore the ways in which the prescribed curriculum are translated into the enacted curriculum. Much of the existing dominant discourse focuses on curriculum-making as taking place through practices of implementation and dissemination. This can result in linear notions of curriculum-making, and the attempt to eliminate factors that produce differences between the prescribed and enacted curriculum e.g. lecturer proof teaching materials. By contrast, this paper explores curriculum-making as an inherently messy practice.

The empirical data are derived from cycles of kitchen and classroom-based observations and interviews with staff and students in the teaching of a unit on a Hospitality course across one term. These have been used to construct a detailed case study based upon thick description. They have also been analysed thematically to identify the key actors impacting upon the translations of the described curriculum.

Theoretically, the paper draws upon actor-network theory, to identify the ways in which organisation, artefacts, teachers and students are translated by the unit descriptors, mobilising the inscribed learning outcomes into enacted practices. Unit descriptors – the prescribd curriculum – are taken to be tokens that are translated through the practices of curriculum-making, both passed on but also transformed in the process. Here curriculum-making is taken to be inherently non-linear.

The paper therefore suggests that, while much vocational education is governed by outcomes-based approaches that seek to equate learning across different settings, the curriculum-making practices to support such outcomes are inherently multiple.

POLICY NETWORKS AT PLAY IN THE KNOWLEDGE ECONOMY:
WHAT'S NEXT FOR UNDERSTANDING PROFESSIONAL LEARNING

Tara Fenwick
University of British Columbia

Nature and Background of Paper

Focusing on the conference theme of *Work related learning and skills development*, this paper examines the proliferation of diverse and even conflicting state policies addressing lifelong learning that have been released simultaneously, and considers their implications for professional learning in workplace practice. The discussion is based on content analysis of federal policy documents in Canada for initiatives such as Knowledge Matters (HRDC 2002), Innovation Strategy (HRDC 2002), Essential Skills (HRDC 2005) and Workplace Skills Initiative (HRSDC 2007) and associated incentives, tools and audit instruments. Working with concepts associated with actor network theory articulated by Latour (2005), Murdoch (1998) and Callon and Law (2002), the paper argues that the proliferation of Canadian policies related to lifelong learning has proceeded through multiple networks mobilizing heterogeneous actors. These diverse networks activate conflicting notions of knowledge and learning as collaborative innovation on the one hand, and individual skill measurement and remediation on the other. They circulate simultaneously in the workplace in ways that can order and mobilize conflicting arrangements of practices, environments, and performances. The argument explores what these co-existing yet discontinuous orderings of lifelong learning yield for professional learning, both in terms of their more calculating, controlling consequences and their possibilities for more generative non-calculation, ambiguity, and undecidability.

Issues Explored

In Canada, where education is governed and delivered provincially, federal policies and official statements related to lifelong learning intended to promote the knowledge economy must tread carefully. Federal initiatives launched since 2002, when "Knowledge Matters" (HRDC 2002) was released, have aspired to influence work-related education and skills development through various indirect means: valuing particular forms of knowledge, emphasizing specific processes and priorities for learning, allocating responsibilities for provision of learning opportunities, and generally framing particular attitudes and understandings of workplace learning. Two main issues will be explored through an analysis of four federal policy initiatives that each embed distinct and conflicting understandings of what a knowledge economy is, how lifelong learning is related to it, and how learning and knowledge come to be generated. The first issue is how these initiatives have proliferated – the process through which they have enrolled heterogeneous entities into extended and durable networks that effectively bypass provincial educational policies. The second issue is the distinctly different networks mobilized by these initiatives. One continues to emphasise *skill* acquisition in a conventional deficit-oriented, individualist and universalist model of work education, where the educational goals are upskilling through control and measurement. The other urges *innovation* as the prime mover of the knowledge economy, where the goals are formulating (and attracting) a 'creative class' through environments appropriately conducive to invention.

Conclusions: Implications for 'What's Next in Lifelong Learning"

In effect, diverse policy networks such as these two entwine in what Murdoch (1998) might call networks of prescription and of negotiation, producing not only calculable professional performance but also, in their multiple proliferations, the slips of ambiguity that allow what Callon and Law (2002) propose to be non-calculable spaces. In these spaces, these fractures among the networks, lie generative possibilities for professional learning that is locally inventive and undecidable as well as regulated and highly deterministic. The paper concludes by examining the forms of research that might be most helpful vis-à-vis lifelong learning policy and professional learning. That is, to trace the diverse knowledge circuits mobilized in professional practices by learning policies: their complex intersections, dependencies and tensions. This sort of analysis moves beyond linear or hegemonic notions of policy implementation to explore the multiplicities of heterogeneous actors and policy networks at play, the spaces thus created, and the sorts of learning that emerges.

A CASE OF ADOPT AND ADAPT: HOW FACILITATORS OF CONTINUOUS MINISTRY DEVELOPMENT COURSES USE THE PRINCIPLES OF ADULT EDUCATION AND ACTION LEARNING IN FACILITATING CLERGY'S LIFELONG LEARNING

Leizel Frick, CW Burger
Stellenbosch University

Every person that practices a profession needs to understand the evolving nature of its central mission, to be aware of relevant new developments in its basic disciplines, to improve competence, to use the theories and techniques of innovative practice to apply the ethical principles required in a constantly changing work and social environment.

Houle (1980: 307)

Clergy as professional practitioners, regardless their denomination, are no exception to Houle's (1980) view on continuing education. They, like other professionals, have to constantly position and reposition their practice in an ever-changing world. Martin (2007) describes the role of the minister as one of the most public of all professions, as clergy are constantly watched by denominational offices, their congregations, and the wider communities in which churches function. Foster, Dahill, Goleman & Tolentino (2006) adds that their professional practice is multi-faceted and demanding, as they are regularly required to preach, teach, lead worship, conduct meetings, preside over ceremonies and rituals, write books and articles, pray with individuals and groups, express theological perspectives on policy issues in religious and civic meetings, and mediate conflict in an ethical manner. Whilst pre-service training of clergy tends to be rigorous, newly ordained ministers are often confronted with issues that fall outside the scope of their seminary training. Experienced clergy, on the other hand, need to adapt to the changes and challenges brought about by societal and cultural changes and advances in technology that also influence congregations today (Foster *et al.,* 2006). Continuous ministry development is presented as an avenue through which clergy may enrich their learning, development and practice (Martin, 2007).

Lifelong learning through continuous ministry development is not a new phenomenon. The early work of Gamble (1960), who implemented the *Continuing Theological Education of the American Minister* survey, laid the foundation. He continued with the work in the 1982 Society for the Advancement of Continuing Education for Ministry (SACEM) survey in both the USA and Canada (Gamble, 1984). Bird's (1976) study of ministry and professionalisation provided key insights into problems faced in parish ministry, while Rouch (1974) shed light on effective continuing education for competent ministry. More recent studies (Kenny, 2002; Klimoski, 1989; Lord & Bryan, 1999; Martin, 2007; Reber, 2000; Ricciuti, 2003; Settlage, 2000) add to our understanding of current issues in continuing ministry development. Many of these studies relied on the principles of adult education (Mezirow, 2000; Merriam & Brockett, 1997; Knowles, 1984), and in particular self-directed learning (Brookfield, 1986; Mezirow, 1995; Tough, 1979), critical reflection (Brookfield, 2005) and transformative learning (Merriam, Caffarella & Baumgartner, 2007).

Although these studies provide valuable insights into continuous ministry development, the theory and practice within a South African context has not been well developed or documented. South Africa provides a unique context within which to study continuous ministry development, as recent socio-political changes have had notable influences on communities served by churches and have lead to the integration of denominations segregated under the previous political dispensation. A system of continuous ministry development in the South African context had not existed before.

The **purpose** of this paper is to investigate the development of lifelong learning through a continuous ministry development system in order to facilitate clergy's role as change agents in communities. The **context** of this paper is the newly developed continuous ministry development programme at the Faculty of Theology at Stellenbosch University. An interpretive **approach** is followed to provide insights into the ability of facilitators of the various courses to use adult education and action learning principles to develop short courses in continuous ministry development. Semi-structured interviews with ten facilitators provide data through which an understanding of the context and practices become clearer. Facilitators were purposefully selected from a group of possible facilitators who had attended an introductory seminar on facilitating adult learning. The **aim** is to understand how facilitators of continuous ministry development adopt and/or adapt the principles of adult education and action learning to guide their practice. The paper concludes with a synopsis of how the principles of adult education and action learning can inform continuous ministry development, as well as the limitations of such an approach.

YOUNG ADULT'S PREDISPOSITION TOWARDS LEARNING: CASE STUDIES WITHIN A PLACE OF SAFETY (WESTERN CAPE, SOUTH AFRICA)

Liezel Frick, HJ De Waal
Stellenbosch University

Learning in young adulthood, especially in communities where there may be substantial barriers to learning and formal education, needs further investigation. This study provides an in-depth investigation of six young adults' predisposition to learning while awaiting trial in a place of safety. This study did not try to determine a causal relationship between the various socio-economic factors, but rather focused on an in-depth investigation of young adults' predispositions to learning in the particular context of Lindelani Place of Safety (Western Cape, South Africa).

I have been working with awaiting trial young male adults for over three years as Educational Manager at Lindelani Place of Safety. This is a residential facility for boys and young adult males between the ages of eight and eighteen who have been in conflict with the law and who are at risk. These young adults have been placed at Lindelani Place of Safety by the court for the duration of their court cases, which may take up to two years in extreme cases like rape and murder. They come from communities where they have been exposed to violence, drug abuse and crime both at home and at school. The six respondents used in my study were either abusing drugs themselves or had been exposed to drug abuse. All of the young adults under discussion were in conflict with the law and were awaiting trial. All of them had dropped out of school or had never attended school. During their stay at Lindelani Place of Safety, they underwent different therapeutic programmes. They also attended school, where the curriculum is adapted to the individual needs of the learners.

While working with these young adults at the school, I became deeply concerned about the limited prospects they seemed to have. I was curious why most of them demonstrated little or no ambition or eagerness to learn, given that they all had literacy levels below the average of their age groups and that most of them have dropped out of school or have never attended school. Popular media reports as well as official documents indicate that young adults in South Africa – and the Western Cape in particular – are increasingly being exposed to drug abuse, violence and crime, which may influence the escalating number of school drop-outs. An understanding of the predisposition to learning of young adults within this community may contribute to a better understanding of the sense of disempowerment within these communities.

This research project focuses on qualitative case studies where I tried to discover and understand young adults' predisposition towards learning. An interpretive approach is followed to provide insights into the life stories of the six respondents and how they interpret and make meaning of their personal realities. This marginalized group of people is given the opportunity to voice their individual life stories with relation to their experienced learning processes. I conducted this study over a period of approximately three years. I video-recorded the in-depth personal interviews I conducted with six respondents between fourteen and eighteen years of age.

The paper presents the life stories of the six respondents as a foundation for a discussion on how we define and practice adult education in the context of marginalized young adults. The paper concludes with a reconsideration of the principles of andragogy (as defined by Knowles, 1984) within the particular context.

LIFELONG LEARNING, CONTINUING PROFESSIONAL EDUCATION (CPE) AND PROFESSIONAL ACCOUNTING ASSOCIATION MANAGEMENT

John Girdwood
The University of Sydney

'Lifelong learning' has been researched from many perspectives in the work and education literature. Recently, researchers inspired by Foucault's work have explored ways of rethinking lifelong learning in education policies and practices with an emphasis on the historical circumstances of European locations and milieu (Fejes & Nicoll, 2008).

This paper seeks to further contribute to this exploratory project of analysing lifelong learning by using an analytics of government perspective inspired by Foucault and others (Foucault, 1991, 2007; Rose, O'Malley & Valverde, 2006) engaged in studies of governmentality. It explores a different way of thinking about and analysing lifelong learning and the new relations between the authority of the state, expertise, professionalism and accounting under advanced liberal political regimes. Lifelong learning associated with the historical circumstances of advanced liberal reforms, it is argued, has become an important element of the reforms of professional education for accountants.. A professional worker's work future has become a matter of calculable risk and the desirability of transgression by examinable conduct of membership limits and other inclusive and exclusive practices in part regulated through professional education programs of professional associations. Accountability and periodic auditability of the

professional worker through conduct in professional education activities has become a practical tool in an assemblage for making these self-managing professional accountants governable at a distance (Miller and Rose 1990; Power 1994).

Using the illustration of professional accountancy CPE programs in Australia, the paper explores how lifelong learning in relation to these CPE programmes can be understood as an enabling concept (Miller and O'Leary 1994) associated with the advanced liberal reforms of professional management associations and their member education practices. An effect is the production of free and enterprising professional worker identities with subjectivities of the continuing professional worker-learner, reinforced by a population of educated consuming customers of professional expertise desiring CPE accountability and auditability in the competent professional worker.Further, it is argued that CPE programmes are calculated and assembled in ways to intervene, reform and align professional work and subjectivity with contemporary ethico-political ideals of competent, trustworthy professional conduct. In this way CPE can be understood as management technologies contributing towards the periodically assurance of the performance competency and trustworthiness of populations of professional workers who are required to be continuing worker-learners. For the accounting professional associations, recent events (e.g. corporate collapses, professional negligence of major auditing firms, shadow banking systems, etc.) and other historical circumstances have effected the ethico-political relations of trust between the state and centres of calculation governing accounting and auditing expertise, like professional associations. This has reframed political discourse questioning the character makeup of the professional accountant and auditor and raised new questions for CPE programmes.

The paper concludes with a brief discussion of the significance of researching lifelong learning in the context of the historical circumstances of professional education in the economic life of professional workers in advanced liberal democracies.

"NOBODY UNDERSTOOD ANYTHING. IT WAS NOT EVEN SWEDISH!"

Anna-Lena Göransson
Örebro University, Sweden

As a result of my research on language use during a firefighter training course (Göransson 2004, 2005, 2006, 2007) a new textbook design and a more conscious way of handling language and manuscripts was worked out at the Swedish Rescue Services Agency (SRSA) where I used to work as an editor. In order to bridge the gap between practitioners and theorists the textbooks came to contain more examples and pictures showing firefighters' working life reality and a concentrated nominal style, with lack of clear connections between ideas and events was avoided. The authors were asked to provide realistic descriptions, explain, give reasons, use the readers' terminology or carefully explain their own etc.

But good intentions, a clear language and a good disposition may not be enough to make communication work. A problem adjusting texts to readers is that the readers – not least the readers of authority texts – form a heterogeneous group. Texts that are perceived and used in one way by one group of readers, are difficult or irrelevant for another group of readers with other needs for information. This is the starting point for an ongoing project financed by the SRSA, in which we study the interaction between five authority texts from the SRSA and their intended readers (Göransson & Ledin 2007). This project has a connection to New Literacy Studies (e.g. Barton 1994, Gee 1996) and is carried out as an ethnographic study of texts and readers in context. Within the frames of a sociocultural perspective, we focus on linguistic theories and concepts which can help us understand the meeting between text and readers (literacy event, literacy practice, values, roles etc.). The recontextualizations, i.e. how different readers make the texts relevant, are followed and actual problems related to the understanding or the actions performed are described.

So far we have made a reader survey combined with an overall analysis of the text structure. Hence, we have distinguished the meaning potential inherent in the texts and related it to different reading aims and strategies. Interviews with readers are combined with participant observation and the sampling of more texts.

During one of these interviews a group of firefighters first said that they had no time for reading at work and expressed the most critical thoughts on a new textbook on command and leadership. But as our conversation went on, they seemed to change their minds and finally expressed a desire to have a small textbook library at the fire station. They also came up with the idea to invite one of the authors and ask him to explain and discuss the criticized book. Later they actually did this and I was invited to come along and follow what would happen. During the first meeting the author and a colleague of his explained the main thoughts of the book with lots of examples from their (and the firefighters') working life reality. The firefighters were asked to read some pages on their own and some weeks later we met to discuss the results of their reading. We will soon see the author and his colleague one more time to sum up and reflect together on these meetings. In my paper I will report on and discuss this work related "mini" learning project which has been carried out within the frames of the authority text project.

RESILIENT SEXUAL-MINORITY YOUTH AS FUGITIVE LIFELONG LEARNERS: ENGAGING IN A STRATEGIC, ASSET-CREATING, COMMUNITY-BASED LEARNING PROCESS TO COUNTER EXCLUSION AND TRAUMA IN FORMAL SCHOOLING

Andre Grace
University of Alberta

For purposes of my research, sexual minorities include those individuals whose sexual orientations and gender identities fall outside heteronormative categorizations of sex, sexuality, and gender as well as outside the dichotomies of male/female and heterosexual/homosexual binaries. Sexual minorities comprise such positionalities as lesbian, gay, bisexual, intersexual, trans-identified, two-spirited, and queer. Specifically, this research will focus on Canadian sexual-minority youth (14 to 24 years old) as resilient and fugitive lifelong learners. Since the full implementation of Section 15 of the *Canadian Charter of Rights and Freedoms* in 1985, which protects individuals against discrimination on grounds that include such personal characteristics and relationships of power as sexual orientation, there have been slow but incremental changes in law and legislation respecting the individual and citizenship rights of Canadian sexual minorities. However, these changes intended to advance equity and social justice for sexual minorities have not resulted in adequate respect and accommodation of these citizens in Canadian education, culture, and society. In the case of sexual-minority youth and formal schooling, stories of sustained symbolic and physical violence are well documented in narratives about confusion, depression, substance abuse, alienation, truancy, quitting school, gay bashing, running away, and suicide. Increasingly though, stories of at-risk sexual-minority youth are being transgressed by stories of resilient sexual-minority youth who survive and thrive amid the risks and barriers they face daily. In a real sense, these youth are fugitive lifelong learners who, over time, learn to be, become, belong, and act via informal and nonformal learning in diverse community contexts outside formal schooling. This has become evident in my ongoing queer critical ethnographic resilience research on sexual-minority youth, which is funded by the Social Sciences and Humanities Research Council of Canada. This research uses multiple methods in the ethical and political co-construction of knowledge and understanding of sexual-minority youth as resilient and fugitive lifelong learners. These methods include a dialogic style of interviewing in both open-ended focus group and individual contexts, coupled with autoethnography to explore this gay researcher's investments in the research process. My research is indicating that sexual-minority youth engage in community-based lifelong learning as a strategic individually and socially transformative process that is enabled by a range of protective factors that help youth build a resilient mindset. In this paper I will explore the parameters, dynamics, challenges, and outcomes shaping the engagement of sexual-minority youth in this lifelong-learning process. I will problematize the notion of resilience as I take it up as an indicator of an individual youth's prowess at cultivating the attributes and capabilities to enable mediation of adverse heterosexist, sexist, homophobic, and/or transphobic ecologies. I will discuss how sexual-minority youth build a resilient mindset by engaging in lifelong learning as an asset-creating process that enables the individual to transgress the adversity induced by heterosexism, sexism, homophobia, and transphobia; to deal with consequential mental and emotional trauma; to grow into self-respect and self-confidence; to set realistic goals and engage in problem solving as part of surviving, thriving, and acting in the world; and to build supportive, collaborative relationships.

SWIMMING AGAINST THE TIDE OF UPSKILLING: MARGINALIZED ADULT LEARNERS DESCRIBE SUCCESS

Janet Groen, University of Calgary
Tara Hyland-Russell, St. Mary's University College

Introduction
Life long learning in Canada has significantly narrowed its focus over the past three decades. In earlier years it captured activities and agendas that "included social, community and social justice visions and worked to strengthen local communities" (Cruiskshank, 2007, p. 33). Now its focus is predominantly linked with economic advancement. As Canada engages in the New Economy there is a push for individuals to continuously 'upskill' in order remain competitive within the workforce. As this instrumental view of lifelong learning dominates the Canadian government policy, adults who have already been side-lined in the education system and who are without stable connections to the labour market find it almost impossible to access these requisite 'upskilling' programs. The Organization for Economic Co-operation and Development (2002) noted the unequal participation opportunities for different groups and stressed the need to address this gap for marginalized adults such as Aboriginal peoples, the working poor and those with restricted literacy capabilities. Programs for this identified gap of disenfranchised adult learners are often short-term basic training programs offer a pathway into jobs with little advancement that do little to reduce poverty.

In marked contrast to this increasingly instrumental view of lifelong learning, there is a program in Canada that reflects the earlier social justice leanings of lifelong learning. Designed to be deeply transformative, this program, often referred to as the Clemente Program or Humanities 101, offers low-income, marginalized people free access to

university-level humanities courses. The Clemente program founder Earl Shorris and early and present day thinkers in adult and higher education point out, by itself vocational training does not encourage learners to reach their full potential (Cunningham (1993); Freire (1970); Lindeman (1961); Hutchins (1953)). Rather, the humanities provide students the reflective space necessary to become fully engaged citizens.

While the goal of the Clemente program is to foster within its students a new sense of citizenship and a lifelong commitment to learning, when students first apply to the program, they typically are unable to articulate any goals because they feel they have no right to access education or they lack the ability to succeed. However, even midway through one course in the program, many students find themselves identifying as learners, shaping learning goals.
This paper explores student accounts of their learning journeys within three Canadian Clemente programs with a particular focus on how they describe their perception of their success in this program.

Research Methodology
A large scale case study research project entitled *Providing Access to Transformative Learning for Non-Traditional Adult Learners: A Study of the Clemente Program as a Model for Lifelong Learning* examines themes of barriers and motivators; community based learning; and outcomes, with a particular focus on a target group of non-traditional adult learners. Case study methodology was chosen for its rich description and heuristic value (Yin, 1994). As a case study inquiry, the larger study gathered data through a survey instrument for students within the three selected Canadian Clemente programs, document analysis, and individual interviews with a variety of participants within each of the programs. This portion of the research reports on the findings elicited from semi-structured interviews with students from the three Canadian programs: *Humanities 101,* in Thunder Bay Ontario; *Discovery 101* in Ottawa, Ontario; and *Storefront 101* in Calgary, Alberta. The audio-taped and transcribed interviews with approximately 30 students focused on their understandings of the vision and purpose of the program; their experiences in the program; barriers and supports associated with their learning journeys; the program's impact and their understanding of success.

Analysis and Recommendations
Preliminary analysis reveals that student descriptions of success swim against the tide of the 'upskilling' and the quantifiable benchmark rhetoric associated with the instrumental view of lifelong learning, echoing many of the notions of success in earlier lifelong learning programs that focused on civic engagement and critical inquiry. Recommendations focus on broadening the lifelong discourse in education to re-capture its social transformation agenda and expanding programs to include disenfranchised adult learners who are sidelined into short-term training programs and thus denied access to the riches of critical reflection.

LIFE PLACE LEARNING AND THE LIFELEARN EXPERIENCE

Margaret Harris, Colin Chisholm, Malcolm Allan
Glasgow Caledonian University

This paper discusses both the place of Lifeplace Learning in 21st Century education and the results of a European project testing the concept within 5 European Countries. As Education now appears concerned with student-centred and negotiated learning, the acceptance, development and use of tacit knowledge along with explicit knowledge, interactive skills, and of more realistic and effective methods of assessment rather than the more traditional didactic, single subject centred teaching, expecting explicit knowledge saturation and memory-based examinations, more attention needs to be given to the nature of learning and accreditation of learning within Higher Educational Establishments. This move in emphasis from formal learning and the gaining of knowledge through a formal process is an important one for the concept of Lifeplace Learning and the acceptance of knowledge gained from informal learning. While governments have progressed the development of widening participation and social inclusion, these developments are still based on traditional, on-campus, didactic systems with little or no formal recognition by the policy-makers that they could be underpinned by considering recognition and accreditation of informal learning achieved in peoples' life places such as the home, the community and voluntary organisations. In addition to this, the value that is put on some types of learning exceeds the value that is put on others. This has been evidenced not only in what is on the set curricula in schools, colleges and universities but also in the elitism even attached to the various knowledge bases between Further and Higher Education, and informal and formal learning. According to Williamson (2002: p.22) "In complex societies, learning takes many different forms among different groups of people. Some forms of learning as well as ways of knowing, are valued more than others and all forms of learning are governed by rules which determine who has access to them.". This power and value aspect is challenged by the Lifeplace Learning concept which places the value and power of the learning into the hands of the learners whilst acknowledging that the value of it still needs to be accepted by those who have the power to recognise it in society and academia.

Lifeplace Learning, the learning concept associated with the Grundtvig European project Lifelearn, according to Blair (2005) is, "learning that encompasses knowledge, skills, behaviours and attitude acquired, being acquired or to be acquired throughout life, irrespective of when, where, why and how it was, is or will be learned." Although a relatively new concept within academic circles, we have been working and running modules in this area for the past 6 years. Within the last two years there was the opportunity to work with another five European countries in order to test the concept in Europe. Throughout the project an action research approach was adopted and the results of this

research show that Lifeplace Learning is a concept worth further investigation and worthy of the attention of academic and business alike. The work allowed us to make some comparisons with other countries and cultures and the Scottish case study in particular found that this type of learning is valuable to both the student and the facilitator and provides further valuable skills for society as a whole. What makes Lifeplace Learning significant is the freedom that it gives to students in subject choice, study mode and assessment. Importantly, the student has the choice in where, why, when and how the topic is studied and whether the learning should be accredited, thereby creating interest in learning, more motivated individuals, greater connectivity between learning and living and a more confident and qualified workforce. This has benefits for lifelong learning, including social equity and social participation, to the individual, the organisations that they work in, the education sector and society as a whole.

DO YOU REMEMBER SCHOOL?
HOW SCHOOL EXPERIENCE INFLUENCES ADULTS' LEARNING

Julia Hüwe
Bielefeld University

Today, most jobs require ongoing professional training and education – often in formal settings – to maintain and further one's career. Lifelong learning is required, self-regulated at best. Typically, people face a wide range of further education offers and decision criterions are diffuse. Theoretically, prior (school) learning experience has been consistently conceptualized as a determinant of adults' learning behaviour. Nevertheless, little research has been made to reveal which role prior learning experience plays for the ensuing readiness to learn and for educational decisions. The present study focuses on this question by referring to the Wigfield and Eccles (2000) model. From this perspective, (adult) learners are expected to choose education and training according to their values and expected success. Values and expectations are shaped by individual experience and social interaction. Qualitative studies indicate that past school experience still has an influence on the composition of educational settings by adults (Mandl, Reinmann-Rothmeier & Kroschel, 1995). Moreover, lasting impressions made by teachers or particular learning situations are momentous (Pillemer, 2001). Thus, school experience may have a lasting effect on adults' educational decisions.

To gain insight into the influence of past school experiences on the current learning of adults, an interview study was designed to trace the learning biographies of 18 people from different educational backgrounds. Interviewees are asked for their educational decision processes and learning motivation. Input variables that are expected to have an impact on current learning motivation and behaviour are academic self-concept from school days on the expectancy side and (personal and professional) goals, learning motivation and past learning behaviour on the value side. At the beginning and at the end of the interview, interviewees are asked for a spontaneous recollection of learning in school days. The role of these recollections for current learning is explicitly asked for at the end of the interview thus testing my assumption of the relevance of memories for current learning.

In this paper, preliminary results on the basis of 10 interviews will be presented. Overall, analyses suggest that while some of the interviewees did not remember early school experiences, others have vivid recollections. Current learning behaviour is mostly experienced as more self-determined. Several interviewees also report that with time they found their own personal way of learning which is described as being more effective and goal-oriented than school learning. These processes did not take place until after graduation from school. Reasons for educational decisions seem to be very heterogeneous and individual. Once interviewees adopted the role of a self-regulated and self-determined learner, learning / training motivation and success is described to become easier than before. The earlier one reaches self-regulation and proactive behaviour in goal achievement in learning, the better the learning success and satisfaction in learning seem to be. Thus developing self-regulation and self-determination in continuing professional education is a very important basis for employees' professional advancement. Results are discussed with reference to expectancy-value theory, self-regulated learning and motivational aspects.

EXPLORATIONS IN LIFELONG LEARNING ETHICS

John Igbino
Coulsdon College

As I read the conference themes I could not help but wonder how it was possible to fail to explore lifelong learning ethics within the themes of a conference titled: 'Lifelong Learning revisited: what next?'

As they stood the themes assumed that lifelong learning was necessarily appropriate and morally good: good for the state; good for our fragmenting and combusting society; good for skills renewal and the labour market; good for lifelong learners, good for teachers of lifelong learners, and good for lifelong learning professionals. Thus lifelong learning was good all counts.

But underneath that assumed appropriateness and moral goodness lifelong learning was suffused with ethical issues and concerns for both practitioners and constituents of lifelong learning. And no less important are the ethical

dilemmas that face lifelong learning, and teachers and advisers of lifelong learners as a result of ethics in the funding of lifelong learning; ethics in the marketing management of lifelong learning; ethics in human resource management of teachers and practitioners of lifelong learning; ethics in the contests between the meaning of inclusion in lifelong learning to lifelong learners and the meaning of inclusion in lifelong learning to the state, and ethics in the conflict between the primary learning goals of lifelong learners and the lifelong learning goals of the state.

And who am I and how did I arrive at Lifelong learning ethics? I am inching closer to the end of my PhD at Goldsmiths College University of London. But more importantly I am a practitioner of many years in post-compulsory education. During the research I have talked and listened to the voices of lifelong learners, teachers and lecturers of lifelong learners, lifelong learning professionals and managers in the cross-cultural contexts of further education colleges in the UK and Ireland.

Here are some extracts which highlights some of the ethical dilemmas I have mentioned above:

I think inevitably there are background effects. I like to say that I am not affected but for instance there are circumstances in which a student, who might very well, in my view, not be totally suited to going down the route of getting level 3 qualification. One has to recognise that instead of advising him to leave the College one is thinking of several thousand pounds going out of the establishment. I think that may very well affect the way we counsel some learners.

I have called this ethics in the funding of lifelong learning.

Political in the sense that our influence [was diminished] we have very little influence on what should happen. So we are passed on. We receive things which probably under normal conditions we would have given serious thoughts and consideration and rejected on the basis of professional judgement. For example we are forced to teach groups, not that we would refuse to teach them which otherwise in terms of our approach would have been quite different. However we are faced with a situation whereby we have to accept it because it is a job and the more political decision [there] has been [the] more is forced on us

I have called this ethics in human resource management.

ENHANCING THE EMPLOYABILITY OF GRADUATES FROM NON-VOCATIONAL PROGRAMMES: THE COMPLEXITIES OF MOVING FROM HIGHER EDUCATION INTO EMPLOYMENT

Robert Ingram, Joanne Brodie, Lindsey Burns, Douglas Forbes, Rachel Mulholland
Glasgow Caledonian University

Enhancing the employability of individuals to prepare them for the labour market has become a key part of the policy agenda in Scotland in recent years, in particular in the further and higher education sectors (Scottish Government, 2007; Scottish Funding Council, 2004).

This paper reports on initial findings from a longitudinal study which is examining the 'university to employment transitions' of graduates from three higher education institutions within Scotland. The study has been charting the changes in perceptions of employability of a cohort of participants who studied on non-vocational degree courses, as they moved out into the world of work and/or further study from their final year at university. The study consisted of an initial online final year experience survey, followed by a series of four follow-up questionnaires and interviews over an 18 month period. This particular paper focuses on the changes in perceptions of employability of a sub-cohort of psychology graduates.

As they make these moves into work and/or further study, the importance that graduates attach to the value of their degree and how they make the transition from being a student to identifying as a worker, has come into focus in our longitudinal study. The work of Fuller (1994) who explored the value of national vocational qualification (NVQ) Level 4 qualifications has prompted us to look more explicitly at the 'exchange value' of these non-vocational degree qualifications, and to explore the contribution of the work-based and work-related elements to this. One of the aims of this paper therefore will be to explore the different perceptions of participants when asked to assess the value of their psychology degree programme, particularly in terms of entry to, or facilitating progress within, the labour market and/or further study.

It has become apparent that the transition from student to "worker" is a complex matter. Our initial findings show, as in other research (Stokes and Wyn, 2007) that these transitional processes are highly individualised, and that there is no linear path from education into employment that all graduates experience.

This study is providing valuable and unique insights into the complex trajectories of student to worker transitions, particularly into issues relating to career planning and career changes, the experiences of moving from higher education through to job uptake, the nature of jobs taken, and experiences of first jobs,. These insights, it is hoped, can then be fed back into and incorporated within undergraduate employability modules and other initiatives aimed at enhancing student employability.

DRAWING ON 'WORK-RELATED LEARNING' IN WORK: A COMPARATIVE STUDY OF HIGHER NATIONALS IN SCOTLAND AND FOUNDATION DEGREES IN ENGLAND

Robert Ingram, Jim Gallacher, Glasgow Caledonian University
Fiona Reeve, The Open University

Policies for work-related higher education (HE) in Scotland and England have diverged in recent years. In Scotland, higher national certificates/diplomas (HNC/Ds) continue to provide the main framework for vocationally-focused HE learning, while in England there has been a decisive change associated with the establishment of foundation degrees (FDs) (Gallacher *et al*, 2006). This paper reports on a comparative research project which is examining how work-based learning (WBL) or work-related learning (WRL) is being incorporated within these two frameworks. It draws on empirical research within six programmes, including full-time and part-time examples. Data was gathered using qualitative interviews with students, employers, course organisers and other stakeholders.

In presenting the work we draw on two distinct phases of data gathering. The first took place as students neared the end of their programmes. The second took place a year later and attempted to follow up these participants to ascertain whether they were now in work, further study or both, and to explore their current views on the value of their qualification one year on. Here we focus on the extent to which interviewees consider the knowledge, skills and understanding developed through these WBL and WRL experiences is relevant to actual work tasks, and can be drawn on within subsequent work. We consider how a framework of 'exchange' and 'use' value which has been used by Fuller and Saunders can be fruitful in examining vocational qualifications. (Fuller, 1994). Firstly we consider the use value of the sector-specific knowledge and skills developed through these programmes. Secondly we consider a more general level of learning about 'being a worker' that these opportunities appear to provide.

The situation of students in our sample reflected the national data for England and Scotland, with progression to further study being the most likely outcome. Some students had progressed directly into work, however interviews with these students revealed that many were in jobs which are unrelated to the subject area of their HN/FD qualification. Slightly more HN students were in related work than FD students. Once in work the potential use value of the knowledge and skills gained by interviewees from their HN/FD appeared to be associated with a number of factors including, unsurprisingly, the extent that work was in a related area, but also personal disposition and the nature of the organisation. There were mixed judgements on the value of more general 'employability skills' that had been developed through FD/HN programmes. There was strong evidence that one FD, for part-time workers, had been able to influence the learning of not only the students themselves but also their colleagues. The potential implications for policy makers and programme developers of these findings are explored.

MAKING BANNERS AND BRIDGES: WORKING TOGETHER ON GLOBAL THEMES

Lynette Jordan, Helen Martin
University of Glasgow

This research paper is about two groups of learners coming together to explore common issues from different global perspectives. The first group were community development undergraduate student/practitioners on the Bachelor of Community Learning & Development (BCLD) at the University of Glasgow. The second group were postgraduate Chevening Fellows seen to be 'the best and brightest of potential leaders and decision-makers in several countries outside the UK' (ALC 2007). The Active Learning Centre (ALC) which has long standing links to the University is the coordinating host organisation for the Chevening Fellowship programme. Their core work is to tackle poverty and social exclusion by strengthening rights and democracy which is congruent with the aim of the community development team who provided the BCLD till 2007.

Both groups were given an opportunity to learn about each other's work in civil society and governance. As Packham (2008) explains, one of the principles of community development work is to create spaces for 'the process of collective working and learning as part of a group'. Woodward (2004) further claims that the workers role is to 'ensure learning is relevant, purposeful and accessible to people as part of their everyday lives'.

The participants took part in several events which culminated in the production of a huge banner which signified their learning together. Other activities included visiting the semi-rural area of Dumfries to carry out survey activities in the communities. They went out in small, mixed groups to interview different sectors of the community and then shared their results and learning. They also took part in a Global Connections Gathering *'Changing Communities in a Global World'* and the workshops covered such topics as human trafficking, seeking asylum, economic migration, displacement after natural disasters, and transitional economies.

The themes from the workshops were the focus of the template for a banner which was then glued and sewn together. This final stage was funded by the Inverclyde Community Development Trust which supports students

attending the course. For the students and Fellows the banner symbolised critical thinking, support, reaching out to work together, the connections between people, learning and world issues and making change happen, the fun which was part of all adult learning and the positive challenge of learning together.

This paper explores and reflects on the way they worked together over a very short period of time and how this proved to be a rewarding and inspiring learning experience. The participants have since been interviewed to identify the contributing factors with a view to sustaining collaboration and progressing follow up work. The research reflects on the use of participatory methods within an intercultural environment. The findings are drawn from the summative evaluation of the events and the questionnaires sent out later.

The conclusions are incomplete but they will hopefully inform how we work with other mixed intercultural groups in the future and help us to be more reflexive in our teaching and research.

Paper 034

AN EMPIRICAL STUDY OF THE ATTITUDE OF DRUG-ADDICTED PARENTS TOWARDS THE EDUCATION OF THEIR CHILDREN

Khalid Khurshid, Isram Gul Gillani, Zaib Un Nisa
Bahauddin Zakariya University

The purpose of the study was to analyze the attitude of drug addicted parents towards the education of their children. For this purpose, three (03) hospitals and centers were selected as sample. Only those addicts were included who were admitted to any drug-curing hospital or centre for treatment, in Multan City (Pakistan). To analyze the attitude of drug-addicted parents, a questionnaire and an information sheet were designed. The questionnaire comprised thirty (30) restricted response items, while the information sheet comprised six (06) open-ended items and fifteen (15) close-ended items. The basic purpose of developing the information sheet was to collect general informations about addicts from addicts. Moreover, the questionnaire was translated into Urdu for better understanding. The questionnaire was developed and analyzed on the basis of five point Likert scale.
All the positive statements were scored like:

SA	A	U	D	SD
5	4	3	2	1

And, for all the negative statements the above order was reversed.
To reach certain conclusion, arithmetic mean and percentage was computed to analyze the attitude of drug-addicted parents towards the education of their children. Data were analyzed statement-wise, percentage-wise, and mean performance-wise. On the whole it was found from the study that:

- Majority of the addicts have positive attitude towards the education.
- Majority of the addicts admitted that the parent's education affects the education of their children.
- It was also found that arrangement of co-curricular activities in schools can keep the children away from social evils.
- The educational condition of the children can be improved by providing parent's attention.

Paper 035

A STUDY OF THE REPRESENTATION OF FEMALE IMAGE IN THE TEXTBOOKS OF ENGLISH AND URDU AT SECONDARY SCHOOL LEVEL

Khalid Khurshid, Iram Gul Gillani,Sardar Ali
Bahauddin Zakariya University

The aim of present study was to investigate in the representation of female image in the textbooks of English and Urdu at secondary school level prescribed by the Punjab Textbook Board i.e. including 9th and 10th classes. The content analysis was used as the method for the study to reach on some conclusion. The study presents the comparison of representation of both male and female images in books for Secondary school level. The study suggested that the female images have been under-represented or discriminatory represented and at some places it was observed that the females were involved in the religious activities, as a working women and women as a writer in both the textbooks. Males still have been shown in dignified, glorified and active dominating images. On the other side, females have generally been portrayed inferior to males in images and in assigned roles and activities.

THE 'KNOWLEDGE ECONOMY' OR THE 'LEARNING SOCIETY': WHATEVER HAPPENED TO ADULT CONTINUING EDUCATION?

Rita Kop, Colin Trotman
Swansea University

The UK Government has shown a change of focus in its lifelong learning policy by presenting its commitment to 'skills' as represented in the Leitch Report 2006. Within it there is an overwhelming focus upon adult continuing education as the means by which to enhance and perhaps even secure economic development. It can be argued that the Leitch Report is little more than a blunt instrument whereby employers are given the opportunity to drive forward and determine the learning needs of everyone else. For example, in his criticism of New Labour's policy stance, that adult education is best used as a driver for economic development, Rees (2008) argues that Leitch shows 'a very limited conception of what adult learning is about' in addition to his even more destructive idea that employers are being best placed to 'determine the learning needs of their own organisations, but also of the wider economy and, indeed society as a whole'.

This new focus, coupled to that of loosely described understandings of the 'Knowledge economy' pose very real threats for adult education and widening access in particular, as commitment to new learning opportunities are sacrificed on the altar of the 'free market' and resources and funding streams are moved away from learning to support social inclusion towards skills training to support economic competitiveness. Moreover, the wider benefits of learning in an 'active citizenship' sense are completely ignored.

Some question the validity of the argument that the development of knowledge is at the heart of developing economically altogether. Bouchard (2008) wonders if we even know what knowledge will be required in the future and he argues that the accelerated rate of change in computing causes that most 'work-related tasks become easier, rather than more complex' and that they require a lower level of knowledge, rather than a higher one.

Research by Felstead (2008) confirms this as it indicates that 'low skilled' jobs in Wales are rising. What growth there has been has been that of 'labour intensive' activities of the 'shelf stacking' and 'cleaning' kind in addition to the new 'call centre' developments. Young people in Wales have lower educational attainment levels than their counterparts in Slovenia or Estonia (Welsh Assembly Government 2008). Participation rates in adult education remain low for people from lower socio-economic groups and one might question the rationale behind the economic agenda, rather than one that fosters social inclusion and social justice.

This paper will examine and contest the rationale that supports an overwhelming shift of adult education towards skills development rather than social inclusion. It will also highlight and assess the potential implications for University Lifelong Learning and Widening Access

THE POLICY AND PRACTICE OF LIFELONG LEARNING IN NEPAL: A SOCIO-POLITICAL STUDY

Chandra Kumar Laksamba
Centre for Nepal Studies

This paper is outcome of my PhD research project that aims to examine the policy and practice of lifelong learning in Nepal. As the lifelong learning process of Nepal is heavily influenced by religions, cultures, rural/urban settings and international donor agencies; I used anthropology/ethnography and comparative qualitative research methodologies to explore this complexity. The data were collected using purposive sampling followed by focus group discussions, participation, observations, interviewing policy makers as well as school students, teachers and general public from eleven urban and rural areas across the country, where lifelong learning policies were being practiced. The analysis is based on interpretative and descriptive presentation in a narrative way with theoretical/philosophical underpinning on information collected. Analysis has focused on the socio-political role of lifelong learning policy and practice, and socio-political causes and relationships in the processes. The research found that lifelong learning policy is not for implementation and practice as it serves simply as a begging bowl for foreign aid since the National Planning Commission (NPC), the policy making body of Nepal, formulates policy according to the donor agencies' interests rather than those of Nepal's people. It is also reported that the poor, landless, ethnic groups and untouchable people have been marginalised, excluded and sidelined from the lifelong learning practice. The social movement espoused for their rights and to abolish the rooted sense of continued discrimination which is still unaddressed. Fair and pragmatic lifelong learning policy and practice could be an effective way to address these discriminations.

BEYOND COMPLIANCE: TEACHER EDUCATION PRACTICE IN A PERFORMATIVE FRAMEWORK

Robert Lawy, Michael Tedder
University of Exeter

In the foreword to *Further Education Workforce Reforms* (LLUK 2007) Bill Rammell (Minister of State for Lifelong Learning, Further and Higher Education) emphasised the need for a workforce in further education that is 'thoroughly professional and highly skilled'. In this paper we draw upon the full findings from a research project that was completed in December 2008 to discuss tensions around notions of professionalism evident in current schemes of further education teacher training. The schemes are structured to expect trainees to comply with national standards and yet a mark of professional autonomy is the capacity to be reflexive and critical of one's practice. How are tensions between compliance and autonomy in professional formation to be resolved?

The research project comprised a study of the impact and effectiveness of mentoring and individual learning plans within the new teacher education and training programmes in the further education sector in the South West of England. The project was part of a series funded by the Quality Improvement Agency (QIA) via Centres of Excellence in Teacher Training (CETTs). While the research was primarily focused upon the FE colleges, the research was not limited by this and included organisations involved in adult and community learning (ACL) and work-based learning (WBL). Trainers and teachers in such organisations are now expected to use similar systems and procedures for tracking and managing programmes of teacher training as their colleagues in the colleges.

Methodology and Methods
The research methods comprised semi-structured interviews with a number of trainees, teachers and managers who could offer contrasting perspectives on the participation in contemporary training. Twenty-eight interviews were undertaken in the early months of 2008; the research team collected rich qualitative data from ten trainees, from nine teacher educators who fulfil roles as tutors and/or mentors in programmes and also from nine managers, some working in FE colleges and some in other community organisations. All the interviews were transcribed and analysis undertaken with concern for analysis of content (Elliott, 2005).The analysis used a life history or biographical methodology in order to locate the narratives of interviewees within a wide personal and social context (e.g. Alheit, 2005; Tedder, & Biesta, 2007).

Findings and Conclusions
Discussion of specific issues of practice related to the use of ILPs and mentoring in the learning and skills sector is followed by discussion of some of the key themes that emerged from our interrogation of the data. Finally we consider the implication of an approach to teacher education practice that moves beyond compliance and the performative achievement criteria that underpins it, to an approach that is both critical and reflexive.

RESPONDING TO THE 'NEEDS' OF YOUNG PEOPLE IN JOBS WITHOUT TRAINING (JWT): SOME POLICY SUGGESTIONS AND RECOMMENDATIONS

Robert Lawy, Kim Diment, University of Exeter
Jocey Quinn, London Metropolitan University

In the 2007 CRLL conference we reported on our interim findings from our research with young people in jobs without training (JWT) in the SW of England (Quinn, Lawy & Diment, 2009)**.** In this paper we report on the completed research. The main aim of the research was to explore the experiences of this group of marginalised and socially disadvantaged group of young people over a period of one year, as they moved into and out of work. The young people in our sample were aged between 17 and 21 at the outset of the research.

The issue of youth unemployment and social exclusion has attracted much interest in recent years, with a government policy, particularly in the last ten years, directed towards meeting a set of external criteria and targets (Social Exclusion Unit, 1999; Mulvey, 2006). Support, advice and guidance, policy has been be targeted towards those young people in NEET (not in education, employment or training) and in JWT who pose the greatest risk (Watts, 2001; 2006). JWT is essentially a policy construct, and has been defined as being employed for 16 hours a week or over, not being engaged in formal training which leads to a nationally accredited qualification at Level 2 and not having Level 2 qualifications (DfEE, 1998; Anderson *et al.*, 2006). Although they are in work young people in JWT are viewed as a deficit category, 'dead end kids in dead end jobs' (see Quinn, *et al.*, 2008), with low levels of functional literacy and numeracy skills, and a paucity of life and vocational skills.

Methodology and methods
The research embraced both a quantitative and a qualitative dimension. Building on a preliminary analysis of national and local statistical data, it comprised 155 telephone interviews with 100 young people conducted by 10 Connexions Personal Advisers (PAs), 27 in-depth interviews with 14 young people and a focus group meeting with 3 young

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people. The interviews were semi-structured and lasted up to one hour; all were recorded and fully transcribed. The research also included three capacity building/development days with the PAs and a participative seminar with key stakeholders where we were able to share and test our findings from the research.

Recommendations and conclusions

We make a number of practical recommendations including the need for holistic and universal strategies, closer integration, coherent planning and a multi-agency approach in information, advice and guidance [IAG] systems of support and planning (see Colley, 2003). A key point that has emerged from our research is that there is a lack of knowledge and understanding about the broader lives, interests and enthusiasms of young people in JWT and that this has combined with a set of largely unresearched assumptions about their 'needs'. We argue for an approach that recognises that the 'problem' of young people in JWT is not a problem of the young people themselves, but a manifestation of other structural and cultural problems. It is fundamentally a problem of inequality and while the recommendations that we have made will ameliorate the problem, only a restructuring of schooling, a major investment in local economies, adequate infrastructures of transport and housing and a shift in cultural narratives about what constitutes a successful and valid life will really improve opportunities for them.

WIDENING PARTICIPATION IN THE DEVELOPMENT OF WORK-RELATED QUALIFICATIONS: AN ALTERNATIVE TO ACADEMIC HUBRIS?

John Lewis
Scottish Qualifications Authority, UK

The paper will provide a focus for discussion on the importance of developing more inclusive and collaborative approaches in the development of work-related qualifications and how these approaches relate to current policy, professional and academic debates.

Given the more recent prevailing tendency to 'job (career) hop', and importunity of the current economic climate, skills acquisition – whether this is providing learners with the chance to *en*skill, *up*skill or *re*skill – is central to optimising employment opportunities. Collaboration with employers and industry bodies is one mechanism by which these opportunities will be maximised.

The paper will argue that collaboration with Sector Skills Councils (and/or other appropriate professional bodies) and employers is essential, in order to meet the vocational/professional skills needs of industry, learners and the economy, in Scotland and beyond. For this to happen, widening participation in qualifications development has to take place with a move from what might be interpreted as academic hubris – the 'we know what students need' approach – to a 'what do students need' approach. The paper will also explore a range of related issues: whether there needs to be a closer alignment of education objectives to the instrumental imperatives of the economy and the needs of industry/employers, particularly in the aftermath of the Leitch Review of Skills (2006) and the Scottish Government's *Skills for Scotland strategy* (2007); whether the long standing 'family' feud over parities of esteem between 'academic' education and its prodigal cousin, vocational 'training' can be resolved through collaborative approaches; and why constructive engagement between the supply of, and demand for, skilled lifelong learners is crucial in the context of changing national demographic trends.

The paper will make an argument for increased constructive engagement using three case examples of best practice in which SQA and external stakeholders have worked closely together to ensure qualifications are fit-for-purpose. This includes equipping students with relevant, up-to-date skills for the industries/professions in which they will seek employment, as well as fulfilling broader lifelong learning objectives within the SCQF. These case examples are based on short-cycle vocational higher education qualifications and professional qualifications developed with the Scottish Police; Scotland's regulated Social Services sector; and with one of the worlds' leading transnational companies.

The conclusion to be drawn from this paper is that the Scottish economy, its industry and employers, and its constituent providers of learning and those whose patronage such provision relies upon (the learners), will all be best served by a coordinated, honest and mutually professional approach.

LET'S GET TOGETHER: RE-THINKING EFFECTIVE LITERACIES LEARNING IN LEARNERS' LIVES

Kathy MacLachlan, University of Glasgow
Lyn Tett, University of Edinburgh

This paper is based on a recent research project that investigated the key organisational and pedagogical factors that contributed to participants in adult literacy and numeracy programmes being able to achieve their learning targets. Interviews were conducted with 30 learners in 8 case study projects that examined: individual life histories; the circumstances in which they were currently situated, their imagined futures and learning experiences; in order to identify the factors that might lead to progression and persistence in learning. The paper focuses particularly on 4 of the case studies that exemplified opposite ends of the spectrum of integrated and isolated service delivery.

This research was conducted with learners who were experiencing difficult life circumstances and explored the 'social situatedness' of their learning with the emphasis on 'the inherently socially negotiated character of meaning … in, with, and arising from, the socially and culturally structured world' (Lave and Wenger 1991: 51). From this perspective learning is viewed as participation in social practice whereby newcomers to a particular community are both absorbing, and being absorbed in, the 'culture of practice' so significant learning is what changes the ability to engage in practice and to understand why it is done. Such learning is not just the acquisition of memories, habits, and skills, but also the formation of an identity through participating in a new practice or community such that 'we know who we are by what is familiar, understandable, usable, negotiable; we know who we are not by what is foreign, opaque, unwieldy, unproductive' (Wenger, 1998:153).

For adults experiencing difficult life circumstances however, the traditional model of a weekly two hour participation in a literacies class without any other engagement limits both the formation of a learning identity and the transfer of the class based learning into the social world and practices of the learner. Wilson and Hunter's action research with adults with learning difficulties (2007) demonstrates the impact that engaging carers and other significant adults in the learning process can have on the learning and lives of adult students. They conclude that; 'The most positive experiences for learners….arise from instances where their learning could be developed within a network of different people all of whom were aware of their learning and the aspects of this which they were able to support' (2007:4). Our research found that where there were similar collaborative practices amongst literacies and other support workers, the learning and the impact it had on the difficult and often chaotic lives of the learners was significantly more marked than it was for those adults where such integrated support was not available.

This paper will draw on the interviews with learners and tutors to examine the individual, organizational and pedagogical factors, including collaborative working that contributed to their having positive educational experiences and achieving their learning targets. It will highlight the lessons this provides not just for literacies work and literacies tutors, but also for collaborative interagency working with vulnerable literacies learners.

COMMUNITY BASED ADULT LEARNING: POLICY, PRACTICE AND PROGRESSION

Janis McIntyre
University Of Strathclyde

This paper reports on the first stage of analysis from a study of learners' perceptions of progression from community based adult learning (cbal) in Scotland. It addresses the Conference theme of the impact of policy and practice on community based learning.

The Scottish Government has recognised community based learning as an important part of the post-compulsory "learning system" in Scotland (2007, p. 21). Progression is acknowledged in lifelong learning policy, and providers of learning opportunities are encouraged to ensure that transitions are as smooth as possible for individual learners (Scottish Government, 2007). In this context, the focus is on progression to more advanced or formal types of learning, or employment.

Studies have shown that community based adult learning can play an important role in supporting learners to continue to learn (Communities Scotland, 2003; Gallacher et al, 2000; McGivney, 1999, 2003). The aim of the research which is the focus of this paper was to explore learners' own perceptions of progression from cbal.

A life history approach was taken in this study. This approach takes account of people's own "contexts, practices and purposes" (Barton et al, 2007). In addition it highlights differences, or individual cases (Polkinghorne, 1995), as well as the commonalities of participants' experiences. It ensures that learners' own views remain at the heart of the research.

Life history interviews were carried out with ten adults who had participated in cbal in the recent past. Next narrative analysis of the interview data was undertaken using Polkinghorne's (1995) guidelines. Narratives were created in collaboration with the participants, and these were analysed to explore perceptions of progression.

This study highlighted learners' diverse definitions of progression. While some participants expressed progression in terms of continuing to learn or seeking employment, it had a variety of broader meanings for others. In addition, for the participants in this study, progression was closely linked to personal circumstances, and the ability to move beyond these.

The paper explores learners' perceptions of progression from cbal and examines these in relation to descriptions of progression found in Scottish policy on lifelong learning. Commonalities and differences are highlighted. The paper discusses these and explores implications for policy makers and providers of community based learning opportunities.

CHALLENGE IN LEARNING: SUCCESS AND TRANSFERABILITY OF A WIDENING ACCESS MODEL

Amanda McLeod
University of Strathclyde

This paper will examine the success of the 'Challenge in Learning' model, developed by the University of Strathclyde in 1999 for The Summer Academy @ Strathclyde programme, in encouraging participation and the acquisition of key competences for lifelong learning amongst specific student groups.

'Challenge in Learning' is founded on the idea that the curriculum can be delivered through a series of 'challenges' – group based activities focused on a curricular area or topic. This is not a new concept in education, however the model has as its basis a clear structure that informs teachers and developers of the components and structure which have proven to be a successful combination. Challenges allow young people freedom to manage their own learning. They develop core skills and the ability to apply learning in new and challenging contexts. The practical, creative aspect of a challenge allows pupils who may not be as academically strong to show their abilities and young people are required to discuss issues and strategies and to take them on in a practical and empowering way. This approach provides a sound basis for the creation of individuals who are more likely to become lifelong learners who see relevance and value in learning.

Since its inception, this innovative concept and strategy has been transferred between education institutions, across different countries and into different educational settings and the main focus of this paper will be to outline ENTICE, a collaborative project between 6 partners who are currently members of the European Consortium of Innovative Universities (ECIU) and all of whom have adapted the model to meet their own specific needs.

The ENTICE project aims are to research the ways in which the 'Challenge in Learning' model has been adapted. It is strategically aligned with regional and national educational policies and with European policy in the areas of education and inclusion which aim to increase participation in higher education, widen access to higher education, encourage participation in key subjects and encourage the acquisition of key competences for lifelong learning and innovation in higher education. It is recognised that human capital is a major determinant of growth and employment rates and one additional year of schooling can increase aggregate productivity by 6.2% for a typical European country. However, the EU currently lags behind competitors in terms of the number of graduates. To achieve the Lisbon Agenda, which calls on Europe to become the most competitive and dynamic knowledge based economy in the world, it must increase participation in higher education and ensure that "all citizens, whatever their socio-economic background, can enjoy the benefits of high quality education and training and can contribute actively to society and the economy".

Data pertaining to the success of the Summer Academy @ Strathclyde in achieving its aims has been collected over a ten year period, whilst the other programmes are in various earlier stages of development and evaluation. This paper will therefore attempt to rationalise the success of the model with specific reference to data gathered by the University of Strathclyde, aligning it to national strategies to raise attainment and to improve participation in HE among non-traditional groups in the west of Scotland. It will also study the ways in which success can be evaluated and the value placed in qualitative data in this area, before concluding with a summary of the future intentions of the ENTICE partners in sharing best practice and disseminating information about successes and lessons learned.

INFORMAL LEARNING IN THE PROFESSIONAL WORKPLACE: NEW TEACHERS AND SOCIAL WORKERS

Jim McNally, Giancarlo Gola
University of Strathclyde

When teachers talk about their practice of teaching, on what and how they learn, they invariably refer to learning from practice itself in informal ways rather than through formal structured support. They imply that they develop a professional intuition that leads their performance. Informal learning may be defined as unintentional learning, arising from operational contexts whose results are often manifested unconsciously. Especially interesting is learning in professional contexts because professional knowledge tends to be espoused in formal terms, as in professional standards and codes of professional conduct. However, research by the authors of this paper (Gola 2009; McNally Blake & Reid 2009), conducted independently but presented here in collaboration, indicates that the professional learning of teachers (primary and secondary) and social workers, is predominantly informal. The authors attempt to shed light on the process of informal professional learning, mainly by direct reference to their grounded theory approach to research and to the literature on informal learning. The paper discusses synthesizes theoretical and empirical development of the term informal learning in the literature in relation to social and cultural aspects of adult learning, discusses the nature of learning to teach and refers to other professional workplace contexts for learning. It also considers the implications of the importance of informal learning for statements of official occupational standards and their connection to actual workplace and professional practices.

EXPLORING UNIVERSITY CONTINUING EDUCATION'S ROLE IN CIVIC ENGAGEMENT

Heather McRae
University of Victoria

Community problems tend to be difficult to identify and to resolve, primarily because they are multifaceted in nature and influenced by the conflicting values and perspectives of stakeholders (Ramaley, 2000). Referred to as "confusing difficult-to-characterize policy messes" (Ibid, p. 76) or just an "ill-defined mélange" (Schön, 1987, p.4) these problems often require collaborative and innovative solutions. Different types of expertise and perspectives are required to create the kinds of community changes that lead to improvements in the quality of life, particularly for marginalized communities (Bayne-Smith, Mizrahi & Garcia, 2008).

Typically, universities assist local and regional communities as part of their civic engagement practices through providing information about research outcomes; by offering extension or continuing education programs and in establishing service learning or other volunteer programs on their campuses and in the community based on local interests and needs. One of the major obstacles relating to the effectiveness of these approaches is the university's institutional framework, which tends to isolate disciplines from each other, making it difficult to respond effectively to the complex problems within society (Gronski & Pigg, 2000). Other research suggests that university-community partnership initiatives struggle due to the ambiguity of concepts and terminology, challenges in translating the abstract principles of community participation into practice, retaining participation over time and providing evidence identifying the success of participatory approaches to community problem solving (Lasker & Weiss, 2003).

Even the term 'civic engagement' is a vague and often contested notion that in its broadest sense refers to "making a difference in the civic life of our communities and developing the combination of knowledge, skill, values and motivation to make that difference" (Ehrlich, 2000, p. vi). A wide range of activities including student learning, curriculum transformation, community-defined priorities and knowledge production (Ostrander, 2004) characterizes it. The lack of a shared understanding and approach to civic engagement has resulted in confusion about its purpose, contributing to uneven commitment from universities who are influenced by both internal and external pressures and frustration from community groups interested in accessing the resources of higher education for the public good (Bringle & Hatcher, 2002; Checkoway, 2006).

In recent years, universities have become involved in community-building strategies involving a range of different kinds of partnerships with community-based organizations. Given limited research on the impact of community-university partnerships and reports of uneven successes, there is little understanding about the nature and benefits of participating in these kinds of collaborations (Bringle & Hatcher, 2002). The use of ambiguous terms such as 'partnership' and 'collaboration' which lead to differences in understanding and expectations from the collaborating groups creates challenges (Ibid.). According to Maurrasse (2001), the rationale for involvement by academia ranges from self-interest including maintaining the visual appeal of local neighbourhoods, to beliefs that the university plays a role in community initiatives that support the social good.

Using a qualitative case study approach this study provides background and a recommendations to help inform members of University Continuing Education (UCE), Community-based Research (CBR) and community organizations about issues, concerns and benefits in working together to solve society problems; offering a new perspective about the role of UCE drawing on both the community and professional foundations of the practice. This research addresses a gap in existing reports and studies that have a narrow disciplinary focus (Community-Campus Partnerships for Health, 2005; MacQueen, McLennan, Metzger, Kegeles, Strauss, Scotti, Blanchard & Trotter, 2001), or look primarily at service learning as an engagement strategy (Hollander & Saltmarsh, 2000; Ostrander, 2004). Through connecting the work of professionals in university continuing education and faculty involved in community-based research with community organizations, it contributes to understanding how this type of collaboration can strengthen community-university relationships. For UCE this study provides some insight into the expanding role that practitioners can play through supporting the university's civic engagement goals and providing the necessary leadership and facilitation skills for sustained community partnerships.

COMPARING CURRICULUM MAKING IN LIFE SCIENCES ACROSS COLLEGE AND SCHOOL CONTEXTS

Kate Miller
University of Stirling

This paper will use Actor-Network theory to explore some of the actors thought to be important in shaping the enacted curriculum in schools and colleges. The research was carried out as part of an ESRC funded project 'Cultures of Curriculum Making in Schools and Colleges' which explored the prescribed, described and enacted curriculum across subject and organisational contexts building on the work of Bloomer (1997), James and Biesta (2007) and findings from the 'Literacies for learning in Further Education' TLRP project . The research examined the processes of curriculum making in the post compulsory shared curriculum in the present Scottish life long learning policy context. The paper will focus on how various combinations of human and inanimate actors shape particular curriculum enactments. It will consider classroom events in both the college and school context and trace how connections are made with wider aspects of the curriculum that connect to networks beyond the classroom and wider aspects of teacher and student identity. The paper will also consider the possibility of making connections between how curricula are enacted and the cultural comparative aspects of the different organisational contexts of school and college.

Over the years, there have been changes in the boundaries between secondary schooling and further education in the UK, but also recognition of the challenges of transition from one institutional context to the next. Some schools have sought to provide more vocational opportunities for those pupils who wish to remain in school but not follow a purely academic curriculum. At the same time colleges have developed their provision of higher level vocational curriculum. Some students/pupils now attend both schools and colleges. The result is that currently parts of the post compulsory curriculum are common to both schools and colleges. These changes are occurring in the context of various recent policy initiatives such as *Curriculum for Excellence, Assessment is for Learning,* and the review of the *Higher National Curriculum* which have placed a greater emphasis on issues surrounding curriculum and pedagogy.

The theoretical framework is broadly socio cultural and draws on actor-network theory as a framework of analysis. The study was undertaken over a 15-month period within a matched school and college. Processes of curriculum making were explored through an ethnographic approach including documentary analysis of the prescribed curricula, interviews of various types aimed at exploring the described curricula and observations of the enacted curriculum. These ethnographic techniques were supplemented with informal participant observation and discussions over a six month period in the two main research sites across three subject areas.

This paper will present illustrations of how the physical, social, cultural and semiotic environment of the classroom materialises and impacts on the learning and teaching interactions enacted in the subject area of life sciences across organisational contexts. The analysis suggests the complex interaction of actors is fundamental to understanding the dynamics of curriculum making practices and hence problematising policies that aim at changing the way in which curricula are enacted without considering the range of actors that need to be considered and the diverse ways in which they may act upon the curriculum.

REVITALIZING ADULT EDUCATION IN ETHIOPIA: THE IMPORTANCE OF LIFELONG LEARNING PERSPECTIVE

Tebeje Molla
Århus University

To date, the world witnessed significant socio-economic realities: the new communications and information technologies have made the fast flow of people, idea, money and commodity possible across national boundaries; increased socio-economic interdependence and interconnectedness among nations is real more than any time before; and pressing challenges in less developed countries and the developed countries are very different. With this background, while the emergence of lifelong learning (LLL) as a crucial development agenda in the social and educational policies and strategies of countries in the North signifies a new perspective on the role and organization of education, Africans are far from embracing the new educational philosophy as an organizing principle for education and training. Even so, the theoretical discussion in this paper tries to understand potential roles of LLL perspective in revitalizing adult learning and education in Africa. It is further implied that African version of LLL strategy may then evolve from the adult learning and education system.

IDENTIFYING THE SKILLS THAT AMBULANCE WORKERS NEED: DIFFERENCES BETWEEN NOVICES AND EXPERIENCED DRIVERS

Anthony Montgomery, EfthymiosValkanos
University of Macedonia, Greece

The purpose of the study was to provide ambulance drivers with the opportunity to assess the type of skills that were most important to their job, and identifying the new skills that they will need to be taught in the future. Additionally, the difference between ambulance drivers who has just finished a paramedic program versus experienced ambulance drivers (who has not completed a similar program) was assessed. 347 ambulance workers (115 "Novices" who had just completed training, and 232 "Experienced" drivers), who participated in this cross-sectional study were asked the following questions: (1) What are the most important skills that an ambulance driver needs to perform his/her job?, (2) What skills will you need in the future, which you haven't been taught before?. Participants provided answers to these questions in an open format, and answers were content analysed. Demographic information revealed that 80% of respondents were men. Content analysis revealed that the majority of the answers could be categorised into five skills areas; Interpersonal skills, emotional skills, cognitive skills, physical skills and knowledge of the job.

Table 1 highlights the results with regard the most important skills identified by ambulances drivers as necessary to doing the job. The top three skills identified by both Novices and Experienced drivers were knowledge of the job, emotional skills and cognitive skills. Interestingly, Experienced drivers put more weight on knowledge of the job, Novices attached significant weight to emotional skills. Such a result may reflect the fact that novice drivers find the emotional aspect at the start. Equally, the large percentage of experiences drivers who selected knowledge of the job may reflect the fact that the majority of their knowledge has come from on-the-job training,

Table 1. Most Important Skills Needed by an Ambulance Driver to Perform

	Novices %	Experienced %
Interpersonal Skills	9.02	8.41
Emotional Skills	25.27	16.81
Cognitive Skills	17.87	16.37
Physical Skills	6.5	4.13
Knowledge of the Job	31.23	49.85
Experience	10.11	4.43

Note. Percentages do not add to 100% due to excluded categories

Table 2 prompted respondents to select the skills that hadn't been taught but believed that they would need in the future. Experienced drivers, who hadn't attended a program of study, indicated that they believed that had a significant knowledge deficit. The Novices, who had recently finished a significant paramedic training course, also indicated that more knowledge was a crucial need for future performance. A more fine grained analysis of this category revealed that experienced drivers wanted specialist driver training, first aid training and specialist education. Analysis of this category for Novice drivers revealed that they wanted specialist driver training and more CPR. Both sets of drivers rated interpersonal skills as important and finer grained analysis revealed that both wanted more training on how they can psychologically support patients.

Table 2. Skills Needed by an Ambulance Driver that they have not yet been Taught

	Novices %	Experienced %
Interpersonal Skills	13.90	16.74
Emotional Skills	8.70	3.35
Cognitive Skills	3.48	3.35
Physical Skills	1.74	0.96
Knowledge of the Job	38.26	71.77
Experience	33.91	3.83

Note. Percentages do not add to 100% due to excluded categories

Conclusions and Recommendations
In terms of the skills that ambulance drivers use to do their job, the results show that while both sets of ambulance drivers value the important of knowledge, they also give significant weight to emotional and interpersonal skills to doing the job. In terms of future skills, ambulance drivers identify the need for more knowledge, specialist driver training and first aid skills in particular.

LIFELONG LEARNING AND MEDICAL EDUCATION: IS IT ACTUALLY HAPPENING?

**Anthony Montgomery, Efharis Panagopoulou, University of Macedonia, Greece
Ian Kehoe – University Cork College**

The medical literature is filled with exhortations for both physicians and physician associations to support, promote, advance and encourage lifelong learning in the name of better patient care. The rationale is quite sound and countless sources highlight the danger of ignoring lifelong learning needs and the potential consequences for quality of care, patient safety and physician wellbeing. The gradual trend that has occurred in medical education towards lifelong learning is built upon the already established drive towards greater use of problem-based learning, evidence-based research/practice and continuous medical education (CME). From this perspective, lifelong learning represents a useful framework in which to encapsulate the various strands in medical education. However, to what degree is lifelong learning actually happening among physicians?

The present paper will take a critical approach to the evidence supporting lifelong learning in medical education. Such a review will highlight the many existing studies that seriously call into question; (1) the degree to which physicians can actually learn over their lifetime, (2) the degree to which the hospital environment is actually conducive to lifelong learning, (3) the degree to which the research evidence supports the notion that learning programs (e.g., CME) actually work, and (4) the degree to which physicians are taught/developed in the skills that are actually important to their work. Additionally, the paper will review the evidence regarding what patients need from their physicians and question the degree to which their needs hinder or help lifelong learning activities.

Physicians represent an interesting and important occupational group to study with regard to the success of lifelong learning. As a group, they represent individuals who are highly educated and who we could reasonable expect to excel in lifelong learning. Such an expectation is based on the fact that physician knowledge and their ability to practice with the appropriate skills have a critical influence on the health of a community. In this sense, the field of medical education represents an interesting case study of the success of lifelong learning.

HE IN FE IN AUSTRALIA, CANADA, ENGLAND, NEW ZEALAND AND THE US

**Gavin Moodie, Leesa Wheelahan
Griffith University, Australia**

This paper considers higher education programs that are offered by institutions that have historically and still predominantly offer vocational education programs. These arrangements are called higher education (HE) in further education (FE) in England. The paper compares HE in FE in Australia, Canada, England, New Zealand and the US. The paper notes that what is considered 'further' and 'higher' education differs in each jurisdiction. Nonetheless, it is possible to compare bachelor degrees offered by Australia's vocational education and training institutions, Canada's community colleges, England's further education colleges, New Zealand's institutes of technology and polytechnics and the US' 2-year colleges.

This paper reports progress with a project funded by the Australian National Centre for Vocational Education Research to examine higher education programs offered by public further education colleges, which in Australia are called Technical and Further Education (Tafe) institutes. This report concentrates on just 1 of the several issues that

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arose in the study: interviewees' accounts of the implications of higher education in further education for the identity of institutions, teachers and students.

In the third part of the paper we invite reflection on 3 questions: why is higher education in further education expanding, how is higher education in further education being structured by the broader relations between the sectors, and what may be the future of higher education in further education?

A COMPARATIVE ANALYSIS OF KNOWLEDGE CONSTRUCTION IN COMMUNITY ENGAGEMENT

Tami L. Moore, Oklahoma State University
Jocey Quinn, London Metropolitan University
Lorilee Sandmann, University of Georgia

The purpose of this paper is to examine how knowledge is constructed in formal and in informal community-university engagement initiatives. Fear, Rosean, Bawden and Foster-Fishman (2006) frame community engagement as "opportunities to share our knowledge and learn with those who struggle for social justice; and to collaborate with them respectfully and responsibly for the purpose of improving life" (p. xiii). We draw on this definition to inform a comparative study of community-university engagement in Australia, the United Kingdom, and the United States. Previous work describes common initiatives in these three locations (Moore, Sandmann, & Quinn, 2008) and builds on our interest in mutual learning between universities and communities (Quinn, 2007), new learning spaces (Moore & Ward, 2008) and the politics of civic engagement (Sandmann, 2008). This paper aims to expand that discussion, turning specifically to focus on epistemological issues in engagement.

Formal and informal relationships between universities and their communities can be seen as unique organizations which are not fully university or community. Instead, they are new entities which represent elements of the culture of both. In cultural studies, Prashad (2006) suggests "polyculture" as a term to describe such a hybrid culture. By calling attention to epistemological structures within the polyculture of a community-university interaction, we seek to highlight the important opportunities presented by these initiatives to introduce new ways of thinking about community building, problem solving and lifelong learning.

US service learning pioneer Nadine Cruz (2007) highlights the importance of understanding the nature and construction of knowledge in civic engagement, which she expresses by describing the knowledge that will be required to resolve all the problems currently facing the world. "Imagine this knowledge can be represented by a circle," she says. The portion of that requisite knowledge which is generated by the academy is represented by a very small triangle, equivalent to perhaps 3% of the circle. Initiatives which bring together individuals from across any community represent important opportunities to tap into or otherwise generate the knowledge necessary to meet global societal challenges. Several questions emerge: how is knowledge constructed in these relationships? What is the role of community members and university representatives in constructing that knowledge? Engagement has been described by faculty as expanding the traditional parameters of the teaching space: the learning space, whether on campus or in the community, becomes the classroom (Moore & Ward, 2007, 2008). This paper seeks to explore the nature and construction of knowledge in engagement initiatives, answering the following questions:

- What learning spaces emerge when communities and universities interact?
- Who participates in this learning?
- How is knowledge constructed in these learning spaces?
- What are the implications of these findings for the broader society?

The paper takes as a starting point available data we have collected from Australia, UK and United States on forms of community engagement. The data was provided by national experts drawing on published and grey literature in each country and on their own experiences in this field. By analysing that data as a reflection of epistemological stances in engagement, we hope to move our work forward to understand the importance of diverse forms of knowledge construction in these initiatives and the consequent implications for social participation across these three countries.

PEDAGOGY IDENTITY AND CONTROL: REGULATING THE SCOTTISH TEACHING QUALIFICATION FURTHER EDUCATION, THE CASE OF THE TEACHING QUALIFICATION IN FURTHER EDUCATION (TQFE)

Brenda Morgan-Klein
University of Stirling

This paper will discuss changing knowledge relations in higher education and the emergent modalities of control which accompany these. The paper explores the case of the rapid restructuring of the teacher training qualification for Further Education lecturers in Scotland between 2000 and 2005. The Scottish Teaching Qualification (Further Education) (TQFE) is a higher education award delivered largely within higher education. This qualification is an important and dynamic point of contact between further and higher education in Scotland. Until the end of the twentieth century, these two sectors had been highly segregated but are now increasingly considered as a unified sector in policy if not in practice. Examples of this unification include the way in which the national qualification framework (NQF) in Scotland has developed in practice and the creation of a single funding council. This development has largely been constructed as progressive and enabling for all stakeholders and participants. In the case of the TQFE such changes brought the possibility of greater governmental control, changes in the site of knowledge production, change in the relationships between users and producers of that knowledge, change in the relationships between agencies of the state and all involved in the TQFE, and an emphasis on market mechanisms and values as well as greater centralised control via the Scottish NQF and audit interventions. All of these changes significantly shifted control of the curriculum away from the universities involved. The paper discusses three main implications drawing on the work of Bernstein, Young and others. First, Bernstein (2000) notes that changing the amount of insulation between categories (in this case further and higher education) tends to reveal the power relations underlying those categories. Relatedly, changes in the production of the curriculum in this instance led to a regionalisation of knowledge production changing the structure of values underlying the curriculum and creating new identities. Therefore changes in power and knowledge relations were a significant feature of the restructuring of the qualification. Second, the prominent role of state agencies was also a significant feature exemplifying centralised administrative control. The extent to which this was enabling or constraining is discussed. Third, the stated aim of state agencies, in this case to project new pedagogic identities in further education, also had implications for pedagogic identities in higher education – as Beck (2002) has argued institutional reformation tends to reconstruct individuals. While the case study has certain features which make it different from other higher education qualifications, it is argued that it nevertheless exemplifies current trends in higher education and offers a revealing account of changing relations and identities in higher education and an indication of the challenges to come.

RECOGNIZING LEARNING IN CANADA: ENVISIONING A SEAMLESS APPROACH

Mary Morrissey
PLA Centre

Background/Context:
- the PLA Centre in Halifax, Nova Scotia, Canada (www.placentre.ns.ca) is an independent, collaborative, community-based agency which, for over a decade, has provided PLAR services and programs to a wide range of adults-in-transition across a variety of circumstances
- the PLA Centre has also conducted a number of major demonstration and evaluation projects and policy research studies
- these activities have gained the Centre a national reputation for leadership and innovation in the field of adult learning in Canada
- in October, 2008, the Centre released a 18-month study – commissioned by the Canadian Council on Learning – *Achieving Our Potential: An Action Plan for Prior Learning Assessment and Recognition (PLAR) in Canada*

Objectives:
- to report upon the findings and implications of *Achieving Our Potential* and to invite comment and discussion on its implications, including the following:
    - the role of PLAR – in all its forms - as a practical and effective 'first-order' response to the challenge of current demographic and labour market trends in providing transition support to much greater economic and social participation by population groups currently excluded, marginalized and dislocated
    - the need to take a much broader and multi-purpose approach to the *validation* and *recognition* of *experiential, informal* and *non-formal learning* as a base for employment, workforce and career development and community engagement, as well as for further formal education and training

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- the relevance to the situation in Canada of the progress accomplished in the development of Pan-European *Principles and Guidelines*
- the challenge for establishing in Canada a similar ongoing conversation and negotiation process across jurisdictional barriers in order to provide all citizens with access to appropriate PLAR services and programs (with reference to exemplary national and multi-national initiatives)

Anticipated Results:
- consideration of the need to broaden the prevailing discourse based on a ***learning=schooling*** mindset to include a life-wide – ***every place a learning place; every person a learner*** perspective
- an enhanced appreciation of the challenges to and opportunities for leadership in a federal state and multi-national context in relation to the Canadian situation

Conclusions and Recommendations:
- introduction and discussion of a multi-sectoral, integrated approach to recognizing learning ('seamless learning' model) relevant to Canadian context

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WHAT HAPPENS THROUGH LIFELONG LEARNING? CONSTITUTING A LEARNING APPARATUS

Katherine Nicoll, University of Stirling
Andreas Fejes, Linkoping University

This paper, as work in progress, explores effects of lifelong learning policy in the constitution of a learning apparatus that brings forth, as its expression, a will to learn. This notion, put forward by Maarten Simons and Jan Masschelein (2008) is taken up here and used as a resource for diagnostic analysis.

In the first part of this paper we take forward and develop further the idea that lifelong learning indicates an increasing governmentalization of the state in the name of learning, not only as a strategy of power, but though the construction of particular form of *apparatus* (Simons and Masschelein (2008). This apparatus or 'grid of intelligibility' is a term translated from the word 'dispositif' used by Foucault that implicates both the method of analysis in a genealogy as well as the structure of practices being examined (Dreyfus and Rabinow 1982). It points to a domain of discursive and non-discursive elements that Foucault (1980) describes as comprising such things as discourses, institutions and architectural arrangements, regulations and laws, mechanisms for administration, statements of science, propositions from philosophy, and including philanthropic and moral motivations and activities. An apparatus is not the outcome of a strategy put in place by any particular person, group or government. Rather it is a collection of dispersed activities, objects and ideas that have come together to operate powerfully *as* strategy. A will to learn is brought forth as an expression of that strategy and apparatus in the name of lifelong learning (Simons and Masschelein, 2008).

In the second part, we consider the possibilities of such a system and strategy. An apparatus is a system of exclusion that operates productively through a range of practices (Foucault 1996). We argue that such an assemblage potentially articulates with that of a will to truth as will to knowledge that has been an expression of power for some time. A will to truth, for Foucault, emerged between the times of Hesiod and Plato, through the division of true discourse from false. This was reconfigured as a will to knowledge in the sixteenth and seventeenth centuries (Foucault 1996).

In a third part we begin to explore the extent to which we can expose a learning apparatus and its articulation. We consider the knowledge constitutive practices of lifelong learning and discursive and non-discursive elements. To do this we draw on evidence from various empirically-based analyses of the discursive effects of lifelong learning (cf. Fejes and Nicoll 2008).

We conclude by taking stock and considering the potential of our analytic resources and analysis.

MANIFESTATIONS OF IN/NON-FORMAL LEARNING DISCOURSES IN "SOCIAL LEARNING" LITERATURE: IMPLICATIONS FOR ADDRESSING THE COMPLEXITIES OF LIFELONG LEARNING

Kim Niewolny, University College Dublin
Arthur Wilson, Cornell University

Non-formal and informal learning are variously defined yet influential conceptualizations that hold promise for organizing lifelong learning pedagogies. Debates about the nature of formal, non-formal, and informal learning are historically abundant. These debates continue to frame the ways in which these terms are distinguished from each

other within lifelong learning communities. Recent examinations of the non-formal and informal learning literature emphasize issues of recognition, validation, and assessment in the policy domain (Colardyn & Bjornavold, 2005). Another prominent thread addresses access, participation, and social action issues in the adult and community education sector (Edwards, Gallacher, & Whittaker, 2006; Oduaran & Bhola, 2005). Other discussions provide clarification of non-formal and informal learning notions by reframing them as discourses and ideological constructions of power (Colley, Hodkinson, & Malcolm, 2003; Foley, 1999). Our interest in this area of inquiry goes beyond situating formal, non-formal, and informal learning as competing constructions of theory and practice; instead, this analytical paper explores the manifestations of in/non-formal learning discourses in "social learning" literature to further illuminate the complexities of lifelong learning.

Drawing upon earlier efforts (Niewolny & Wilson, 2009a; 2009b), this paper focuses on ways in which particular discourses of non-formal and informal learning manifest and thus constitute an emerging discourse of "social learning" in adult learning literature. "Social learning" has gained attention as an important perspective for organizing the education of adults in a variety of non-formal and informal learning settings (Jarvis, 2006; Merriam, Caffarella, & Baumgartner, 2007). "Social" forms of adult learning have been (mis)appropriated to mean almost anything associated with such terms as sociocultural learning, social learning, situated learning, context-based learning, experiential learning, transformative learning, lifelong learning, non-formal, and informal learning (Niewolny & Wilson, 2009b). Drawing upon Foucault's (1972) and Fairclough's (1992) approaches to discourse analysis, we examine a large body of adult learning literature for the ways in which "non-formal" and "informal" learning discursively manifest and give meaning to this wider discourse of "social learning." This methodological approach not only emphasizes the kinds of investigations that have focused on in/non-formal learning in adult learning literature but demonstrates what Foucault would describe as an underlying uniformity of meaning despite the apparent diversity of what has been said about in/non-formality.

Our paper reveals several key issues about the production and circulation of informal and non-formal learning discourses in the "social learning" literature. First, it appears that in/non-formal learning discourses are most closely linked to the politicized meanings of "social learning." For example, participation, collaboration, social capital, and social action themes associated with in/non-formal learning variably formulate a discursive strategy to challenge dominant ideological structures and practices affecting community education and development settings. Second, informal and non-formal learning discourses sometimes vie for superiority to validate particular "social learning" practices and policies. We conclude with recommendations for better understanding the in/non-formal learning phenomenon and its significance for organizing and developing lifelong learning pedagogies.

LEARNING TO BECOME AN INTERCULTURAL PRACTITIONER THE CASE OF LIFELONG LEARNING INTENSIVE PROGRAMME "INTERDISCIPLINARY COURSE OF INTERCULTURAL COMPETENCES"

Maria Giovanna, University of Valle d'Aosta
Furio Bednarz, R&D Stiftung ECAP – Schweiz

Authors / rapporteur
The paper's proposal is submitted by Maria Giovanna ONORATI …. and Furio BEDNARZ, President and Resp. R&D by ECAP Foundation, Switzerland (Via Industria, 6814 LAMONE, tel. +41 91 6042030). University of Valle d'Aosta (www.univda.it) is a recent academic Italian institution born in 2000 and consisting of five Faculties, among which Education plays an important role, as it has the highest number of enrolled students in the region. Internationalization, especially meant as interculturality, is the priority of this university, that is located in a front, bilingual region, particularly interested by the cohabitation of different cultures. ECAP Foundation deals since 1970 with the issues related to migrant workers social and professional integration in Switzerland, and represents one of the main Adult education centers active in the country (see www.ecap.ch)

Nature of the paper
The paper presents some methodological and operational suggestions in the field of vocational training, starting from the first edition's final evaluation of a transnational project called ICIC (Interdisciplinary Course of Intercultural Competences) and promoted by the University of Valle d'Aosta (Italy), together with Higher Education (academic and non-academic) partners of other 5 European countries (Belgium, Hungary, Finland, Turkey, Switzerland). ICIC is a project developed within an ERASMUS Lifelong Learning Intensive Programme and aimed at developing and testing an innovative approach to building intercultural competence in the framework of higher vocational training. The project gave life to an interdisciplinary module, focused on the development of intercultural competences within three professional ambits: Education, Social Work, Health Care. This module matches the main aims of European Higher Educational Programmes and its most innovative elements are: 1) the tuning between vocational training and academic education; 2) the experimentation of innovative methodologies in the field of intercultural training; 3) the use of reflective practice as a didactical tool in vocational training; 4) the implementation of innovative practices of lifelong education within a privileged (international, interdisciplinary) educational context

Issues
With reference to the issues focused by the Conference, our contribution will mainly deal with topics such as:

- How people can learn to fairly manage diversity within a multicultural work context;
- A holistic approach to learning and competence as the presupposition for developing intercultural competences as a transversal competence;
- Till what extent an interdisciplinary focus on cultural differences may foster a holistic approach to intercultural competence;
- How work and life experiences can interact in a structured way and undergo a cultural reworking, so to be evaluated in the framework of a formal higher education pathway;
- How formal and non formal learning processes can be combined to achieve the expected learning outcomes.

The report will particularly focus on some processes, such as:
- the social dimension of learning, as well as of "competence" as a multidimensional category relying upon the three main spheres of social action: knowledge, awarenes, communication;
- interdisciplinary strategies aimed at fostering a full (cognitive and meta-cognitive) understanding of "diversity";
- the role of reflection on actions, as well as on exposed and practiced values, and its capability of enabling learning processes (double and triple learning loops as a meaningful approach to competence building);
- the role of theories and experiences in building up intercultural competence.

References
Detailed references will be produced in case of approval. Considering the debate, our references are:
- pedagogical literature dealing with reflective learning strategies, aiming at making non formal and informal learning opportunities effective in building up professional competences; [Schön 1983, Gibbs 1988, Stroobants – Chambers – Clarke 2007,]
- holistic approach to learning processes [Illeris, 2004; Jarvis – Parker, 2005], declined considering culture and knowledge as an integral part of intercultural practice;
- constructionistic theories of social reality and of communication at the basis of any holistic approach to human action; [Berger & Luckmann 1966, Thompson 1995, Gudykunst & Mody 2002, Gudykunst & Kim 2003, Hall 1959 e 1966, Landis-Bennet-Bennet 2004, Farr-Moscovici 1984, Wieviorka 1998, Van Djik 1994 e 1995, Pinto 2000, Hannerz 1992, Cohen Emerique]

Methodological approach
As far as the training pathway is concerned, the key word to be considered is "interdisciplinarity", intended not only as a strategy, but as a method for developing a multidimensional concept of intercultural competence, oriented not only to task, but also (and mainly) to relation. At this level we will stress the importance of giving value to different pedagogical strategies and methods (blended learning, case-based learning, case-study, cultural shock, reflective practice) of field work (ethnographic methods of urban exploration), that may foster role alternation, decentralization, critical and self-critical perspective, negotiation and problem solving skills, all basic elements for intercultural competence.

Our report will be based on the analysis of the documents produced by the project, such as:
- evaluative questionnaires filled in by the participants during the first edition of ICIC Intensive Program
- *Reflective Diaries*, that all the participants were asked to write day by day during the program.

Conclusions and hypothesis
- Intercultural competence is a basic soft skill necessary to become an aware citizen in our global societies; the capability of managing differences in an effective and appropriate way represents a fundamental asset in social, educational, health and care professions;
- Such a competence, implying the capacity of individuals in mobilising knowledge, skills and attitudes in coping with diversity, requires awareness of "cultural glasses" (social representations, stereotypes) that drive our judgement;
- Only by combining cultural typizations and inputs deriving by direct biographical experiences and reframing them within formal training, it is possible to face and fight the reproduction ofracist prejudice;
- living intercultural experiences, and reflecting on them, represents a mainstream to innovate educational pathways, letting participants achieve not only actual learning outcomes, but also methodological attitudes in reflection, valuable in a lifelong learning perspective.

Paper 057

EXPANDING OPPORTUNITIES: SUCCESSFUL LEARNING WITHIN SCHOOL-COLEGE PARTNERSHIP PROGRAMMES IN SCOTLAND

Sheila Page
Scottish Government

HMIE published *Expanding Opportunities,* a report on school-college partnership programmes in Scotland, in 2008. The main author of this report presents its key findings, with a particular focus on the very positive learning experience of the young people who take part in them.

Practical and experiential learning is one of the key strands by which Scottish education can achieve the aims of a *Curriculum for Excellence.* There are important messages in what are commonly referred to as vocational education programmes that help us understand how we can make learning generally more enjoyable and relevant to more young people and therefore instil in them more positive attitudes to lifelong learning. The fact that most of these programmes take place in colleges or are delivered by college staff in schools, also allows us to focus on how the 'surrounds' of these programmes contribute to their success. The adult ethos and generally equitable relationships with college teaching staff, the strong focus on teamwork and the link between what they are learning and the expectations and responsibilities of the workplace, all appeal to young people in the process of defining their adult lives. Behaviour and motivation are mostly good on school-college programmes, and attainment of qualifications is high.

The seminar will focus on the lessons we can learn from the report, and how schools and communities can best educate and support our people so that they confidently embrace the challenges of life in the early 21st century.

ASIAN WOMEN'S ORGANISATIONS SURVIVAL AND THEIR IMPORTANCE TO LIFELONG LEARNING

Jasbir Kaur Panesar
University of East London

This paper will provide an evaluation of the issues and conclusions drawn from the Achievements and Emerging Trends for Asian Women's Conference held at the University of East London.. The conference aimed to give Asian women a voice on their historical struggles which prompted the Asian Women's Movement and the development of Asian women's organisations. These organisations are at present actively engaged in the debate of what equity and social justice means as they are currently facing a funding crisis as decision makers want to move away from specialist to generic services. These organisations have in the past thirty years promoted the needs of South Asian women through campaign, advisory; crisis intervention, advocacy work as well as developing policies and engaging in continuous research. There is a new generation of Asian women practitioners emerging with different needs.

The fight for equity and social justice for Asian women's organisations has been undertaken by Imakaan, supported by the Women's Resource Centre at a political level. Imakaan emphasises that as Third sector funding landscape shifts, local authorities gain powers to commission local services and 'cohesion' replaces 'multi-culturalism'. The present trends are to these specialist agencies detriment by moving away from ring-fenced grant aid money towards competition on the open market as well as removing funding away from the voluntary and community sectors towards the statutory services. Furthermore, the community cohesion agenda is confusing as some local authorities have used it to justify closing or merging specialist services with mainstream ones. There is a gradual loss of smaller, grass root organisations that have greater reach into marginalised communities and are trusted more by those communities to work with them.

 In addition the survival of this sector is necessary for institutions like universities working within lifelong learning to work in partnership to meet the educational needs of South Asian women through grassroot developmental initiatives. This paper will give examples of models of good practice of initiatives developed by the University of East London in partnership with Asian women's organisations. Higher education may not fully value the importance of working with Asian women's organisations and groups. Again, not many Asian women employed by higher education working within the widening participation arena may be of that generation when the Asian women's movement's began it's challenges and raising awareness in the 1980's. Those who were associated with the movement during this period in one way or another have moved away as practitioners in the voluntary sector to the academic world where they have given years of writing and teaching about Asian women's historical and current struggles. However, an engagement with this specialist sector is essential in advising as experts in the development of community development, social participation, social cohesion and diversity degree undergraduate and postgraduate programmes. Furthermore, those working in the support services have the opportunity to market their institutions to those hard to reach target groups by working in collaboration on various initiatives with this specialist sector.

INTERDISCIPLINARY CONVERSATIONS ACROSS RESEARCH PROJECTS ON SIMULATION PEDAGOGIES: CONNECTING WORK, LEARNING AND TECHNOLOGY

Uma Patel, City Univeristy, London
Nicky Solomon, University of Technology, Sydney

Simulations have become familiar pedagogies in both education and work settings. These pedagogies are considered to be particularly useful as they produce a learning space that allows learners to be inducted into the

complexities of specific work situations. Simulations as a pedagogy enrols education, work and technology and it is surprising that this is under-theorised.

The paper is an analytical one and draws on interdisciplinary conversations between the two authors. The first author brings to the conversation a Technology Enhanced Learning (TEL) review of simulation technology in professional education (funded by UK Teaching and Learning Research Grant, 2004-5). This is project 1 (TEL-P). The second author draws on research on simulations as pedagogical approaches to vocational learning ('Changing work, changing workers, changing selves', funded by the Australia Research Council, 2002-4). This is project 2 (VEd-P).

This paper argues that interdisciplinary conversations between the TEL and Education areas of research into simulation can provide a breath of vision and understanding of changing practices, and make visible multiple coexisting assumptions about simulation practices in work related learning.

While a thematic analysis between projects on simulation 'makes sense', TEL research and Education research are located within different sets of discourses and histories, which inform different kinds of research questions and claims making. In order to work with these differences, the authors mobilise a shared interest in Actor-network concepts for engaging with the multiplicity and contradictions in this pedagogic space and for considering humans, technology, and knowledge as equal actants.

In the paper we track our conversations that began with questions, such as "what were the research questions for the two projects, and how can we build on the theoretical frameworks, issues and findings from both projects?" In our initial responses the idea of 'binaries and classification' presented itself as problematic. For example, the research in VEd-P found that educators recognise the need to trouble binaries between education and training, theory and practice, yet it was evident from the data that simulation itself was enacted as an implicit binary, as the 'other' of the 'real'. The research in TEL-P found that computer simulations in HE are characterised as standalone artefacts that model some aspect of the 'real' world, and allows the user to make inputs to test the model and inspect the outcomes. However this leaves out the plethora of computer applications and activities that are practiced as 'in situ simulations' in education and work settings. Typically these involve more than one computer program, different online technologies, team work, and tasks ranging from problem solving, to product innovation and performance skills (e.g. driving a truck).

We conclude the paper arguing against binaries that position the world of work as 'real' against the 'unreality' of education. Technology classifications on the other hand can be a useful heuristic manoeuvre for characterising technology facets but understanding in situ practices needs other forms of analysis e.g. stories and vignettes. We suggest that simulations including simulation with simulation technologies - produce it's own discursive practices in which a different world is created with its own conditions for learning and work and associated problematics. This is a different kind of world that is not entirely work or learning but needs new kinds research practices and conversations between researchers.

EMPLOYABILITY AND THE EMPLOYED: UNDERSTANDING THE EXPERIENCES AND NEEDS OF PART-TIME DISTANCE EDUCATION STUDENTS

Ann Pegg, Martha Caddell
The Open University

The aim of this paper is to develop conceptual and practical understanding of 'employability for the employed'. Much current debate on employability in the HE sector focuses on the transition of full-time students to the world of work and makes the assumption that graduates enter employment with no working experience and with skills deficits (DIUS 2008).   The experiences and needs of part-time and distance learning students are given limited consideration. This paper highlights possible new directions in our conceptual thinking about enhancing student employability and poses questions for researchers, policy makers and HE institutions about how we conceptualize employability and higher level skills for increasingly diverse student bodies.

As McQuaid and Lindsay (2005) point out the term employability is often used as shorthand for categorising an '*individuals employability skills and attributes'* (2005:197) and the exact nature of these skills and attributes is variously defined in slightly different ways by a number of authors. Hartshorn and Sear (2005) suggest that within a modern knowledge economy basic skills (literacy, numeracy and attitude to work) should be integrated with enterprise skills, (e.g. innovation, risk, autonomy) and knowledge/sector specific skills (eg. work context knowledge, creativity and depth of specialist knowledge), to ensure continued and flexible employability skills for individuals and employers across regions and sectors. An alternative strand in the literature of employability attempts to move away from matching supply (employee skills) and demand (employers) in discussion of employability skills and instead focuses on attitudes to the labour market and career development. Holmes (2001) and Tomlinson (2008) in particular point to the challenges for students in developing their own orientation to the labour market (with its inherent problems) and students own active management of their employability. This paper seeks to build on this discussion by developing the idea of students as '*positioning themselves in relation to, and develop[ing] identities around, their future work and employability'* (Tomlinson 2008:287). We are seeking to add to this through

acknowledging students' *current* experiences of employment and their developing perceptions of employability in the local context.

The paper develops this discussion through the presentation of two studies that explore the interconnections between learning and working journeys of part-time distance education students in Scotland and England. In Scotland a study of Open University students was conducted, exploring their experiences of the intertwining of learning and work aspirations. In England a smaller study used interviews to explore how working students and their employers had jointly negotiated an HE study programme and their perceptions of the contribution made by HE study to enhance employee skills and student perceptions of employability.

The diversity of students' experiences is marked, both in terms of their engagement with, and the expectations they have, of HE provider support in the area of enhancing employability. While they may be participating in 'distance-education', students are locally-situated and consequently face geographically-specific challenges linked to the availability of employability-related support and, crucially, to jobs. The paper challenges assumptions about student employability and graduate spatial and social mobility that underpin many current debates and proposes a more focussed and nuanced understanding of the employability related to the experiences of students, particularly those currently in employment.

EMBEDDED LEARNING – LESSONS FROM A LINKAGE PLUS COMMUNITY PROJECT ENHANCING OPPORTUNITIES FOR OLDER PEOPLE

Keith Percy, Fiona Frank
Lancaster University

Between December 2006 and September 2008 the Department of Continuing Education at Lancaster University was commissioned to undertake the evaluation of one of eight Linkage Plus pilot projects funded nationally by the Department of Work and Pensions. The project, delivering care services and enhancing employment and information and advice opportunities to older people in the community, covered the area of the Lancaster and District Council. The Department of Continuing Education received the commission because of its expertise in evaluation and its general involvement with providers of care for older people in the community. The Lancaster Linkage Plus project (to be known as "Fifty Forward" because its definition of older people was to be those 50 years and over) was not concerned with learning objectives and the Department's record as a provider of lifelong learning was not relevant.

The Fifty Forward project was steered by a newly formed partnership primarily of representatives of county and district authorities, of Age Concern and of organisations representing the interests of older people locally. It developed three main areas of activity – a) an employment and volunteering bureau for older people; b) a care "navigator" service through which older people could be helped to gain access from their homes to a wide range of low-level assistance (from transport and home maintenance to caring and befriending; c) an information and advice service which was mainly telephone- based.

The evaluation of the Fifty Forward project showed that it had mixed success. While the numbers of older people using the various services successfully were substantial and the evaluators found it relatively easy to derive tributes, citations and positive qualitative case-histories from the project's clients who were researched, the project experienced problems of late start, over-ambitious objectives and changes in its environment (the latter beyond its control).

However, the evaluators were struck by the unplanned functioning of Fifty Forward as a community lifelong learning project. Formal learning and training opportunities had to be engineered into the project so that, for example, partners knew enough about each other to work together; older people seeking employment had sufficient training; volunteers understood the purposes and parameters of their roles; information advisers knew how to retrieve information. Even more striking were the testimonies of different stakeholders of what had been learned from the experience of the project. Council employees and professional care workers said that they now saw later life in a different, more positive, way; project partners, managers and workers could evidence the manner in which they had learned to direct, shape and maximise the output of the project as both it and the issues developed; older people claimed that they had learned new confidence and optimism as a result of participation in the project. Most significantly, it was asserted by many that, because of the project, the local community had learned a more positive view of later life and the voice of older people would be heard more clearly in community affairs and in the chambers of the District Council.

The evaluation project used a wide range of methodology, including selecting, training and using older people to be fieldworkers conducting qualitative interviews. This will be discussed in the paper and data presented. However, the focus of the paper will be a consideration of whether the outcomes of the evaluation of the Fifty Forward project make the case for one way in which we might shift our conceptualisations of lifelong learning in the community. Community projects may not overtly and intentionally be set up to be lifelong learning projects. Nevertheless, they may function as such and their major sustainable outcomes prove to be, in fact, those of lifelong learning.

This proposal is submitted for the **non-formal and community based learning** theme although it touches on several of the others.

LEARNING TO BELONG: LEARNING COMMUNITIES AND IMAGINED SOCIAL CAPITAL

Jocey Quinn
London Metropolitan University

Issues
This is predominantly an analytical paper which uses interdisciplinary theory drawn from Education, Cultural Studies and Human Geography to explore the related issues of belonging, learning and community. It critiques dominant ideas and practices of learning community in Higher Education and Lifelong Learning as simplistic and regulatory and offers a different vision of how learners learn to belong.
Relationship to other Literature

The paper builds on arguments I first developed in 'Belonging in a Learning Community: the re-imagined university and imagined social capital', published in *Studies in the Education of Adults 2005*. That paper used a range of interdisciplinary theory, in particular spatial theory, to challenge the idea that learning communities are unproblematically positive, inclusive and productive. It broke new theoretical ground in creating the category of 'imagined social capital'. This concept has since been employed by other researchers, for example by Fuller and Heath in their work on non-participation' in HE. I have now developed this idea further in my forthcoming book *Learning Communities and Imagined Social Capital* (2009 Continuum). This paper will draw on that book.

Approach
In making its arguments the paper uses a variety of empirical data from a range of qualitative research studies conducted with adult learners both nationally and internationally in formal and informal contexts, including universities, voluntary sector and community based projects, work and leisure. It employs that data to demonstrate the complex ways in which 'imagined social capital' is either built or denied.

Conclusion
The paper concludes that learners gain most benefit from creating their own symbolic communities and networks, which help to produce 'imagined' social capital, rather than from the imposition of hegemonic learning communities. It then considers how these new critical perspectives can help us to rethink education as a cultural practice.

NON FORMAL AND COMMUNITY BASED LEARNING – A CASE STUDY OF GENDER RESOURCE CENTRES IN INDIA

Dr. Rajesh
University of Delhi, India

The Government of India in collaboration with the various governmental and non-governmental organizations focused Community Based Non-Formal methods. The focus has been further provided under the XIth Plan of the government and the University-Grants-Commission (2007-2012). The present study deals with the empowerment of the community women in the age-group (15-35) in the national capital region of Delhi, the capital of India.

The Department of Social Welfare, National Capital Region of Delhi supported Gender Resource Centres in the various parts of Delhi especially in 9 districts for the empowerment of women at the grassroot levels. One of the strategies that are adopted incorporate non-formal learning focusing women in reproductive and productive age-group.

This process of non-formal learning helps in promoting lifelong learning. The community women are being provided opportunities for the skill based learning and promoting self help groups and micro-credit programs. They develop Charcha Mandal, Group Discussion, Forum, Audio-Visual based learning and the learners are being provided opportunities for interactive learning.

The present case study of empowering the community women through non-formal learning is an unique opportunity of accerating the pace of lifelong learning. The study is presented on the basis of random study of 150 women benefited through non-formal learning in the age-group 15-35.

RETHINKING LIFELONG LEARNING RESEARCH: THE UTILITY OF "ASSEMBLAGES".

Ann Reich
University of Technology, Sydney

In the past few years there has been a burgeoning of scholarship in education, workplace learning and lifelong learning concerned with studies in governmentality, based on the later work of Foucault (1991, 2007a) and other work which constitute an analytics of governmentality approach (Donzelot 2008; Lemke 2001; Rose, O'Malley & Valverde 2006; Valverde 2007). In particular, a bourgeoning education literature catalysed by studies in governmentality has been extended to include the utility of Foucault's work for lifelong learning (Fejes & Nicoll 2008).

This analytics of governmentality approach is not considered a theory but rather a perspective and provides different ways of thinking about lifelong learning and researching historical circumstances of its emergence. In this paper, I argue for the utility of assemblage, within an analytics of governmentality, as an important analytical concept for researching workplace learning and lifelong learning. In particular this approach assists the researcher in foregrounding the political rationality underpinning the technologies of power, such as present-day liberalisms like neoliberalism and advanced liberalism (Rose 1999) in advanced liberal democracies. I suggest that Dean and Hindess' (1998) concept of assemblage as five inter-related domains is very useful for investigating complex assemblages governing populations of paid workers in economic life. These domains are: forms of problematisations; techniques and technologies; modes of reasoning; the shaping of identities and agencies; and the ethos of these governmental practices.

The paper commences with a clarification of the key concepts used in the paper – analytics of governmentality, assemblages, neoliberalism and advanced liberalism - and a discussion of "questions of method" associated with this perspective. It then illustrates the utility of this perspective for researching workplace and lifelong learning by analysing each of these five domains of assemblages in relation to an historically specific research site, the training and development practices in child protection agencies in NSW, Australia in late 1990s, and the emergence of the worker as learner in political reform strategies and programmes of the Australian system of vocational education and training.

The paper concludes with exploring the implications of this perspective and the significance of the inclusion of the analytical concept of assemblage for researching workplace and lifelong learning.

ACCESSING AND DECODING COMMUNITIES OF CULTURAL CAPITAL

Eileen Reid, Ken Neil
The Glasgow School of Art

Ours is a discussion paper which addresses, chiefly, the conference themes of: 'equity & social justice' and 'theory & methods'. The paper is based on long-standing professional expertise in the area of Widening Participation (WP) in Art, Design and Architecture (ADA) in Higher Education and on research interest in the traditions and conventions, both bureaucratic and linguistic, which serve the infrastructure of formal education in ADA.

The first part of the paper argues for a strategic approach to WP agendas within ADA to be informed by 1) the theory and methods of Pierre Bourdieu (1930-2002), specifically his work on the 'aristocracy of culture' and the operations of 'cultural capital' and 2) the recent work of James Elkins (b.1955) on the conventions of contemporary art education, in particular his application of Stanley Fish's concept of 'interpretive communities' to ADA. The emergent strategy is one which recognises that socio-economic class remains the predominant obstacle to achieving credible diversity of student background in creative education at HE level.

As Bourdieu makes clear, the non-acquisition of the codes and behaviours of operative cultural capital creates an acute and erroneous sense of incompleteness on the part of a reflexive working class applicant to art school who inwardly registers his/her perceived difference in capital inheritance.
Elkins is right, we argue, to draw our attention to the explicit and implicit sharing of bureaucratic and evaluative vocabularies within the art academy: he usefully demonstrates the ways in which such vocabularies reinforce a complacent sense of liberal tolerance while cementing interpretive positions in ADA familiar to those with an appropriate level of cultural and educational wherewithal.

For the second part of our presentation we will introduce to delegates GSA's Prato Project: an international exchange programme between GSA and Monash University. This unique project sees Scottish students from lower socio-economic backgrounds join Australian liberal arts students in Tuscany. An intensive project, it has a twofold impact – on both 'non-acquisition' and 'decoding vocabularies', following Bourdieu and Elkins – by helping to

familiarise less culturally privileged students with world renowned examples of renaissance culture, and by offering them a discursive environment in which to share and decode cultural preconceptions, build confidence, and help them identify as genuine participants in local, national and international culture. Often lacking confidence in, and alienated from, the dominant culture that pervades UK art schools, the following quote is a typical example of the project's impact: '*I thought I was prepared for what was going to happen on the trip. I don't think I knew exactly how much it would have contributed to the person I am today. It changed many things about me such as my confidence, independence and my hunger for learning. Since the trip I have been to Prague, Berlin, Barcelona and Riga. This is all because I now have the confidence to travel*'.

In sum, our paper recommends that socio-economic class, and the 'coding' confidence issues which ensue, be kept in the foreground when addressing equity of participation in HE ADA. For open discussion we wish to hear of colleagues' efforts in these areas, and share good practice, with the Prato Project as touchstone, to further test the insight and potential for institutional change which these theories and methods present.

Paper 066

CONSUMING PRACTICES: LEARNING TO BE TOGETHER AT WORK

Donna Rooney, Hermine Scheeres
University of technology, Sydney

This paper takes up a particular social relations perspective on workplace learning. While most research on workplace learning focuses on actual work practices or specific training practices that enhance work, this paper differs in that its starting point is other workplace practices: specifically, the 'other practices' of interest here are what we are calling consuming practices. Put more simply, this paper is interested in eating, and in drinking, and in smoking at work, and how they are implicated in everyday learning.

While these everyday consumption practices are carried out in a range of sites (not limited to work), they have largely been ignored in research concerned specifically with workplace learning. An exception can be found in an exploration of the relationship between everyday learning and consuming, and how examining this relationship opens up new questions about learning at work (Rooney & Solomon, 2006). Some related literature can also be found in a special edition of Human Relations where various authors draw attention to the effects of the intake of food and drink with regard to organizations, organizational practices and organizational identities (Briner & Sturdy, 2008; Pina e Cumba, Cabral-Cardoso, & Clegg, 2008).

This paper seeks to build upon this work by providing some empirical exemplars of consuming practices and their relationship to learning. The data comes from a current research project that has as its main aim the investigation of development practices that are integrated into the everyday work of organizations. While 'consuming practices' were not among the practices of concern to the project, food, drink and cigarettes were repeatedly called on by interviewees as participants or 'actors' in discussions about learning. In particular, engaging in consuming practices often occurred at times when workers were 'learning to be together' (Delors, 1996).

In exploring these consuming practices, questions emerge around where these practices occur, who is involved and how to characterise the complex relationships involved. This paper draws on a range of conceptual resources to address these questions. First, spatial theories offer understandings of both the 'in-between-ess' of the spaces where consuming and learning go on, and of how spaces are reconfigured when workers consume/learn there. Second, related conceptual notions of 'identity and space' add dimensions with regard to the 'in-between-ess' of those doing the consuming/learning/working (Edwards & Usher, 2000). Finally, actor-network theory, with a central tenet of assigning agency to non-humans within networks (Callon, 1986; Latour, 1986; Law, 1986), offers the possibility of exploring food-stuffs, beverages and/or even cigarettes as actors in accounts of workplace learning.

The paper does not seek to resolve any conceptual issues; rather, it leaves the various differences in play. It does so with the intent of inviting some constructive discussion through the degustations on (metaphorical) offer.

Paper 067

CHANGING LANES: ON THE CONTRIBUTION OF RESEARCH ABOUT NON-LEARNING IN BIOGRAPHICAL CONTEXTS TO AN UNDERSTANDING OF LIFELONG LEARNING PROCESSES

Astrid Seltrecht
University of Mainz

Biographical research lends itself to the scientific study of learning in life, because learning in a biographical context is connected with biographical experiences. Nevertheless, the state of empirical research, especially in relation to adult learning, had been considered to be unsatisfactory. For example, it has been brought to the attention of professionals in the field of empirical research into adult education/further education in Germany, that "little is known about the relevant contexts between the various dimensions of adult education/learning on the one hand, and their

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contextual conditions on the other. The step from the description to the explanation of learning phenomena is seldom ventured" (Schrader/Berzbach 2005: 56; Translation: A.S.). In view of this rather meagre, level of research in the field of 'lifelong learning', a number of researchers is proposing the development of a theory of learning in terms of a biographical framework (e. g. Alheit/Dausien 2002; von Felden 2006).

In relation to the context of the insufficient state of research into lifelong learning, as mentioned above, it may seem, at first glance, somewhat a faux pas to take 'non-learning' as a theme. Nevertheless, a number of questions arise from the biographical theoretical and pedagogical perspective: first, if life-stories that are narrated in the present are a mixture of lived and unlived life, which are reflecting learning processes? Can they also highlight processes or stations of non-learning? In what situation in a person's life do periods of non-learning show up most clearly? During these periods how and why people do not learn and what consequences does non-learning have for the individual?

In comparison to 'lifelong learning', the subject of 'non-learning' in the biographical context, has received little attention until now. Thus, this category of learning has been neither dealt with in terms of its relation to the descriptions of 'lifelong learning' nor have the conditions, stagies, functions as well as the consequences of 'non-learning' been identified. The schematic difference between learning and non-learning in a biographical context has not been researched until now.

This paper will address the phenomenon of 'non-learning' in biographical contexts and show the empirical materials available on the topic, as well as its significance for the subject. These phenomena were noticeable by my doctoral thesis ("Learning through Illness", Seltrecht 2006), a project researching the learning processes amongst women with breast cancer. The phenomena of non-learning were of such special importance in the course of the lives of these ill women, that the question arose: In the research of lifelong learning, is not 'non-learning' important to be studied?

THE ROLE OF PRACTITIONER ENGAGEMENT IN A DEMAND DRIVEN SYSTEM

Kate Shoesmith
City & Guilds Centre for Skills Development

The role of practitioner engagement in a demand driven system
Attaining a system where skills supply matches demand remains the Holy Grail for policy-makers. This is perhaps even more pertinent at times of economic uncertainty, when employers need greater support for staff training to ensure their businesses can respond to increasingly challenging business conditions.

Practitioners – the teachers, trainers, lecturers and coaches who deliver work-related training and skills development – are frequently left out of policy discussions because they are seen as the antithesis to a demand-led solution. They are 'only' the suppliers.

The Centre for Skills Development (CSD) has sought to test this common conception by engaging practitioners in three different sectors. Starting from the hypothesis that practitioners are an important conduit for understanding and joining together policy with learner and local industry requirements, CSD held focus groups with practitioners in catering, construction and social care, to understand what contribution practitioners felt they could and should be making to policy developments.

Using the findings from the focus groups and relevant secondary research, this paper will explore four discreet areas where practitioners feel they could support a demand-led skills system:

1. Understanding the diversity of demand – policy-makers often approach vocational education and training as a single entity but employers and learners in different sectors and locations have vastly different requirements. Practitioners understand this and need to retain some flexibility within a quality assured system to meet all their needs.

2. Engaging different employers – the idea of matching supply to demand is not new to many practitioners. Case studies demonstrate how practitioners can be a valuable partner for industry and act as an important communication channel, especially with small and medium sized enterprises that other agencies find it difficult to engage. Practitioners therefore have a crucial role to play in stakeholder engagement strategies from governments.

3. Qualifications - whilst qualifications have their place, not all training needs to lead to a qualification, nor is their credibility generated by government approval. A number of practitioners reported cases where qualifications approved at the design phase are unworkable in practice. This could be avoided simply by engaging those who deliver the qualifications. Furthermore, government-set targets that aim to increase the number who hold a certain level of qualification are in fact detrimental to the development of a truly demand-led system.

4. Bureaucracy has been the subject of successive government reports on skills development and yet there is still a continued belief that accountability can only come from repeated form filling and complex funding formulae. To date,

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no one has been able to find a more satisfactory method for measuring performance in Further Education that reflects actual skills development rather than superior administrative skills and qualification delivery. Practitioners believe they hold the key to beneficial change in this area.

In conclusion, by sharing good practice and lessons learnt from a UK and international perspective, the paper will argue for the better engagement of practitioners so that we can break the cycle of trying to develop a demand-led approach by modifying supply.

LIFELONG LEARNING: REFLECTIONS FROM A PILOT PROJECT ON 'FACILITATING BLACK AND MINORITY ETHNIC STUDENTS INTO SOCIAL WORK'

Dina Sidhva, Multi-Cultural Family Base, Edinburgh
Mo McPhail, The Open University

This paper will discuss reflections from a pilot project on 'Facilitating Black and Minority Ethnic (BME) Students into Social Work'. The project sought to reach out to BME and new migrant people and to offer them study skills where required and mentoring support to enable them to undertake 'Openings courses' with the Open University in Scotland. The project built on earlier work offering mentoring support to BME social work students and was rooted in a recognition of the additional barriers which BME, new migrant and overseas learners can face in accessing lifelong learning and the potential need for additional supports to ensure equality of opportunity. This was made possible through the creation of opportunities and pathways to participate in a social services workforce better equipped to meet the needs of culturally diverse communities.

In particular, the paper will illumine how the project facilitated lifelong learning and brought about change in the lives of potentially excluded BME learners through mentoring. The paper will discuss how the success of the pilot was a direct result of it recruiting BME mentors all of whom had prior experience of working in the BME social services sector. Additionally it will explore the crucial importance of the mentors possessing an awareness and insight into the issues that BME people face in accessing and progressing successfully within mainstream education as well as learners' vulnerabilities, for example, the expectations and community constraints placed upon the lives of some BME women which are additional complexities not always understood by service providers. This awareness allowed the mentors to work with learners in a sensitive and flexible way and enabled raising awareness amongst education providers about barriers and consequent needs. Finally it will focus on the importance of a model of mentoring that reflects principles of anti-oppressive practice, while facilitating learner's self-esteem and providing leadership that eventually encourages and empower learners, such that they gain the skills and confidence necessary to bring about change in their lives.

The paper will throw light on the opportunities and support provided by the pilot to potential social and child care students in the community that were absolutely vital in helping these individuals to take the first steps towards training and employment in the field, and to be sustained through the process, particularly in terms of building confidence. It will also explore the barriers to involving people who may not have thought it possible to access learning and some of the challenges which need to be addressed.

Further, it will highlight literature in relation to lifelong learning through mentoring and the ways in which the pilot has made a significant contribution to the facilitation of widening access. In conclusion it will reflect on the scale of the challenges in lifelong education, which are significant and how the pilot has become even more keenly aware of the complex barriers and the difficulties of achieving institutional change in lifelong learning.

MUSICIANS AS LIFELONG LEARNERS: DISCOVERY THROUGH BIOGRAPHY

Catharina Agatha Smilde
Hanze University of Applied Science

Today musicians face major changes in their professional life, confronted with questions of how to function flexibly and exploit opportunities in the rapidly changing cultural context. To this end, the concept of lifelong learning, seen as a dynamic concept that responds to the needs generated by continuing change, was investigated within a major study underpinned by biographical research. This study took place within the framework of an international research project on Lifelong Learning in Music of the Hanze University in Groningen (NL).

Within this study key developments in the professional lives of 32 musicians were examined, focusing on the relationship between their life, educational and career span. This resulted in a collection of learning biographies of musicians from different age categories and with various career types, in which critical incidents and educational

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interventions were explored. The main thread throughout the biographies was the question of how these musicians learn and what this means for the definition of a conceptual framework of lifelong learning in music.

After analysing the learning biographies with the help of grounded theory and comparing it to a theoretical framework (a.o. Alheit 2005, Bourdieu 1884, Giddens 1991, Schön 1983, Wenger 1998), three key areas of knowledge and understanding were established in the biographies, being - musicians' artistic, generic and educational leadership; - the interconnection between their varied learning styles and - their need for an adaptive and responsive learning environment within a reflexive and reflective institutional culture. These three key areas are non-hierarchical and they enable and inform each other. Together they form a holistic conceptual framework of lifelong learning in music underpinned by a core of reflexivity and critical reflection.

Within the area of artistic leadership, tacit understanding in the context of artistic laboratories constitutes the core, requiring a lot of trust between musicians. Within generic leadership it was found that musicians often suffer from both physical and psychological problems which are profession-related, the latter mostly consisting of performance anxiety, often connected to low self-esteem. Creative coping strategies were frequently devised by the musicians, thus showing their use of metacognitive skills.

It was observed that informal learning is a very important mode of learning in music. It appears fundamental to the transformative learning processes in the course of the development of the musician, in which formal learning also plays a significant role. Strong informal learning processes were observed within formal settings, often within non-formal contexts. Learning which took shape in this way strengthened the musicians' sense of ownership of their learning as well as their sense of belonging. Opportunities for experiential learning in formal settings were often created through educational interventions by the musicians themselves.

Where musicians encountered an adaptive learning environment which gave them space for their own artistic laboratories where they could develop their (professional) identities, they then functioned in the best way. This included having supportive, knowledgeable and coaching teachers.

Educational interventions that can generate new models of adaptive learning environments were explored, and they underpinned recommendations for continuing professional development. Future musicians would thus have the opportunity to acquire a reflective and reflexive attitude in their response to cultural change and develop into true 'lifelong learners'.

Paper 071

WHAT ARE THE PROS AND CONS OF GAINING QUALIFICATIONS THROUGH WORK?

Erica Smith, Andy Smith
University of Ballarat

An important plank in lifelong learning policy in both the UK and Australia has been the opportunity for workers to gain qualifications through work. In Australia this opportunity has often been provided through the traineeship system which is a form of 'modern apprenticeship' that has now been in place for twenty years. Two national Australian research projects on the delivery of qualifications through work have been undertaken over a five-year period by the authors and colleagues. Both projects involved research with workers, managers, training providers, industry bodies, and relevant officials at State and national level. The 2003 project surveyed 400 companies that provided qualification-based training at work and also included twelve enterprise case studies. The 2008 project involved six in-depth industry case studies, each of which involved interviews with relevant senior stakeholders and two enterprise case studies, as well as in-depth interviews with senior policy officials, employer peak bodies and trade unions. The studies showed that many advantages accrue to workers as well as to employers from the delivery of qualifications through work. However there are also some disadvantages and problematic areas for workers, some of which may become more apparent as the global financial crisis affects employment. In the discussion, some parallels are drawn between the Australian and the UK approach to delivering qualifications to lower-level workers through work.

Paper 072

WORK-BASED LEARNING AND KNOWLEDGE PROCESSES IN ORGANISATIONS

Roderick Smith, The Robert Gordon University
Evgueni Chepelin, Camphill School, Aberdeen

Research carried out at the Robert Gordon University, Aberdeen has highlighted an important approach as well important data relating to our understanding of the contemporary learning context. Specifically, this research considered a programme of study jointly delivered by the Camphill Rudolf Steiner School in Aberdeen and the University of Aberdeen, leading to the BA (Hons) in Curative Education (BACE).

In terms of approach the methodology considered the discursive field within which learning took place. Here two distinct subject positions were identified, the student as a 'traditional' university **student** (student subject position) but also as an **apprentice** within a context of knowledge transfer and application. Here the traditional university context is being impacted upon by the work-based learning context bringing a certain degree of ambiguity and conflict both to students and to teachers.

These often conflicting subject positions were themselves formed by two prominent discourses within Higher Education, the **liberal** and the **instrumental**. Where the liberal discourse is maintained there is a tendency to rely on a more theoretical basis for knowledge and less on the performative objectives upon which work-based learning is to be based. The instrumental discourse accentuates the need to embed work-based practice at the heart of the learning process. This appears to be the key in realisation of the 'situated learning' model of BACE, which challenges the more traditional mode of learning and teacher/learner relationship.

Within the BACE programme, both practical experience and theory based academic knowledge are articulated within the work environment. It was found that where learning is not fully embedded within what might be described as the Community of Practice (CoP) model, the student subject position formed will inhibit the transfer of academic knowledge. On the contrary, the apprentice subject position, reinforced by collaborative work practices and by active support from practice tutors/line managers, facilitates both learning process of a student and transfer and production of knowledge within the student's CoP.

The sustaining of the student subject position over that of the apprentice was felt to be the most significant. On the one hand, separating theory from practice, the student is constrained in the creation of a positive experiential learning cycle where the process itself sustains and generates a context that is conducive to the sharing and application of knowledge. On the other hand, such separation helps some students to develop a critical attitude to academic study and work practices and to adopt a standpoint outside the dominant academic and organisational discourses. This standpoint may be regarded as a starting point for overcoming the fragmentation of a student's identity into two subject positions and constructing a new identity of producer of knowledge. This highlights a need to address the pedagogical position of the programme and how to channel the growing ability of the student to critically engage without allowing this, essentially, academic discourse to become dominant with the programme as a whole.

This study has highlighted a potential area of conflict in terms of the formation of a student's learning identity. This would appear to be resolved by the creation of a learning environment that fosters a sense of learning community and focuses on the practical basis of learning.

SITUATING LEARNING AT WORK WITHIN ORGANISATIONAL HISTORIES: PAST-IN-PRESENT DISCOURSES

Nicky Solomon, Hermine Scheeres
University of Technology, Sydney

This paper examines the place of organisational histories in learning at work. We are interested in exploring how employees talk about their work and workplace as an organisation with a history that shapes their current everyday practices. We draw on an Australian Research Council project that is describing and analysing particular kinds of organisational practices that facilitate learning.

Using qualitative research methods, including interviews, focus groups, and observations, we identified a range of organisational practices that are designed to improve organisational performance and to manage, direct, evaluate and coordinate people. We found that some organisational practices achieved more than their stated purpose. We name these practices as Integrated Development Practices (IDPs) because of the way they provide people with learning and development opportunities.

Further, we characterise IDPs as practices that:
- facilitate learning in a way that is embedded in work processes,
- are independent of formal training programs and are not defined explicitly in terms of training and education, and
- are managed or implemented by people whose primary job function is not training and learning.

In the paper we examine the findings from two organisations to draw attention to the cultural discourses that inform and shape the enactment of IDPs. We focus on the interview data to illustrate how employees experience organisational changes and transitions, and how they articulate the relationship between organisational histories and work practices with a particular focus on the tensions produced. Using discourse analytical approaches (Fairclough, 1992) we identify and discuss how these cultural discourses are integrated into the way they learn to be and do work.

A central discourse that emerged from the interviews was one about change: change in relation to what happened in the past and how the past shapes their understandings of the present organisation and its practices. The past is present in the present through current discourses (Foucault, 1980; Rose, 1996)).

Interviews are not just personal stories but are part of organisational discourses (resistant and compliant ones) that construct the current identity of the organisation and its current practices. The interviews in our study foreground the significance of cultural shifts in their responses. The kind of cultural shifts that were important points of reference for them were both planned and unplanned changes that included implementation of new government policies and legislation, mergers, relocations and even natural disasters.

THE READING BUS 'A CAPITAL IDEA'

Kevin Stelfox, Rachel Shanks
University of Aberdeen

This paper focuses on the potential of parents to develop and utilise social capital generated through the parent's research activities organised by the reading bus. The Reading Bus project is a multi-agency partnership between schools, local libraries and colleagues working in adult learning, family learning and Community Learning and Development, with support and input from school liaison police officers, the Arts Education team and Arts Development team, storytellers and authors. The aim of the Reading Bus is to: promote reading as a source of lifelong pleasure, raise the attainment and achievement of children at risk of early failure, encourage family learning in a non-school environment, and involve and empower parents in their children's learning.

Funding was secured from the Scottish Action Research Fund to allow a research mentor to work with a group of parents at Hanover Street School. This funding was seen as an opportunity for capacity building with community members, not only in their role as researchers but in the ongoing development of the Reading Bus Programme. The group of parents chose to investigate "What motivates boys to read". Their research led to a pilot programme being developed in two of the schools around their findings. This paper undertakes a meta analysis of this research activity outlined above and focuses on the impact of the activity on the parent researchers. The main method of data collection was through a set of semi structured interviews with the parent researchers. The aim of the interviews was to explore their journey in relation to the research activity and the impact of that journey on their family and relationship that they had with the school. Interviews took place shortly after the parents had formally completed their research project but were still meeting as a group informally. The theoretical frame of reference for this research utilizes the concept of social capital and draws on work undertaken by the Applied Education Research Scheme Schools and Social Capital Network. The key concepts of social capital are bonding, bridging and linking capital along side networks, norms, trust and reciprocity. These concepts are useful in that it allows for exploration of the impact of the relational aspect in an informal learning context.

The paper explores how social capital practices of bonding, bridging and linking were developed and utilised by the group of parents in relation to each other, the school and their community.

FORMAL AND INFORMAL TRAINING FOR WORKERS WITH LOW LITERACY : BUILDING AN INTERNATIONAL DIALOGUE BETWEEN CANADA AND THE UNITED KINGDOM

Maurice Taylor, University of Ottawa
Karen Evans, University of London

Research Purpose
The purpose of this exploratory study was to investigate some of the kinds of formal and informal workplace training activities that workers with low literacy engage in from different parts of Canada and the United Kingdom. It was also interested in finding out the process that workers with low skills use to learn informally.

Literature Review
The conceptual context and focused literature review brings in three models of informal learning. These include the work of Livingstone (2001), Eraut (2004) and Illeris (2004). A critique is made of these models and points out that only data from employees with higher educational attainment have been used in their developments. Both studies from Canada and the United Kingdom are reviewed on topics of informal learning and life roles and tacit forms of personal competencies in the training and work re-entry of adults with interrupted occupational biographies.

Outline of Methodology
The study employed a multi-site case study research design with 31 employees and 18 instructors from seven different types of workplace literacy programs in various regions of Canada and 42 employees and 6 supervisors or tutors from four workplace basic skills programs in the North and South of Greater London, England. Data collection at the worksites was extensive drawing on multiple sources of information (Yin, 2003) and included semi-structured interviews with workers; semi-structured interviews with instructors; worker journals and physical artifacts. Data

sources from each country were coded and were used for comparable purposes following a within case and cross case analysis.

Conclusions
The conclusions are described under three main themes. The first theme depicts the range of formal workplace programs in both countries that employees with low literacy have participated in. The second pattern highlights the main types of informal learning activities that emerged from the data which included: observing from knowledgeables; practicing without supervision; searching independently for information; focused workplace discussions and mentoring and coaching. The third theme is an initial description of the informal learning process practiced at work.

Implications and Recommendations
Implications of the study suggest that company sponsored workplace and essential skills programs act as catalysts for further learning at work. Findings also seem to indicate that reflexive and interdependent forms of self-directed learning may play an important role as workers with low skills engage in and shape everyday workplace practices. In addition, the study illustrates the potential for engaging in cross nation studies using a social ecology of learning framework both from a constructivist paradigm as well as from the pragmatic world view.

THE FUTURE OF VET SYSTEMS: AN AGENDA FOR VET POLICIES IN THE EU BEYOND 2010

Guy Tchibozo, Pascaline Descy, Jasper Van Loo
CEDEFOP

The Lisbon Strategy is coming to an end. In 2010, stock will be taken of the progress achieved since March 2000, and a new impulse to the progression of EU economies and societies will be given. Reflections on how to design the next steps have started. The present contribution takes place in this context. The research question addressed in this contribution is: in the field of VET, what should the medium-term policy agenda look like? In other words, what should be the priorities for VET policy in the next 5 to 10-year span of time?

This research is clearly policy-oriented. It has been conducted by the European Centre for the Development of Vocational Training (Cedefop). The aim is to feed in the EU and national VET policy-making processes with research-based recommendations. The contribution is based on the research report, which will be published at the end of 2009.

On the methodological side, the approach was based on analysing which challenges VET systems will be facing in the near future. Two types of challenges were identified, external (e.g. generated by economic competition) and internal (e.g. resulting from the need for increased professionality of VET staff). These challenges were identified through reviews of research literature and of relevant descriptive statistics from Eurostat and the OECD, mainly. The geographical scope covers more than 20 EU member states.

The findings show that four sources of external pressures and four types of internal trends raise issues and challenges for future VET policies and systems. External pressures first come from labour markets, where decreasing quality and security in youth employment, lack of progress in geographical mobility and in flexicurity policies, and skills shortages (Strietska-Ilina, 2009), urge for new developments of VET interventions. Demographic changes, next, also call for adapting VET provision and delivery to changing competence requirements, in a context of decreasing school participation while working age is increasing. Economic competition, then, makes it necessary to bring down the percentage of 40% EU firms not providing any training to their staff, so as to enhance the benefits in terms of innovation, growth and productivity firms and economy may gain from training (Smits, 2009). Last but not least, VET developments are also needed to meet society's expectations in terms of social cohesion and social inclusion (Preston and Green, 2009).

The evolution of VET systems is also likely to be shaped by internal trends pushing to increase VET's profile and attractiveness (Lasonen and Gordon, 2009), systems' transparency through qualification frameworks (Coles and Werquin, 2009), teachers and trainers' professionality (Parsons et al, 2009), and to modernise the provision of Information, Advice and Guidance (Borghans and Golsteyn, 2009).

Two series of policy recommendations stem from this review. First, to meet the need for attractiveness and transparency, institutional action is called for, for example in terms of diversifying VET offer and opening new routes and perspectives for lower-ability students and VET qualifications holders; or modernising the governance (quality assurance, partnerships) and transparency (qualifications frameworks) of VET systems. Second, action for professional development of VET and IAG staff is also required, to enable these to act not only as up-to-date professionals, but also as education systems and governance experts, aware of the implications of new institutional arrangements as well as being able to dialogue with industry and the local community.

The symposium will present the major findings and recommendations resulting from the results, with particular emphasis on the social cohesion / social inclusion and Information, Advice and Guidance issues.

IMPROVING THE ATTRACTIVENESS OF INITIAL VOCATIONAL EDUCATION AND TRAINING: SOME OBSERVATIONS ON THE EU EXPERIENCE

Guy Tchibozo
CEDEFOP

In the EU in general, initial vocational education and training (IVET) suffers from a lack of consideration from employers and potential learners. As a consequence, participation is lower in IVET institutions than in general education, especially at tertiary education level. Yet, high participation in IVET is critical to the achievement of the Lisbon strategy, in particular for the success of such objectives as employability and social cohesion, economic competitiveness and sustainable growth. Addressing this issue is the main purpose of the Copenhagen process launched in 2002. The research question of this contribution is: to what extent have the policies of IVET attractiveness, implemented at national level since 2002, met the policy guidelines of the Copenhagen process?

This contribution is based on a research on VET modernisation conducted at the European Centre for the Development of Vocational Training (Cedefop) in 2006-2008 (Cedefop, 2009). The research was oriented at identifying ways for modernising VET systems and policies and, within this framework, at developing recommendations for future policies as well as questions for further research.

Methodologically, the approach adopted consisted of analysing the attractiveness policies recently implemented in the EU Member states against the directions contained in the Communiqués paving the Copenhagen process (Maastricht Communiqué, 2004; Helsinki Communiqué, 2006). First, the major policy guidelines from these texts were synthesised so as to feature a kind of EU model for attractiveness policy. The originality of the EU model in contrast to some extra-EU approaches (Conlon, 2005; Desjardins *et al.*, 1999; Flowers, 1988; Hilmer, 1998; Hossler *et al.*, 1989; Lankford and Wyckoff, 1992; Lincoln and Walker, 1993; Weiler, 1996), and its characteristics and underlying logic were made clear. Second, examples of national policies were collected (Lasonen and Gordon, 2009) and contrasted with the EU model, thus highlighting both similarities and gaps. Further research questions and policy recommendations could then be derived. The whole analysis was based on reviews of research literature and of relevant descriptive statistics from Eurostat and the OECD. The geographical scope covers most member states.

The findings show that much progress to improve IVET attractiveness has been made along the lines of the EU model since 2002, in terms of bringing academic education and VET closer, modernising systems' governance and responsiveness, or making learners' choice for VET reversible, for example. However, it is also shown that problems remain, regarding in particular the individualisation of guidance and support, opening career opportunities for VET qualifications holders, making institutions' tendencies to vocationalism and academisation synergetic, and the lack of systematic evaluation of the policies implemented.

ASSESSING ADULT LITERACIES' LEARNING IN NON-FORMAL CONTEXTS

Lyn Tett
University of Edinburgh

Research shows (e.g. Black & Wiliam, 1998; OECD, 2008) that assessment that facilitates the learning process through ensuring that learners are actively engaged in developing self-assessment skills is the most effective in promoting educational attainment. This approach to measuring and assessing progress encourages learner autonomy through helping learners to 'own' the assessment and learning process and developing the ability to use their own judgement regarding the quality of their work. This paper examines the possibilities and challenges faced by tutors and students in non-formal adult literacies settings in finding appropriate ways of assessing progress that will develop student autonomy and agency. This is particularly challenging in a context where most participants will have had negative experiences of traditional, outcome focused, methods of assessment and will bring specific dispositions shaped by earlier experiences that influence their expectations, hopes, aspirations, motivation and autonomy. The data on which this paper are based are derived from a study of literacies tutors' attitudes and approaches to accreditation (Tett et al, 2008) and case studies of students' experiences of formative assessment in a range of settings (Sliwka & Tett, 2008).

Ecclestone and Pryor (2003: 478) have argued that, rather than thinking of assessment *systems*, we should regard assessment as a *regime* because tutors and learners commit themselves to 'assessment practices, discourses and ideology that promise empowerment and control simultaneously…that discipline learners and assessors alike'. The regime dominant in adult literacies in Scotland is set out in the *Curriculum Framework for adult literacy and numeracy in Scotland* (Learning Connections, 2005) where learner progress is measured by the changes achieved by learners in relation to their lives as family members, workers, citizens and lifelong learners. Achievement is outcome focused, measuring the progress learners make towards the learning goals they have identified. This involves a continuing review and up-dating of goals as the learner gains in knowledge, understanding and

confidence and success is based on learners recognising their achievements and beginning to make changes in their lives or identifying new learning goals. Although this 'social practices' approach (Papen, 2005) to assessment has advantages in developing learner autonomy it also poses particular challenges in relation to the 'soft skills', such as developing self-confidence, that students often identify as the most important in enabling them to reach their goals.

The paper will draw on the data from the research studies to discuss the ways in which a regime that privileges these soft skills over other learning achievements shapes formative feedback and summative expectations in particular ways. It will also show how tutors and students alike internalise a culture that legitimises certain knowledge, values and norms in teaching and assessment activities that may reflect a deficit view of literacies' learners (see Tett & Maclachlan, 2008). It will argue that, whilst there are many advantages to a regime that privileges learners' own goals, this can lead to a lack of challenge that creates a 'safe space' that may be detrimental to learners' progression and attainment.

EXTERNAL EVALUATION OF AN INFORMATION NETWORK FOR LEARNING COMMUNITIES FOCUSED ON ORGANIC AND SUSTAINABLE AGRICULTURAL PRACTICES

Catherine Twohig, James Brown
University of Minnesota

In 2004, three Midwest universities merged their resources to bring together farmers, researchers and educators to address blending research and practice issues. Representatives from each of the three collaborating universities provide Network X's (not the actual name) leadership. This network is a knowledge-sharing community of practice (CoP) which facilitates participation by a significant group which encourages members to participate in a variety of knowledge-exchange activities (Ardichvili, 2008).

Given the challenge that Network X's members are scattered over a five state region, the Network elected to develop a virtual community of practice (VCoP), which Ardichvilli (2008) described as "organic systems that emerge and are constantly constituted and reconstituted through interactions among community members, community members and members of the larger institutional environment, and community members and numerous tools, constituting the community's repertoire" (p.549).

Paper's Relationship to Other Literature:
A number of scholars have called for research to discover how communities of practice (i.e., VCoP) act in various situations (Voth & Brewster, 1990) and to examine rural community development efforts to determine what contributes to successful efforts of this nature (Dillman & Hobbs, 1982). Kroma and Flora (2001) noted that research on sustainable agriculture is gaining visibility as a critical knowledge community.

Similar to Kroma and Flora's (2001) recommendations regarding adoption of new management strategies in alternative agriculture (i.e., sustainable and organic), Rogers (2003) noted that the social learning component of the traditional diffusion paradigm argues that behavioral differences among cultural sub-groups are the product of differential learning experiences.

Methodology and Approach to the Topic:
This study was designed as an evaluative case study designed to provide a better understanding of the Network's Community of Practice (CoP). The process described, explained. and judged a holistic account of Network practices, as Merriam (2001) noted, "While some case studies are purely descriptive, many more are a combination of descriptions and interpretation or descriptions and evaluation" (p. 40-41). In addition, this study identified themes that identify the strengths and weaknesses of the Network (Twohig, 2005). The research population was drawn from five groups (not named to assure privacy) of participants in the Network. Purposive samples from within each of these groups were interviewed.

Conclusions:
Research findings across all groups interviewed were summarized as follows: (a) the failure of one key group to contribute meaningfully, (b) the high potential for growth of collaboration between practitioners and university researchers, (c) the need for more effective marketing of the Network, (d) the need to be more sensitive to cultural issues among some participating groups, and (e) a variety of timely and important factors that are and/or will be impacting the Network.

Recommendations:
The Network's leaders will be encouraged to consider Ardichvilli's (2008) HRD-related factors when seeking to improve the Network. Examples include: (a) more emphasis on acknowledging the need for trust, (b) enhance consistency by creating norms and standards for knowledge-sharing activities , (c) emphasize occasional face-to-face communications via network video-conferencing, and (d) improve the effectiveness by which they organize and distribute large amounts of information (need for manageability of the content).

DEVELOPING LITERACY AND NUMERACY AWARDS WITHIN THE CURRICULUM FOR EXCELLENCE

Rob van Krieken, Margaret Tierney
Scottish Qualifications Authority, UK

This paper will report on the ongoing development of awards for Literacy and Numeracy in Scotland.

In its 'consultation on the next generation of national qualifications in Scotland', the Scottish Government proposed separate awards to accredit young people's literacy and numeracy skills. These awards are expected to be related to the Scottish Credit and Qualifications Framework levels, accrediting a broad range of skills as defined within the Curriculum for Excellence. They are likely to be based on a wide range of internal evidence from work across the curriculum and, in addition to this, to have an external element. The proposals in the consultation document suggested that these awards could be used by adults as well as young people.

The proposed awards relate to many aspects of educational policy. They fit with the purposes and development of the Curriculum for Excellence and are a response to suggestions that good literacy and numeracy skills are required to improve the percentage and success of school leavers in positive sustained destinations (*OECD Reviews of National Policies for Education: Quality and Equity of Schooling in Scotland,* 2007; *Improving Scottish education, A report by HMIE on inspection and review 2002-2005*, HMIE 2006). They also need to be seen in connection with the 2009 Scottish survey of adult literacy and numeracy. Literacy, numeracy and other related essential skills are currently included or specifically assessed in a range of qualifications, and referred to in policy documents (eg *Skills for Scotland: A Lifelong Skills Strategy*, Scottish Government 2007).

The paper will report on the implications of emerging trends, and more in detail on

- possible definitions of the skills to be assessed in relation to definitions of literacy and numeracy skills in the Curriculum for Excellence, and in the adult literacy and numeracy curriculum framework for Scotland, in policy documents, in existing qualifications, and in Scottish adult literacy and numeracy surveys
- definitions of the levels, in relation to those used in the curriculum, in the Scottish Credit and Qualifications Framework, and in literacy and numeracy tests used outwith Scotland
- different models for combining internal and external aspects of an assessment process, for instance, the use of portfolios, e-assessment, quality assurance
- the function of these awards for adults as well as for young people

SUSTAINABLE CITIZENSHIP AND EDUCATION. A COMPARATIVE ANALYSIS OF SCHOLARLY LITERATURE AND INTERNATIONAL POLICY DISCOURSE.

Katrien Van Poeck, Flemish Government & K. U. Leuven
Joke Vandenabeele, Hans Bruyninckx, K.U. Leuven

In this paper we address the conversion of environmental education to education for sustainable development (ESD). In December 2002, the United Nations General Assembly adopted a resolution to put in place a UN Decade of ESD spanning from 2005 to 2014 and designated UNESCO to lead it. The Decade aims at changing the approach to education so that it integrates the principles, values and practices of sustainable development. In 2005 the UNECE adopted a strategy to facilitate the introduction and promotion of ESD in the UNECE region. Member states are encouraged to develop national implementation plans.

Making sustainable development the new focal point of environmental education is not a value-free move. It is not neutral concerning the nature and purposes of education, yet it is strongly connected with certain images of an 'educated citizen' and the kind of educational processes that are expected to enhance these images. In this paper we analyse the scholarly literature on 'sustainable citizenship' in order to gain an insight into the various images of citizenship and the contributions that are assigned to education.

In "Globalisation and environmental education: looking beyond sustainable development", Jickling & Wals (2007) present a heuristic for reflection on the nature, goals and processes associated with ESD and environmental education. The authors position different ideas about education alongside two fields of tension that characterize educational tendencies and perspectives: a transmissive versus transformative approach to education on the one hand and an authoritative versus participatory view of the educated person on the other hand. Framing these fields of tension on two intersecting axes, Jickling & Wals distinguish three approaches to ESD that fit in with the four quadrants of the diagram: 'Big Brother sustainable development', 'feel good sustainable development' and 'enabling thought and action: beyond sustainable development'.

Building upon this outline, we take a further look at the way in which the diverse conceptions of ESD are intertwined with corresponding approaches to citizenship and education. The following questions are the key elements of our literary study:

– What types of justification emerge in literature concerning the promotion of citizenship in the light of sustainable development?
– In which way(s) is 'sustainable citizenship' characterized? Does this characterization fit in with the quadrants Jickling & Wals developed? Are there any other dimensions to be found?
– Does literature concerning sustainable citizenship discuss the role and purposes of education? Does this discussion apply to Jickling & Wals' fields of tension or does it emphasise other elements?
– Are different views on a meaningful role for education against the background of sustainable development being explored? Are these being acknowledged as complementary educational strategies or do authors put a particular approach first?

After inquiring into the relationship between ESD and citizenship according to scholarly literature, we draw a comparison with the way in which this interrelation is considered in international policy documents. We will focus on Agenda 21 and the UNESCO- and UNECE-documents as these are the driving forces for the national implementation plans for ESD, incl. the Flemish ESD-policy that will be the subject for our future research. We examine the documents to answer the following questions:

– What kind of characterization of citizenship dominates the policy discourse on ESD?
– What role and purposes are attributed to education according to these policy documents?
– What types of educational strategies are put first?

The framework we develop in this paper will be used for future research on experiences in the field of ESD.

HOW CAN LEARNING PROCESSES BE METHODICALLY DOCUMENTED OVER A LIFETIME?

Heide von Felden
Johannes Gutenberg Universitat Mainz

Processes of learning over lifespan can't be watched or can't be described only by results of learning. If one wants to grasp the structure of longer-termed learning processes, it is possible to analyse the subjective perspective of the learner him- or herself who has told his or her own biographical life-story. The question is, how does the analyse work?

I would like to show how the analyse-method of Fritz Schütze – so called "narrationsstrukturelles Verfahren" – can be applied to grasp long-termed learning processes. The method bases on a theory of narration, so that the construction of reality can be analysed by meaning and language of the transcribed words. One can analyse the perspective of the narrator him- or herself, of the development of experience – by Schütze called "Prozessstrukturen" – of the social situation and milieu etc. and so the individual "learning habitus" (a term Heidrun Herzberg has created following Bourdieu) and the social circumstances of learning are possible to be analysed. Learning processes over lifespan are describable as processes of experiences, of attitudes and of constructions of reality, which are always influenced by social conditions.

First I would like to inform about the method of Fritz Schütze, second I would like to explain the method to grasp long-termed learning processes and third I would like to show some examples for the analyse.

The nature of the paper is a work in progress, because I'm working on a theory of learning in the frame of biographical issues. The issues the paper raises are methodical issues to grasp long-termed learning processes by analysing the subjective perspectives of the learner in the frame of his own life-story. The research has relationship to the research approaches of Peter Alheit, Bettina Dausien and Winfried Marotzki. It is a qualitative research approach.

One gets more different descriptions of learning processes over lifespan, but not only on an individual level, but also on a general one by getting structures of the processes.

ENGAGING LEARNING: APPROACHES TO VET THAT ENGAGE DIVERSE LEARNERS AND THEIR KNOWLEDGE SYSTEMS

Ruth Wallace
Charles Darwin University

Understanding the disconnects between individuals', communities' and educational institutions' assumptions about learning engagement impacts on the types of identities on which learners drew and the efficacy of those identities in negotiating new learning experiences. Developing innovative and successful approaches to engage disenfranchised regional learners in training necessitates effective partnership and the recognition of diverse knowledge systems as they relate to the worlds of work, community engagement and learning. A series of studies explored the potential of digital technologies, particularly mobile technologies, to define a space where diverse learners can engage with formal education settings. The participatory studies negotiated opportunities for learners can access, capture, interpret, remix and present information about theirs and others worlds in multimedia formats and for that knowledge to be central in their learning participation and assessment.

This paper examines the ways partners in learning use digital technologies to deepen learning experiences and engage disenfranchised learners. This paper is formed within the lifelong learning (Field), bonding, bridging and linking ties (Woolcock) and learner identity (Gee) theoretical frameworks. The discussion reflects on a series of case studies conducted over 3 years and the key learnings about the nature of learning, learning engagement and working across knowledge and identity boundaries. The case studies provide examples of various e-learning uses in Northern Australian regional areas and provide a basis to discuss some of the key concepts in relation to active engagement in learning, learner identities and e-learning. The learning contexts focus on partnerships with remote Indigenous enterprise owners. In particular, the learning from the case studies examine the ways e-learning can engage disenfranchised learners in regional areas and the identities represented and given voice through e-learning.

The discussion includes the kinds of media that have been used effectively for learning, the ways educators can use e-learning to build bridges across knowledge and learning systems and the view of the disenfranchised student learning experience, from their perspective. The paper concludes by considering the implications for developing and managing democraticised learning experiences, that essentially connect to students' lifeworlds, expose learning facilitators to different views of the learning experience and students, and inform the implementation of learning management systems in educational institutions.

LIFELONG, LIFE-WIDE AND LIFE-DEEP LEARNING: ITILIZING THE LENS OF HIV/AIDS IN SOUTH AFRICA

Shirley Walters
University of Western Cape

As Lees (2008) states, "Nowhere are the failings of AIDS education more evident than in a recent report in the South Africa Medical Journal confirming estimates that over 1,500 people in South Africa are newly infected with HIV every day." The challenges to develop helpful understandings and effective approaches to the HIV/Aids pandemic are there for all to see. HIV/Aids highlight some of the most difficult social, economic, cultural and personal issues that any adult educators have to confront. Discussions on pedagogies relating to HIV/Aids therefore can help to sharpen and clarify ways of thinking about adult and lifelong learning, particularly in and for the majority world, in ways which little else can. It is for this reason that this paper reflects critically on our experiences over the last 10 years in developing innovative approaches to HIV/Aids education in southern Africa.

We adopt a critical participatory action research methodology to reflect back on the approaches we have developed over 10 years. From these experiences, our observations are that working with people infected and affected by HIV/AIDS bring into sharp focus the need for pedagogical approaches (i) to include male and female, children and adults across generations, for all ages (i.e. lifelong learning) ; (ii) to recognize the importance of sustainable livelihoods in a life-wide approach (i.e. life wide learning); and (iii) to work with deeply personal issues relating to death and sexual relations which tap into the cultural, spiritual, and intimate aspects of people's lives (i.e. life deep learning).

The paper builds its reflective theoretical arguments, drawing on the experiences of design and facilitation of training workshops in southern Africa over the last 10 years, and related literature. It frames the theoretical debates within feminist popular education and lifelong learning.

THE *'GOOD UNIVERSITY'*, ITS COMMUNITIES AND LIFELONG LEARNING

Sue Webb
University of Sheffield

This paper discusses conceptions of the '*good university'* and their implications for constructing social communities within universities and those with whom they choose to work. Central to the discussions will be an analysis of the discourses and practices of lifelong learning. The paper briefly reviews the historical origins of universities in the struggle to establish what Habermas (1989) has termed the 'public sphere' and to extend formal public education (Steele, 2007), comparing these with current debates about the economization of lifelong learning, and debates about the engagement of universities with their local communities. England will be the prime focus. Use will also be made of analyses of policy and practice in Canada, Australia and New Zealand (drawing on work such as that of Casey, 2006). The value of this perspective is that universities in so-called 'Westminster' countries are aligned through their similarities in governance and the role of the central government steer (Marginson, 2007), as well as similarities in their social histories and fraught relationships and settlements with their indigenous populations, especially in relation to access to education.

A key question will be what is the '*good university'*? Drawing on a literature from politics and economics where the concept of the 'good' society has been explicated (Galbraith, 1997) and the 'good' state examined (Lawler, 2005) the paper will compare these concepts with the commonly understood 'Good University Guide' (Times Online, 2007) in the UK. How relevant to notions of the '*good university'* are Galbraith's precepts for a good society which include economic growth, universal access to education, protection of the young, the old, the disabled and the environment, or Lawler's conception of internationalism and the 'good' state, which is one that is committed to moral purposes beyond itself. In contrast, the UK, *Times* 'Good University Guide' utilises performance measures of student satisfaction, research quality, entry standards, staff-student ratios, services and facilities spending, completing good honours and graduate prospects and foregrounds the auditing activities that shape and within which we complicitly organise our universities as entrepreneurial (Barnett, 2003), displaying market behaviour (Delanty, 2001) and new public managerialism (Deem, Hilyard & Read, 2008).

The paper will ask whether these audit measures are adequate indicators of a '*good university'* or whether we need to remember that 'if historical ideas about the functions of universities are to be drawn on as resources for thinking and acting, they must be talked about in a language which challenges the language of managerialism.' (McLean, 2006:50)   Recent HE policy statements in the UK will be examined in relation to 'goodness' and moral agency. A thematic discourse analysis of selected papers will elicit understandings of social participation and the purpose of universities and these will be compared with other models that measure community engagement such as the Community Engagement Classification (Carnegie Foundation for the Advancement of Teaching, 2008) in the United States. The analysis will further understandings of the '*good university'*, its communities and lifelong learning. It will argue that conceptions of 'goodness' that are informed by an audit and managerial culture can constrain more inclusive approaches to lifelong learning because they set limits on the moral agency of universities and shape the ways their communities do 'good' things.

FORMAL EDUCATION AND ADULT RETURNERS: WHAT ARE THE BENEFITS AND WHO BENEFITS THE MOST?

Elisabet Weedon
University of Edinburgh

There is a long history of adults engaging with further learning with examples from the beginning of the 20th century. Lifelong education emerged as a concept following the Faure report *Learning to Be* published by UNESCO in 1972. This report had a strongly humanistic perspective unlike the later developments which emerged in 1990s. The Scottish *Lifelong Learning Strategy* (Scottish Executive, 2003) and the EU *Lisbon strategy* (CEC, 2000) emphasise the importance of lifelong learning for economic development as well as for social cohesion and personal development and focus on post-compulsory education and learning. However, the indicators used in the *Lifelong Learning Statistics 2005* (Scottish Executive, 2005) measuring the success of the lifelong learning strategy suggest a focus on education that is relevant to employment and work training. The recently published *Scottish Skill Strategy: a lifelong skills strategy* (2007) arguably stresses the human capital element even further, whilst stating that there is a need to ensure equal access to and participation in learning for all irrespective of their starting point. Current policy initiatives reveal a tension between human capital approaches that will help to strengthen the Scottish economy and more personal and social goals of learning.

Although lifelong learning as a concept has been described as a 'broad, imprecise and "elastic" term' (Johnston, 2000, cited in Rogers, 2006:125) and described by Boshier as 'human resource development in drag' (Boshier,

1998:4), it is nonetheless in widespread use and could be seen as replacing the term adult education. Field (2006) argues that the term is useful for a number of reasons; one of these is that it reflects changes in society that are evident in the ways that people nowadays acquire new skills and capacities. On the other hand, he also suggests that there is a danger that it becomes a mechanism for exclusion and social control. Field further notes that the discourse emphasises individual agency and that learners are expected to take control of their own learning. This, and the emphasis on accredited learning can, according to Rogers, lead to a representation of non-learners as deficient (Rogers, 2006). The emphasis on individual agency and the fact that individuals have access to different levels of learning may lead to greater inequality in society. Hudson, exploring the relationship between inequality and the knowledge economy (Hudson, 2006), claims that development of the knowledge economy is likely to increase inequality as changes in employment patterns will lead to differentials in income. This is due to the development of a highly skilled workforce serving the knowledge economy, a decline in skilled trades and an increase in unskilled labour. If this is the case, the fact that those already highly educated are more likely to engage in further training may serve to exacerbate this trend.

The aim of this paper is to examine motivations and attitudes to lifelong learning in adult returners who arguably have been disadvantaged by earlier learning outcomes – learners who have no previous qualification. Their motives and experiences are compared to those who already had previous qualifications. It draws on a survey of 1000 adult returners in Scotland which was conducted as part of a Sixth Framework European project entitled: Towards a Lifelong Learning Society in Europe: The Contribution of the Education System (www.lll2010.tlu.ee). It examines issues around choice and autonomy in relation returning to education, opportunities for progression and the impact of the learning environment.

WHERE'S THE LEARNING IN LIFELONG PARTICIPATION?

Joanna Williams
University of Kent

Lifelong learning under New Labour has shifted from a concern with education for education's sake to a focus upon participation for participation's sake. The emphasis placed upon participation in post-compulsory education emerges from the political drive to promote social inclusion, (DfEE, 1998a: 7 and DfES, 2002: 9). Engaging in lifelong learning is considered to have broader social benefits for individuals and society, above and beyond purely academic or vocational gains. Such broader social benefits are initially presented as resulting from the assumed increase in individual employability but New Labour quickly claim social benefits emerge from the act of participation in education itself (DfES, 2003: 57). Such social benefits are said to include reduced crime and better health (DfES, 2003: 18); more active participation in local communities (DfEE, 1998b: 1); the creation of a more tolerant society as individuals interact with those with whom they may not otherwise have contact (Kennedy, 1997: 6) and "a moderation of racist or authoritarian attitudes amongst the general population," (Schuller, T., J. Preston, et al. 2004: 28).

The most frequently cited social benefit from participation in lifelong learning is increased engagement with one's local community (interviews conducted by author with Bill Rammell, Rob Wye and Sir Andrew Foster). This is tantamount to saying that participation is important because it provides the skills necessary for more participation. Social inclusion emerges from the act of participation in education as opposed to any specifically academic or vocational outcomes which may be gained by the student. The focus of learning is then shifted away from the acquisition of skills or knowledge (or indeed any outcome) onto the act of participation, (see Williams: 2005: 189). This is noted by Rammell: "If you engage in *any* form of educational opportunity you have your horizons broadened," (interview with author: 22/04/08). The process of participating in a communal activity becomes privileged above the act of learning any particular academic or vocational content. The danger is that lifelong learning becomes reduced to lifelong participation.

This paper is part of a larger work exploring New Labour's construction of social inclusion through post-compulsory education and the impact upon the sector of it being asked to fulfil goals which could be considered more political than educational. This paper is specifically concerned with issues of social inclusion, values and participation. It is based upon a critical discourse analysis (Scott: 1990 and Fairclough: 1998, 2003) of policy documents published by New Labour between 1997 and 2007 as well as interviews with key policy makers. This paper draws upon a wide range of literature; including works by Illich (1970) and Husen (1974). Illich questions whether learning automatically occurs as a result of attendance and challenges the notion that: "the value of learning increases with the amount of input," (1970: 44). Husen's investigations of international impacts into the raising of the school leaving age show no correlation between increased participation and increased learning, (1974: 20/21).

My approach to the topic of social inclusion and post-compulsory education is different from many others (e.g. Thomas: 2001; Mayo: 1997 and Hyland: 2003) who welcome a social role for the sector as potentially more politically radical than an instrumental role which champions the acquisition of labour market skills. My conclusion is that lifelong participation denies adults a chance to master and delight in an intellectual content which could be truly transformative.

MULTI-CULTURAL MEDIATION AS AN ANDRAGOGYCAL PROCESS

Lily Zamir
The David Yellin Academic Teachers College & Ministry of Justice, Israel

According to Knowles (1995), Andragogy is the art of helping the adult human being to acquire professional knowledge or skills that will answer the student's vital needs.

Learning according to the Andragogy methodology is conducted by ways of mutual fruition, where the student acquires from the teacher an area of knowledge and the skills he needs for his purposes, whereas the teacher learns from the student's cumulative knowledge and experience.

Andragogy that is not based on mutual acceptance of the teacher and the student is called "Colonial Andragogy" because in it the teacher dismisses the student's cultural values and furthermore asks the student to disavow them in order to join the domineering society. "Pluralistic Andragogy", on the other hand, is a transformational learning process that, leads to a change in the student's world view as part of the society that he aspires to join; and it makes the society appreciate the cumulative knowledge that each individual holds. (Mezirow, 1991)

In our opinion, this learning process reflects the Mediation process as a way to solve conflicts that is not based on authority or judgmental decision but rather on a voluntary process whose goal is to reach understanding. The parties that are engaged in mediation are adults who often have cumulative knowledge in a number of areas, a different cultural background, but also the wish to review the conflict together. Mediation is thus based on mutual listening and respect.

Multi-cultural Mediation provides the platform for learning according to the pluralistic Andragogy theory since it enhances the individual and his culture within his own learning process, while manifesting the society's readiness to change and accommodate to his cumulative knowledge and experience. Consequently reciprocal cultural openness is the heart and core of multi-cultural Mediation and lies at the basis of Pluralistic Andragogy.

SYMPOSIUM / ROUND TABLE ABSTRACTS

Older Employees' Work-Related Learning: Findings from a Bilateral Australian-Scottish Research Project

Stephen Billett (1), Nick Boreham (2), Roy Canning (2), Darryl Dymock (1), Greer Johnson (1), Shuna Marr (3), Greg Martin (4) and Andrea Priestley (2)

(1) Griffith University, Brisbane, Australia; (2) University of Stirling, Scotland;
(3) Napier University, Edinburgh, Scotland; (4) University of Technology, Sydney, Australia

Overview

This symposium addresses the CRLL conference theme Lifelong Learning – Where Next? by focusing on a group of adults whose learning needs will gain greater prominence in the future, those citizens who remain in paid employment after retirement age – often into their 80s. The increase in post-retirement employment in Europe, North America, Australia and other economically advanced countries is due to a variety of factors, including increased longevity, declining numbers of younger workers entering the labour force, economic necessity and the contribution of work to personal growth and development. The symposium reports findings from a bilateral research project on older workers, funded in Australia by the Australian Research Council and in Scotland by the UK Economic and Social Research Council. The aim of this international study is to explore the learning processes through which older workers adapt to new working practices and sustain their employability. In future years, older workers will constitute an increasing proportion of the labour force in both of the countries involved in the study. With a common focus on the hospitality industry, but setting itself in the broader context of lifelong learning and changes in employment generally, the symposium will draw on findings from the project's literature reviews; its comparative studies of Australian and UK employment and training policies; its empirical enquiries into older workers' lived experience; its conceptual analyses of 'experience' and 'learning'; and its implications for adult learning theory, lifelong learning theory and for policy and practice in the vocational training and development of older people. The symposium aims to stimulate debate among lifelong learning practitioners and inform policy on how best to support older workers' learning and development.

Paper 1: Sustaining Australian older workers' competence: A case study
Darryl Dymock, Stephen Billett, Greer Johnson (Griffith University) and
Greg Martin (University of Technology, Sydney)

The nature of the paper
In this review of literature, the implications of the ageing of Australia's population for the national workforce, provisions of goods and services, and individual workers are presented as a case study. The purposes are to identify key issues for workplace and educational policy and practice, with a particular emphasis on how best to sustain the older workers' competence.

Key issues as identified through a review of literature
Over the next 40 years, Australia (like Scotland) will have an increasing proportion of people aged 65 or more and at the same time a decreasing number of young people, according to the Australian Bureau of Statistics (ABS, 2008). This changing profile has important social and economic implications because of the 'fundamental relationship between economic growth, population growth, workforce participation and growth in productivity' (Bishop, 1999, 4). Key governmental concerns are potential labour shortages and decline in productivity, with the retention of mature age workers seen as a way of maintaining a productive labour force (Treasury, 2004, 15). However, as elsewhere, the strong societal sentiment favouring youth over age, is exercised pointedly in attitudes about older workers. In the mid 1990s it was found that 'regardless of the perceived more positive qualities of older workers …, employers appear to prefer to recruit employees in the younger age groups for most employee categories' with 'minimal interest in recruiting anyone over 45 years for any job … and no preference for anyone 56 years or older' (Steinberg, Donald, Najman & Skerman, 1996, 157). These sentiments are rehearsed in more recent surveys, even as skill shortages became identified as the key barrier to greater productivity and profit. Ironically, across this period, employers persisted in identifying qualities typically displayed by older workers as those of ideal employees.

Indeed, the negative sentiment against older workers has little substance in what is known about their capabilities. Certainly, maturity favours younger rather than older workers, in terms of reaction time, energy levels and physical strength. However, older workers often have rich repertoires of knowledge and skill that can compensate for the negative aspects of maturation (Baltes & Staudinger 1996). Further, they also frequently demonstrate the kinds of qualities that employers state as being ideal. Moreover, older workers have been shown to respond quickly and positively to training-type interventions (Sigelman 1999) and have been shown to be curious about and adept with new technologies.

Conclusions

The challenge to sustain older workers' competence cannot be addressed alone by further developing older workers' capacities, but in changing others' perceptions, especially those making employment decisions about these workers.

Yet, societal sentiments take time and effort to overcome, and are then not changed lightly. It behoves older workers to take care of and for themselves, and become agentic learners and workplace participants, because they will likely have to rely upon their own epistemological efforts to maintain their workplace competence.

Paper 2: Working after retirement age in the Scottish hospitality industry: challenges and self-directed learning
Nick Boreham (University of Stirling), Shuna Marr (Napier University) and Andrea Priestley (University of Stirling)

The nature of the paper
Following from paper 1, this paper reports completed empirical research into 29 older workers in the Scottish hospitality industry, employed after retirement age in 10 hotels and visitor attractions.

Issues raised
The paper focuses on the challenges the work presented to these older employees, and on the self-directed learning strategies by which they met them. Aged between 55 and 87, the older workers were employed in posts such as concierges, administrators, receptionists, accountants, maintenance engineers, barpersons, cleaners and tour guides. Most had retired from a previous career, often in a different industry although usually in the for-profit sector. The present employment was thus a 'retirement job', typically with shorter hours. The challenges the older workers faced arose from the need to learn the new job, to adapt to the new working environment and to build a new occupational identity. Individual in-depth interviews identified specific challenges including learning new work procedures; building collaborative networks of working relationships; coping with heavy workloads; and updating IT skills.

Relationship to other literature and research
The literature reviewed in paper 1 cites widely replicated findings that older workers experience the challenge of learning new work procedures and updating IT skills, and the findings of this paper endorse that. However, the paper breaks new ground in identifying two other challenges: building collaborative networks of working relationships and coping with what are experienced subjectively as heavy workloads. In analysing these dimensions of the lived experience of older workers, the paper extends our knowledge of their learning needs and is informing educational policy and practice for this group of lifelong learners. By exploring the strategies with which older workers learned to overcome challenges, the paper extends existing knowledge about older workers' work based learning and provides an empirical reference for the theoretical developments in symposium papers 3 and 4.

Method
Each older worker was interviewed for one hour about his/her job, the lived experiences of being in that job (especially the challenges the job presented and how they had been addressed) and whether, and in what ways, the older workers' previous experience – of work and of life in general - had helped them to meet the challenges. Interviews were audio recorded and transcribed for thematic analysis. The analysis adopted a phenomenological approach, focusing on 'subjective' experience as authentic and implementing a multiple hermeneutic. In the latter, the older workers interpreted their life experiences, their accounts were interpreted by the researchers and the researchers' accounts will finally be offered for interpretation by symposium attendees.

Conclusions
The implications for lifelong learning are set in a comparative study of Australian and Scottish policy and practice for sustaining the employability of older workers. In particular, the challenge of excessive workloads reported by the older workers is often represented in the literature as due to their declining physical stamina and cognitive flexibility. However, this study suggests an alternative explanation. Because of their previous life and work experience, and because of personal characteristics such as willingness to accept responsibility and their loyalty to the employer – characteristics noted in paper 1 as especially valued by employers - these older workers often accrued extra-contractual responsibilities which would have over-stretched any employee regardless of his or her age. This problem was exacerbated by the flexible working common in the hospitality industry.

The challenge of building collaborative networks of working relationships arose from the fact that many of the tasks for which the older workers were responsible could not be accomplished individually, but required extensive collaboration and interpersonal communication. However, the employer invariably failed to provide training in teambuilding. In the absence of such formal training, the older workers drew on the 'people skills' they had learned through previous life and work experience, in particular engaging in interactions and dialogue with the aim of facilitating their younger co-workers' capacity to work collectively. This aspect of their work based learning is theorised in this paper and further elaborated in paper 3.

Paper 3: Re-conceptualising *experience* and *learning*: the instance of older workers in the hospitality and tourism industry in Scotland
Roy Canning (University of Stirling)

The nature of the paper
This paper provides a conceptual framing for the analysis of the data collected and reported in paper 2, and provides a theoretical bridge between the issues reviewed in paper 1 and the conceptions, prospects and procedures discussed in paper 4.

Issues raised

The paper explores the phenomenon of experience within the context of the older worker. Indeed, one of the most intriguing aspects of the word 'experience' is to be found in the German language. The terms *Erlebnis* and *Erfahrung* both denote experience, but have totally different interpretations of the word. *Erlebnis* 'contains within it the root of life and is sometimes translated as lived experience'. This is often recognised as an immediate, pre-reflective and untheorised practice. In contrast, *Erfahrung* has been associated with the senses and with reason. However, this is an 'elongated notion of experience based on a learning process' that suggests a journey or adventure. It is an experience that is both collective and cumulative and links to memory and a sense of what has gone before.

The notion of *Erfahrung* is developed in the paper by identifying a range of phenomena that may be associated with learning through work in the later stages of life. This will involve the notions of using a mimetic faculty, foregrounding a sense of otherness and 'seeing' the essence of things in the world. Issues arising from the paper include thinking about learning as both 'acquisition' and 'responding' to difference, the latter 'being educationally more significant' (Beista, 2006). Here learning is much more about 'showing who you are and where you stand'.

Relationship to other literature and research

The paper provides a review of the wider philosophical literature on 'experience' and relates this to an educational context. This literature is also complemented by referring to the findings of paper 3 and the international perspective of the issues provided the Australian partners in this bilateral project, making comparisons with paper 1 and paper 4.

Method

The paper is a conceptual one that brings together published research in the area of experience and learning with particular reference to older workers, and relates this to the project findings. Among others, it will draw on Gibb and Fenwick's work from British Columbia on older professionals' learning, the literature review on the older workforce by the Centre for Research on the Older Workforce (CROW), Biesta's (2006) *Beyond Learning*, the writings of Walter Benjamin, Jay's (2005) book *Songs of Experience* and other publications by members of the project team.

Conclusions

The paper offers a critical perspective on the notion of experience and learning within an educational and working environment. It will bring together literature in the field from the UK and Australia and explore the under-researched area of learning and the older worker.

Paper 4: Older workers' learning: Conceptions, prospects and procedures
Stephen Billett (Griffith University)

The nature of the paper

Conceptual discussion, drawing upon literature and earlier research, providing a framework for interpreting the symposium.

Issues raised and relationship to other literature and research

Sustaining older workers' competence represents an intriguing educational issue that necessarily engages a consideration and some reconfiguration of concepts about curriculum, pedagogy and epistemology. Curriculum implies some pathway to be progressed along. However, for older workers, these pathways are likely to be quite person-distinct and not easily linear as in so many curriculum models. This is because the particular requirements and capacities of older workers are likely to be person-dependent arising through a particular personal history (Billett, Barker & Smith 2005), and the curriculum goals not as easily defined as pathways from novice to expert. Moreover, the curriculum here is most likely to be enacted in work settings rather than educational institutions. Also, the experiencing of any curriculum is likely to be intensely person-dependent, and shaped by negotiations between the particular workplace circumstances, and older workers' capacities, conceptions and intentionality. The kinds of pedagogic practices enacted are likely shaped by the affordances of practice settings, and need to be conceptualised as being of the kind that practice settings can effectively provide. That is, the kind of activities and interactions offering the potential of rich learning. Where learning experiences are provided through educational institutions, pedagogy would need to be exercised in ways that both respect and productively challenge older workers' ways of knowing. However, all of these are shaped by a powerful and enduring societal sentiment that privileges youth over age (Gutman 1998). In workplaces across the advanced industrial economies, this sentiment often manifests itself in opportunities and support being directed towards younger workers (Quintrell 2000), and away from older workers (amongst others) Brunello 2001, Brunello & Medio 2001). Moreover, like workers with disabilities (Church 2004), older workers may be reluctant to make request for support least they be seen as a liability. Consequently, older workers will likely have to exercise considerable personal agency in their learning, either alone or collectively, and will need to develop effective personal epistemologies to sustain workplace competence and secure effective transitions across work. This is not to suggest a lack of capacity to engage in collective processes or their salience, but places personal agency at the centre of older workers' engagement in both solitary or shared learning processes.

Conclusions

Yet, it is through considerations of personal epistemologies that understanding and realising effective learning for older workers might be best realised (Billett & Woerkreom 2008). Conceptually, such epistemological action is of great current interest. Having emphasised the importance of socially collaborative learning over the past two decades, some learning theories are now seeking to understand in greater detail how learners who are socially

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isolated or engage with relatively weak social affordances are able to learn socially derived knowledge and practices. It is these issues which are discussed and elaborated in this paper.

Trends and prospects in lifelong learning research

John Field (CRLL – Stirling), chair
David Smith (CRLL – Glagow Caledonian)
Guy Tchibozo (CEDEFOP/Université de Strasbourg)
Lyn Tett (University of Edinburgh)
Tara Fenwick (University of British Columbia)

Research in the field of lifelong learning has developed rapidly since 1997. It has been shaped partly by existing traditions and interests in research in adult learning; partly by institutional policies and priorities; partly by policy developments; partly by wider tendencies in academic thinking, particularly in the social sciences; and partly by wider debates over practice and purpose in lifelong learning. The Round table discussions will take place against this background of change, and sometimes of growth. Their primary focus will be on future directions and prospects.

Four experienced researchers will open the session with brief statements on where they think research in the field is heading, and on where they would like it to be heading. The aim is to stimulate an open dialogue, hopefully involving as many participants as possible and covering a wide range of issues. While the debate is unlikely to lead to firm conclusions, it should stimulate and inform our thinking about how we build the field in the next decade.

The Laboratory for Educational Theory
Richard Edwards, Gert Biesta

There is much theoretical work in research in education and lifelong learning that draws upon a range of perspectives and traditions – e.g. cultural historical activity theory, pragmatism, actor-network theory, poststructuralism, situated learning theory, postmodernism, social and cultural capital, and human capital. However, the nature and extent of the ways in which these contribute to the practice of education, and which are most fertile for further development, remain open to question. Further, while much attention is given to the need to build capacity in relation to research methods in education, very little attention is given to building capacity in theory.

In the last year The Stirling Institute of Education has established the The Laboratory for Educational Theory, directed by Gert Biesta and co-directed by Julie Allan and Richard Edwards. The purpose of the Laboratory is to consider the role and significance of educational theory and how it has been understood and used within education. This entails addressing a range of questions including:

- What theories are drawn upon?
- To what effects?
- How is theory development changing?
- What is the relationship between educational theory and theory development in other disciplines?
- Is there a distinctive educational theory?
- Does theory make a difference?
- What constitutes a good theory?

The aim of this roundtable is to provide a focal point for considering the nature and uses of educational theory in the field of lifelong learning and identifying trends and tendencies in theory development.

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