



7<sup>th</sup> – 9<sup>th</sup> June 2022

## ABSTRACTS FOR PAPERS (alphabetic, by first author)

Bravenboer, Darryll; Lillis, Finbar (University of Middlesex)

### **Move on UP? Measuring the social mobility impact of apprenticeships, Middlesex University**

The report takes a close look at the use of 'proxy' measures that are currently being used by OfS and other organisations as an indicator of social mobility for apprenticeships but also for higher education more broadly, with regards to participation and disadvantage. The report identifies significant limitations in using proxy measures and proposes using government tested individual socio-economic measures (that are used in the research conducted) with some significant findings and recommendations.

The Move on Up study argues that proxy data known as POLAR and the Index of Multiple Deprivation (IMD) – which look at postcode and neighbourhood data respectively – are inappropriate measures of social mobility. The report argues that the IMD and POLAR methods are not reliable or valid measures of social mobility, and they are not designed for this purpose. However, these methods continue to be used by the Office for Students and influence the national policy discourse around the social mobility benefit of degree apprenticeships. The research used the Cabinet Office's questions which are employer-facing and more relevant for apprentices and applied the government's own method to a sample of Middlesex University students in order to obtain a much more informed view of the social mobility impact of apprenticeships. The research discovered 66% of more than 1,000 apprentice students surveyed came from a non-professional background where both parents did not have degree level qualifications, but the figure would have been just 28% based on POLAR data.

The other key findings were:

- 37% of respondents reported that the highest income earners in their household were employed as 'professionals', 'associate professionals' or 'managers, directors and senior officials'.
- 55% of apprentices went to non-selective state schools and only 1% went to independent fee-paying schools.
- 22% of all apprentices responding said they were eligible for Free School Meals.

The report makes the following recommendations:

1. Use Move on Up to develop a new model for measuring the social mobility impact of higher and degree apprenticeships, collaborating with higher education apprenticeships providers, across England. Participating providers would be asked to:
  - Incorporate Move on Up individual socio-economic measures into apprenticeship registration information.
  - Compare data from individual socio-economic measures with other data sets, using a shared model of statistical factor analysis.
  - Produce reports and analysis (subject to the same or similar privacy and data controls used in the Move on Up study) for comparison and discussion across participating providers.
  - Share impact analysis to allow further higher level comparison across settings, contexts and employment sectors.

	<ul style="list-style-type: none"> <li>· Use higher level impact analysis to inform apprenticeship and social mobility policy at local, regional and national levels, across government agencies and departments with an interest.</li> <li>· Collaborate to develop and refine the Move on Up model over time.</li> </ul> <ol style="list-style-type: none"> <li>1. OfS should support a pilot to trial the Move on Up model, to establish evidence for its efficacy across a range of settings.</li> <li>2. Involve employer sector organisations and higher education provider networks such as UVAC and UALL in developing collaborative Move on Up partnerships.</li> <li>3. Focus on key areas of employment, such as healthcare, policing, digital, leadership and management to gather evidence of social mobility impact to inform policy.</li> <li>4. OfS should collaborate with national employers engaged in ongoing social mobility studies, such as the People Survey (Civil Service 2020), and best practices by employers described in the Social Mobility Index (Social Mobility Commission 2019)</li> <li>5. OfS should collaborate with IfATE, ESFA and Ofsted to establish a best practice guide to promote an effective and consistent means to gather and report on individual socio-economic information at the point of apprentice on-boarding.</li> <li>6. Consideration should be given by UCAS to including the individual socio-economic measures used in the Move on Up study within the data gathered at the point of application to higher education, including apprenticeships.</li> <li>7. End the reliance on proxy measures such as POLAR and IMD, to inform policy regarding the social mobility impact of higher and degree apprenticeships.</li> </ol>
	<p>Chen, Hui-Ling (PhD Lifelong Learning, De Montford University; independent researcher, Taiwan)</p> <p><b>Evaluating a collaborative teaching and learning model to widen engagement among adult learners</b></p> <p>The focus of this current paper is on evaluating a proposed teaching and learning model by seeking input from a Delphi Method panel of professional experts, including providers and facilitators in the field of adult education. The findings were used to identify key themes which the experts agreed should be incorporated into the model in order to strengthen motivation among adult learners, using Art provision as an example. These key themes were used to suggest implications for providers when aiming to widen the engagement of adults in learning opportunities.</p>
	<p>Clover, Darlene (University of Victoria)</p> <p><b>Mobilising the past and the present for an inclusive and sustainable future: A virtual exhibition of the pedagogical work of women's and gender museums</b></p> <p>Using a website content and visual analysis approach I explored how women's and gender museums in Canada, Costa Rica, Denmark, Germany, Scotland, Argentina, Croatia, Korea, Italy, and Zambia are mobilising the past and the present towards a more gender inclusive and sustainable future. I share findings through a virtual exhibition that illustrates how these institutions challenge what we think we see, take up body politics and complex gender identities, unearth and reposition 'lost' pasts, (re)imagine silences/ing, and (re)visualise agency and activism. I conclude with a discussion of the pedagogical contributions of these creative, feminist knowledge mobilising institutions.</p>
	<p>Dickson, Nicola (PhD student, University of Glasgow)</p> <p><b>Can you turn the camera on?' Using Zoom to engage vulnerable young women in non-formal, arts-based adult education</b></p> <p>My research builds on my doctoral work, which considered the relationship between the provision of arts-based, non-formal adult education and the recovery journey of women who had experienced childhood sexual abuse (CSA), sexual violence (SV) and recent homelessness. During the pandemic, I worked with a Glasgow-based charity which supports survivors of sexual abuse. I facilitated weekly online visual art sessions in 2020 and 2021. This paper reflects on both the challenges and enablers which stemmed from the shift from face-to-face to remote contact with 'vulnerable' women as learners engaged in the non-</p>

	<p>formal learning environment. I identify that the process brought many challenges, as well as unexpected benefits.</p>
	<p>Gill, Miriam; Faire, Lucy (University of Leicester)  <b>What impact has the pivot to on-line delivery during the pandemic had on the experience and appreciation of face-to-face provision?</b></p> <p>This paper offers a critical assessment of the role of face-to-face teaching following the mass move online during the COVID-19 pandemic. The paper begins by revisiting the debate on the comparative advantages of face-to-face and online learning. This is followed by an examination of reflections on the loss of in-person teaching and learning during the pandemic by contacts of Leicester Vaughan College, an institution established to offer face-to-face delivery to part-time adult learners. While economies of time and money are often cited for the promotion of digital methods, this paper suggests whether we need a more nuanced and robust defence of the qualities and strengths of face-to-face learning.</p>
	<p>Halliru, Samir (Bayero University, Nigeria)  <b>Lifelong Learning for Social Justice in the Era of Knowledge Based Economy in Nigeria: Learning from the Narratives of Women in Purdah's Empowerment Needs</b></p> <p>Women in purdah's need for empowerment is critical for the development of women as an aspect of social justice. Educating women to be out of poverty, illiteracy and disempowerment as an aspect of social justice is rooted from the Islamic traditions and some modern conventions. It was reported that prophet Muhammad (PBUH) during his life gives opportunity for women every week to participate in education (Alnoor, 2010). More recently, especially after the establishment of Sokoto caliphate Sheikh Usman Bn Fodio empower Nana Asmau to educate large number of women who were not opportune to be educated. This is paper argued that the entrenchment of adult education for social justice for women in purdah has rooted from Islam and other national and international conventions. This study determined the empowerment needs of women in Purdah in Bichi Local Government. The study used Nussbaum's (2011) women capability theory. It also used quantitative and qualitative instruments with aim of the generating the empowerment needs of women in purdah through their narratives in Nigeria. The study used chain referral as a means of reaching out to the research participants. A total of ninety-seven (97) women in purdah were identified with the whole 97 responding to questionnaire and eight (8) out of which were recruited for semi-structured interviews. Both instruments were validated to establish their reliability. The data collected using questionnaire was analysed using frequency counts, percentages and mean, and the data collected using semi-structured interviews were thematically analysed. The quantitative findings revealed that women in purdah needs empowerment for the development of skills and knowledge for economic independence; improving health and hygiene; building self-esteem; building access to information; overcoming cultural practices limiting participation in education, and skills to amplifying their (women) voice and personal development. Whereas the qualitative findings revealed women's dilemma on ways to acquire skills for empowerment and it also shows concern of the women on possibility of in-house training for their development. They findings shows women call for the need for the enlightenment of their husbands on the right of women to acquire education for empowerment, health and wellbeing. The study recommends among others mass enlightenment of the public by governmental agencies and practitioners.</p>
	<p>Harrison, Paula; Steer, Shirley (University of Wolverhampton, UK)  <b>How the English Café at University Centre Telford has led to a more integrated approach to working with different migrant and refugee communities in Telford</b></p> <p>The English Café at University Centre Telford began in June 2018 as a response to an identified need amongst migrant communities for English classes with an emphasis on social integration. Many of the migrants living in Telford have high level qualifications and professions in their own country but English is their main barrier when they arrive in the UK. The Centre aims to raise aspirations and provide advice and guidance about progression opportunities available including progression to higher education. Centre staff work in partnership with staff at the University as well as local agencies. This presentation charts the development of this programme over time and its role in inclusivity and social justice and</p>

	<p>addressing the needs of different groups through responsive practices. It will use visual imagery as the basis for understanding the development of this programme and its recent expansion into the specialist area of working with refugees from Afghanistan and the Ukraine.</p>
	<p>Harrison, Paula; Steer (University of Wolverhampton, UK)  <b>An innovative collaborative model to engage part-time adult learners</b></p> <p>The Centre was the first of the University of Wolverhampton’s Regional Learning Centres and is located in the heart of Telford. It is based on an innovative model of collaboration with a ‘whole of community’-integrated offer which is aligned to local needs including higher skills to drive the local economy. The Centre offers part time local university and partner courses to enable progression. Centre staff, University colleagues and partners across Telford identify barriers to learning for mature and adult learners and offer support with removing them through a range of initiatives. This paper will focus on this integrated model.</p>
	<p>James, David; Sadik, Sahara; Brown, Phillip (Cardiff University, Singapore Univ of Soc Sci)  <b>Rethinking lifelong learning in the ‘fourth industrial revolution’</b></p> <p>Two key discourses of our time, lifelong learning (LLL) and the fourth industrial revolution (4IR), have been linked to offer a compelling narrative of the coupling of education models and technological change to enable individual empowerment, social inclusion and shared prosperity. We identify flaws and difficulties with the both concepts and their application, and examine how they have been brought together. However, we also suggest that the 4IR can provide an impetus for thinking about LLL in new ways which transcend the individual employment-focused discourse and point to a progressive conceptualisation of LLL responsive to the changing nature of work and indeed more fundamental issues for humanity.</p>
	<p>Jones, Jaye, (Lehman College, New York)  <b>“Getting My Education is My Hope:” Adult Literacy Learners in the US in the Time of COVID.</b></p> <p>As the COVID-19 pandemic altered life across the world, many adult literacy learners - members of some of the most socioeconomically disadvantaged and culturally marginalized communities in the US - were disproportionately impacted by the pandemic’s physical, mental, and economic toll (Bailey &amp; Moon, 2020; Literacy Assistance Center, 2020). However, adult education programs were able to innovate in often unexpected ways to educate and support learners with increasingly complex needs (Belzer, Leon &amp; Patterson et al., 2020). This paper reports on a focus group with culturally diverse adult literacy learners in a New York City-based program, highlighting how they built a sense of community, hope, and possibility amid the global turmoil.</p>
	<p>Kao, Chia-Pin; Chang, Yu-Yu; Chien, Hui-Min; Osborne, Michael (Southern Taiwan University of Science and Technology)  <b>Engaging and Being Inspired: How Science Volunteering Project Experience Drives Womens' Interest in Pursuing a Science Career?</b></p> <p>This study aimed to identify the contribution that science volunteering project makes to women’s experience, and drives their interest on their eventual career orientation. This study tested the effect of some variables on volunteers' career interest in science. The sample consisted of 369 female volunteers taking part in a science volunteer project which is administered by the Ministry of Science and Technology in Taiwan. We used path analysis to test the hypotheses proposed in this study. Our findings indicated that investigative self-efficacy, satisfaction, and social support are contributing factors that lead to the career interest in a scientific profession. This study adds to the gender literature by clarifying how a volunteering experience may affect the female participants' career decision. The implications for those who intend to pursue a scientific career and this paper's contributions to the gender research are highlighted in the discussion.</p>
	<p>Kieu, Hieu (Teesside University)</p>

	<p><b>Student engagement in the after Covid 19 (AC) universities - A case of student-centred approach at a Pre-sessional Academic English Programme (PEAP)</b></p> <p>This paper proposes a way to promote active learning for international students of the Pre-sessional Academic English programmes in after Covid 19 (AC) context. Drawing on the literature on student engagement, student-centred approach, and active learning, it argues that the open-ended relationship between students (English as Second Language) and knowledge has been undermined linguistically, socially and technologically by the AC teaching and learning. Despite the intensiveness and density of content allocation in the curriculum in the PEAP, one way to engage students is by creating a pedagogical space for students to conceptualise their prior language knowledge, academic convention, and practice. Centralising students does not mean giving them all the freedom to do whatever they want but giving them structured freedom to build their confidence in adapting to their new learning environment in the UK.</p>
	<p>Kitchen, Willy (University of Sheffield)</p> <p><b>Doing more with less. How mature access to English Universities through the provision of foundation years is being set up to fail</b></p> <p>In launching the UK Government's response to the findings of the independent 'Post-18 review of education and funding' in England on 24th February, <a href="#">Minister Michelle Donelan announced</a> its intention to reduce the fee limit for foundation year provision, suggesting that "... it is unfair that some of those who take advantage of this transformational opportunity have to pay over the odds".</p> <p>One week later, the <a href="#">Office for Students in England re-emphasised its belief</a> that "... extending equality of opportunity for underrepresented groups (or other student groups) [should not] be achieved by reducing our minimum requirements for quality and standards for any student groups" and that "a provider that recruits students from such backgrounds is obliged to ensure that they have a high quality academic experience, including receiving sufficient resources and support."</p> <p>This paper examines the implications of current Governmental and OfS proposals as these relate to the provision of integrated degrees with foundation years, designed to enable access to a wide range of undergraduate degrees for mature learners. It interrogates OfS's insistence that HE providers '<i>take all reasonable steps to ensure ... those students succeed in and beyond higher education</i>', and concludes that current dogmas - however reasonable they might appear on paper - are setting up a long and powerfully transformational tradition of mature access provision in English Universities to fail. And, saddest of all, universities' loss will be nobody else's gain.</p>
	<p>Magro, Karen (University of Winnipeg, Manitoba)</p> <p><b>Encouraging Literacies of Compassion and Hope Working toward Global Citizenship Education in Post-pandemic Times</b></p> <p>This qualitative study draws upon narrative inquiry to explore the adult literacy educators' conceptions of global citizenship education. Uncertainties in the world today have furthered awareness that we are citizens of a larger world community (Hall, 2002). The on-going pandemic has further exposed tremendous inequities and injustices in health care, housing, education, and work. It is not a question of rebuilding world economies but rather the question must be framed in re-visioning communities that demonstrate a reverence for life. Barber (2003) asserts that citizenship in a global world "is a dynamic relationship among strangers who are transformed into neighbors, whose commonality derives from expanding consciousness, rather than geographical proximity (p.27)." One of the most significant social dramas today is the movement of people from their ancestral homelands to new destination like Canada. Some are drawn by the prospect of employment and education and others are forced to flee zones of conflict and war. Different cultures, traditions, languages, and lifestyle are interconnecting and creating a learning climate that is dynamic and evolving.</p>
	<p><b>Mahoney, Mary (University of Wolverhampton,UK)</b> Lifelong Learning and Knowledge Exchange – missed opportunities?</p>

	<p>In 2021, the University of Wolverhampton was recognised by Research England (RE) as being in the top 10% nationally for public and community engagement (P&amp;CE). This recognition formed part of the outcomes of the new metric for determining impact for universities – the Knowledge Exchange Framework (KEF) with P&amp;CE being one of seven measures used. The KEF is the product of years of work by RE to respond to the UK government’s aim of understanding how Higher Education Providers are serving the economy and society for the benefit of publics, businesses and communities. Since piloting, it has become the third metric for higher education alongside the Research Excellence Framework (REF) and Teaching Excellence Framework (TEF).</p> <p>For the University of Wolverhampton, P&amp;CE is about ‘people in their place’. As an anchor institution, its priorities are influenced and driven by its location(s) with an explicit focus on skills, employment, and applied research. This presentation will focus on the crucial role that lifelong learning has played in the University’s approach to P&amp;CE beyond its roles in widening access and participation. It will consider opportunities for underpinning and shaping broader knowledge exchange goals and describe the model that has been at the heart of Wolverhampton’s LLL strategy.</p> <p>With the forthcoming introduction of the new Lifelong Loan Entitlement (LLE) in 2025 and the increasing emphasis on the role of higher education in addressing the needs of a skilled workforce nationally and regionally, it is timely to consider this new opportunity for LLL.</p>
	<p>Martinez-Renteria, Abigail (University of East Anglia/UNESCO)</p> <p><b>Exploring the Influence of Sustainable Development Educational Programmes on Adult Mexicans’ Sustainable Living: A Case Study of MY World Mexico</b></p> <p>In the last few years, the world has shown us how dependent we are on earth and on each other, and that our lifestyles cannot be sustained by the ongoing models. In response to this, several educational programmes and groups have emerged aiming to aid discussion and understanding of the challenges facing our world. One such group is MY World Mexico (MWM), who are an online social enterprise committed to mobilising and actively engage people in sustainable development practices. This qualitative study investigated the influence of MWM adult education programmes on adults’ sustainable living. The results suggest that the organisation’s adult education practices have an innovative and far-reaching impact on the spread of dialogical spaces, partnerships, and collaboration towards promoting sustainable actions.</p>
	<p>Morad, Nesrin (MSt student, Syria)</p> <p><b>Emancipatory adult education and social movement learning to foster social change- exploring the theory in comparison to practice: A case study on female activists from Syria</b></p> <p>The research investigates how social movement learning in Syria shapes female educators’ and activists’ critical consciousness and activism. It reviews the learning process, sites where they learn and what they learn. I collected the data by conducting four interviews with educators, learners and NGO staff. According to the study, learning occurs in various places, not just in classrooms; yet, this learning is not recognised or documented. Some aspects of the critical feminism theory were included in the learning process, while others were overlooked. The study claims that the project replicates some of the power and privilege systems they have attempted to deconstruct. It also had a role in establishing new power relations with other NGOs. In addition, I argue for the importance of pedagogical focus and creating a safe space for critical reflection and dialogue.</p>
	<p>Olugboji, Olufunnke Abidemi; Ajibola, Olubukola Anike J (University of East Anglia, Adeyemi College of Education, Ondo, Nigeria)</p> <p><b>Attitude of Pre-service Teachers towards Online Learning – The Post-Pandemic Experience</b></p> <p>Pre-service teachers are higher education learners who are training to become educators. Before the COVID-19 pandemic struck in Nigeria, teaching and learning was done in the conventional way where a lecturer and the learners would have to be physically present in the lecture room. During the pandemic, adjustments were made so that learners would not miss out too much of the academic activities that had</p>

	<p>been planned. It was therefore expedient that the online teaching and learning system, that both the lecturers and the learners had not been using, would be the only avenue to achieve progress in academic activities. Now that the lockdowns are over and the lecturers and learners are back on campus, it became pertinent to assess the attitude of pre-service teachers towards online learning. The study sought to know the perception of the pre-service teachers to assess their disposition towards online learning. This is because their attitude towards online learning could be a factor to their learning outcomes in the post-pandemic era. The participants were pre-service teachers in Adeyemi College of Education, Ondo, Southwest Nigeria. Data was collected using questionnaire and appropriate quantitative statistical tools were used for the analysis of data collected.</p>
	<p>O'Neill, Erica (Glasgow Kelvin College)  <b>An innovative approach to reducing the digital divide in education and training (for sustainable futures)</b></p> <p>In response to the urgent need for digital upskilling in the rapidly evolving technological society, and as a result of COVID-19, ADVANCE project (An innovative approach to reducing the digital divide in education and training) is an initiative launched to develop and implement digital upskilling tools in order to deliver quality and inclusive training for the most underrepresented in our society. The ADVANCE project aims to enhance digital and learning to learn competences, enabling citizens to confidently engage in further training/education and employment. This paper discusses the innovations developed by the ADVANCE project.</p>
	<p>Oughton, Christine (University of London)  <b>Knowledge transfer, innovation diffusion and the role transnational distance learning in catalysing innovation in low and middle-income countries</b></p> <p>Education is key to meeting today's global challenges. Climate change, vaccine inequality and poverty highlight the need to speed-up the creation and diffusion of knowledge and innovation capabilities across countries. This paper explores the role of transnational postgraduate distance learning programmes in enhancing innovation capabilities in low-income countries. A <i>systems of innovation</i> framework is adopted that recognises human capital and indigenous knowledge as key components of local innovation capabilities. Postgraduate distance learning networks are shown to facilitate two-way knowledge transfer that can be utilised in local and regional innovation systems to help meet global challenges, such as vaccine production in low-income countries.</p>
	<p>Ramdeholl, Dianne; Jones, Jaye (SUNY Empire State College)  <b>Counternarratives for Racial Justice: Confronting Institutionalized Racism in Higher Education</b></p> <p>This empirical research highlights findings from a book documenting experiences of racialized faculty at predominantly white higher education institutions (PWIs) within North America. The project is informed by one author's lived experiences as a racialized woman who successfully navigated racial discrimination during the tenure process and the collective experiences and struggles of racialized faculty engaged in anti-racist education/organizing in academia. Despite claims by university administrations about commitments to diversity, this research demonstrates otherwise, offering counternarratives from racialized scholars that also provide concrete strategies for addressing white supremacy and structural oppression in the academy to create a more racially just university.</p>
	<p>Read, Barbara; Lido, Catherine; Maitra, Srabani; Slade, Bonnie; Umutoni, Jane; Mwongeli, Josephine; Maitra, saikat; Preeti, Dagar; Leyton-Atenas, Daniel; Evangelista, Zyra (University of Glasgow)  <b>Gendered Journeys: The Trajectories of STEM Students and Graduates Through Higher Education and into Employment in India and Rwanda</b></p> <p>While girls and women are underrepresented in STEM education and workforce in most countries globally, their enrolments, engagements and employment in STEM fields are drastically low in many counties of the Global South. In this paper, we present mixed-method research findings from an ongoing ESRC-funded international research project – <i>Gendered Journeys</i>. The project investigates how</p>

	<p>far, and in what ways, gender may have an influence in the progress of students through higher education, graduation and progression into skilled employment in the STEM sector in the countries of India and Rwanda.</p>
	<p>Svanadze, Ketevan (University of Glasgow)  <b>Creating Critical Consciousness through Arts-based Pedagogies in Post-2011 Egypt</b></p> <p>Egypt's 2011 uprising is an important political event in the country's recent history. However, the mass protests are often depicted as a completed revolution and a discontinuous event. In response to this disjointed mode of thinking, the study aims to identify how the events unfolding in Egypt since January 2011 shaped the pedagogical approaches in several arts-based adult education organisations which emerged particularly in the post-2011 timeframe. The study was designed with a qualitative approach, using critical research as its methodology and in-depth interviews as a method of inquiry. The results of the research show that the events taking place in and after 2011 provided learning opportunities that played a role in shaping the critical consciousness of the future adult education practitioners in the selected organisations. Furthermore, the critical experiences of learning determined the activities designed by the educators, which were mainly instructed using experience-based, artistic, and critical pedagogies. In turn, creative means of learning allowed the participants of the selected educational activities to form critical consciousness about their daily struggles.</p>
	<p>Tinker, Amanda; Wormald, Jane (University of Huddersfield)  <b>Beginning University: taking a university-wide pedagogical approach to embedding communities of inquiry to support inclusion</b></p> <p>This paper focuses on a sustained University wide initiative (2017-22) to embed an inclusive approach to welcoming, settling and inspiring all students before, as and after they first start at University. A series of 'Beginning University' interventions, established shared central principles, that underpinned the approaches to which all staff engaged. 'Belongingness' was shown to be strengthened early on by activities that practised skills, modelled study practices, enabled identity building and in the development of strong working relationships, thus achieving its purpose to support transitions for the whole range of our students.</p>
	<p>Vaughn, John (University of KwaZulu-Natal, SA)  <b>Becoming a peace educator in the midst of violence: journeys of transformation</b></p> <p>Many community-based adult education programmes recruit and develop new educators from within the practice using non-formal and informal learning processes. Becoming a peace educator in several parts of Africa, follows this trajectory of lifelong learning and development within communities of practice, in the midst of endemic violence. For some of these educators this involves complex personal journeys and powerful transformations from violence to peace education, offering important lessons for peace education and adult educator development.</p> <p>This paper will share findings from a qualitative case study of peace educator learning, development and practice within the Alternatives to Violence Project (AVP). It will discuss the life histories, transformations and practices of AVP facilitators working in the midst of violence in two African countries and report on the fraught transitions to developing new identities and practices. The paper will discuss the possibilities and limitations of transformative learning theory for theorizing such findings, and will explore the nexus of structural and physical violence.</p>
	<p>Williamson, Sarah (University of Huddersfield)  <b>A visual showcase display of: 'ArtActivistBarbie': the digital deployment of Barbie for social justice</b></p> <p>"All of us, female and male have been socialised from birth on, to accept sexist thought and action" (hooks, 2015, p. 1). In many art galleries and museums, particularly those with historical collections, visitors are socialised and culturally conditioned to accept a gendered art world with its gendered language of 'old masters' and 'masterpieces', and the "white Euro-American-centrism of the always</p>

	<p>masculinist canon" (Reilly, 2017, p. 30). My feminist 'ArtActivistBarbie' project has found a way to reveal the practices of galleries and museums which continue to represent and display centuries of male power and domination. It reveals the male-commissioned, male-produced, male-collected art canon which has viewed the world through a male perspective and a male gaze. Barbie is an internationally recognised cultural icon who narrowly-defines and stereotypes gender and femininity. My reconstruction of her as feminist activist 'ArtActivistBarbie' explores the potential of Barbie's popularity and status to be subverted to promote social and gender justice. Using an aesthetic and playful pedagogic approach, Barbie dolls are staged and posed in art galleries and museums to draw attention to gender representation, inequality and injustice. The main focus is on gender inequality and injustice, but constructions and exclusions of race and class also intersect. My ArtActivistBarbie campaign is an innovative practice of feminist intentionality, 'bringing a political learning agenda to the table and reaching toward the kinds of political action and learning that are necessary' (English &amp; Irving, 2015, p. 3) to promote gender justice and change. I not only highlight gender statistics, but also their societal and historical context, probing and challenging the reasons, biases and prejudices behind them. My students in professional adult education engage with the work, and I invite members of the public to participate too. The activism of ArtActivistBarbie is documented on Twitter @BarbieReports and has an international following of over 16k followers. The pinned tweet has reached over 293k impressions, and some tweets have achieved over 50k engagements. The Twitter account provides an effective platform to disseminate research findings and publications to not only academics but also to the general public as a form of public pedagogy. Social media has the potential to bring "critical-pedagogical work into public spaces even as social media redefine what "public" might mean" (Reid 2010, p.199). Social media has provided a 'public space', a platform for the 'critical-pedagogical' ArtActivistBarbie project to be enacted and digitally documented in cyberspace.</p>
	<p style="text-align: center;"><b>ABSTRACTS FOR WORKSHOPS (alphabetic, by first author)</b></p>
	<p>Bravenboer, Darryll (University of Middlesex)  <b>Using the SEEC descriptors to develop a national RPL Standard for the Healthcare Sector</b></p> <p>This capacity-building workshop outlines how the revised SEEC descriptors can be applied in the context of recognition of prior learning using the national standard for health care sector as an example.</p>
	<p>Clancy, Sharon; James, Nalita; Orr, Kevin; Theriault, Virginie  <b>Publishing a research handbook on adult learning and education: decisions and contributions</b></p> <p>This capacity-building workshop provides support for publishing using the experiences of publishing the research handbook on adult learning and education as the basis for discussions.</p>
	<p>Bowman, Helen, Chapel, Fiona; Garvey, Olivia (University of Leeds)  <b>Challenging our assumptions. Surprising outcomes from responsive pre-entry work with diverse groups</b></p> <p>The Lifelong Learning Centre's (LLC) Communities and Partnerships (C&amp;P) team at the University of Leeds provides pathways into higher education for people who have not had these opportunities. The team co-ordinates a range of pre-entry initiatives which provide a continuum of activities connecting higher education opportunities with local communities and adult learners. We aim to raise aspirations and awareness of HE, support preparation and build a sense of belonging to enable a successful transition to university study.</p> <p>In common with many practitioners, the pandemic required us to rapidly change the way we engage with our target communities, whilst remaining true to our aims of engaging inclusively with communities of low participation in HE. The context of increasing inequality and the digital divide necessitated that we had to find creative and innovative ways of working with communities and groups. This workshop will explore how the C&amp;P team have responded to events through the use of different technologies, pedagogical approaches and learning environments. We will discuss the initial move from face to face to online activity, followed by the development of hybrid engagement, which mixed digital and in-person methods. We will share our initial assumptions about the use of technology in community</p>

	<p>engagement and how they have been challenged and we will discuss our reflections and learning from this period of change and innovation.</p> <p>We will engage workshop participants through activities and discussion, sharing some of the practical methods we have used with groups of adults. The session will highlight the extent to which we've been successful in achieving our aims of transformative learning in pre-entry outreach work during the last two years and consider the challenges posed by the altered landscape of adult learning and what this means for adult educators.</p>
	<p>Butcher, John; Curry, George (The Open University)  <b>Exploring digital Poverty as a barrier to access</b></p> <p>This workshop will engage participants in exploring what universities can do to mitigate the barrier of digital poverty in entry-level learning. Aligning explicitly with Office for Students' aspirations to improve and enhance the learning experience of the most disadvantaged students, this is timely given the impact of COVID-19 amplifying digital barriers to participation. Over the last 18 months media coverage has revealed a concern that the increasing proliferation of digital learning at all universities (amplified by lockdown) has compounded access and participation barriers for students impoverished by socio-economic challenges. This reflects the importance of digital capital as an aspect of learner disadvantage (Park, 2017) and increased understanding of intersectional disadvantage (Nichols &amp; Stahl, 2019) through which digital disadvantage may add to pre-existing inequalities. The QAA (2020) report how institutional action against digital poverty correlates with greater student satisfaction and higher levels of attainment.</p> <p>The facilitators will draw on and synthesise data from their scholarship into digital barriers facing adult students returning to education. Challenges in relation to disposable income often compound challenges intersecting with other aspects of disadvantage (Butcher &amp; Rose-Adams, 2015) and a lack of confidence and inadequate digital readiness amongst learners from disadvantaged backgrounds seeking an Access entry route has been identified (Curry &amp; Butcher, 2021, Fowle &amp; Butcher, 2019, Butcher &amp; Fowle, 2018).</p> <p>In the workshop we will share stimulus material identifying key aspects of digital poverty. Participants will share ideas to promote greater inclusion amongst students from poor socio-economic backgrounds and support the progression of a more diverse (and representative) adult learner cohort. Participants will leave with ideas, (adaptable for their own institutional context) to help generate recommendations to mitigate digital poverty by targeted use of funding available in institutional Access and Participation plans.</p>
	<p>Casey, John; Gardner, Diane (Citizen Literacy CIC)  <b>Citizen Literacy: More than just phonics – an integrated to approach to adult literacy and tutor training using technology</b></p> <p>Demonstration, Hands-on Exercises, and Discussion</p> <p>We are developing adult literacy education resources and services to support tutors to help adults improve their reading and writing skills (in English). Our initial motivation has been to address the lack of learning resources suitable for adults, the poor support available for tutors, and to introduce effective digital tools to support tutors and their adult learners.</p> <p>These resources are fairly unique in combining a highly structured and integrated blend of phonics, grammar, alphabet awareness and punctuation for adults just starting out in literacy learning. Our focus is improving the literacy existing speakers of English. Feedback from ESOL colleagues has indicated that many of our tools and resources will be of use to ESOL literacy learners.</p> <p>This year we are releasing a free Learner app, Tutor Handbook, Learner Workbooks, and a Tutor Web app to use in class. The Learner app is free with no adverts, and no capture of personal data, and provides, perhaps for the first time, an opportunity for adult learners to engage in a considerable amount of independent literacy learning using a digital device (their smartphone). The app features the effective use of multimedia interactivity, artificial intelligence, voice and handwriting recognition, personalised feedback and a voice driven interface designed to be used by low literacy learners that is (most importantly) not childish looking.</p>

	<p>We feel that our work aligns well with all of your conference themes, especially Inclusivity and Social Justice as we believe being able to read and write is a matter of social justice, not just for children but for adults too and it should be viewed as such within adult education policy and provision. We look forward to sharing best practice with our colleagues.</p> <p>Delegates can find out more about our work on our website at <a href="https://citizenliteracy.com/">https://citizenliteracy.com/</a>  Citizen Literacy is Community Interest Company, a non-profit organisation based and registered in Scotland (SC671958)</p>
	<p>Christie, Paula; Cormack, Helen (no affiliation stated)  <b>FETI (From Exclusion to Inclusion) Project</b></p> <p>The FETI Erasmus + project aims to assist with the upskilling of refugees and migrants to the partner countries and to develop an approach which will ease some of the problems which are apparent in these communities.</p> <p>There is broad consensus on the importance of adult learning taking place in many arenas. At the same time, immigration and social exclusion is a challenge, which many countries must address. European research on labour migration over the same timeframe has shown that immigrants have so far been over-represented in the lower-level labour market, in uncertain and low-paid positions, and with limited income mobility. Many therefore can feel excluded from their new societies, when the need for them to be included in society and the workplace has never been higher. There have been many ways in which immigrants have attempted to be integrated but in a high proportion of cases the participants' skills set does not match the current needs of the labour market.</p> <p>There are many factors which contribute to the social exclusion of refugees and migrants: some suffer from a lack of primary or secondary school education; others have little or no work experience; many have poor language skills; and others show a lack of understanding of how their new countries function both socially and economically.</p> <p>Naturally, challenges such as social integration, adult learning, and immigration in their entirety are far too big for any singular institution to solve by itself, but many countries share the same problem. This workshop will elaborate the approach developed by the FETI partners to increase awareness of PSL competences within this target group and demonstrate some of the activities undertaken by the partners.</p>
	<p>Dagar, Preeti; Leyton Atenas, Daniel; Umutoni Josephine; Maitra, Saikat; Maitra, Srabani; Read, Barbara; Slade, Bonnie; Lido, Catherine; Evangelista, Zyra (University of Glasgow)  <b>Ecomaps and Gendered Journeys: Introduction to an interactive data collection tool</b></p> <p>This workshop aims to engage participants in an interactive session using ecomaps exploring the gendered journeys of respondents into higher education. Eco-maps create a visual representation of important events and relationships in an individual's life (Bennett and Grant, 2016). By using eco-map (see Figure 1), we will engage our participants in a deeply reflective process that focuses on key events and people in their journey through higher education (particularly STEM fields), onto employment and into their future aspirations.</p> <p>The workshop will be connected to the ESRC-funded international research project – <i>Gendered Journeys: the trajectories of STEM students through Higher Education and into Employment</i>, particularly in India, Rwanda and the UK. Participants in the workshop will:</p> <ol style="list-style-type: none"> <li>1. Describe their relationships and life events that have supported or obstructed their journeys into higher education.</li> <li>2. Identify the opportunities and challenges in accessing STEM fields (or other educational areas).</li> <li>3. Develop an understanding of institutional and environmental influences they consider important in their higher education journeys.</li> </ol> <p>During the workshop, the participants will be divided into small groups. First, we will ask each individual to draw a diagram of their relationship and communication patterns with family, peers, employers, and other environmental factors that have influenced their higher education journey. An example of</p>

	<p>ecomap will be provided to each group. Second, the participants will be encouraged to discuss their narratives in their groups. Third, we will bring all of the groups together and collate the important points related to the use of ecomaps in exploring the STEM and higher education journeys of individuals. Finally, our partner from India and Rwanda will share their experiences of using ecomaps during their fieldwork.</p>
	<p>Fowle, Wendy; Butcher, John (The Open University)  <b>Disadvantaged adults and HE success metrics: how might transformative learning be measured?</b></p> <p>This workshop will engage participants in exploring potential metrics to help universities and policymakers measure the transformative impact of HE on adults from disadvantaged backgrounds. The facilitators will draw on and synthesise data from their research with adult learners studying on Access modules in HE. Examples of rarely heard voices will be shared from two sources. First, Wendy's (2022) doctorate 'Widening Participation to Higher Education for Adult Learners: the past matters' which used a theoretical framework from transformative learning (Mezirow, 1991) to critique the extent to which HE met the needs of adult students:  'Through study I think I have found myself...I think it's taken until doing this Open University course to actually become the person I should have been...'  Second, John's (2020) research published as 'Unheard: the voices of part-time adult learners' which synthesised qualitative data collected from hard-to-reach adult learners on Access modules preparing students for undergraduate degrees in Arts (Butcher &amp; Clarke, 2021) and STEM (Butcher et al, 2020):  'I'm 50 years of age now, a recovering addict – ten years sober. I work full-time and study in the library on my days off. I'm pretty kind of raw and new to learning...it's hard but my confidence and my outlook has changed in life as well.'  The workshop will contextualise the 'problem' as one with origins in Widening Participation policies dominated by a simplistic Office for Students and government paradigm of measuring success in HE as purely resulting in 'a good degree' and culminating in a 'graduate job'. In the workshop we will share stimulus material of individual transformation, make the case for the fundamental importance of valuing learning transformations amongst adults, and facilitate group activities aimed at sharing ideas to develop a usable metric for measuring transformative learning. Participants will leave with ideas, (adaptable for their own institutional context) offering an alternative measure of success.</p>
	<p>Harman, Kerry; Clover, Darlene E; Dickson; Nicola; Thain-Gray, Rachel, Brigham, Susie; Williamson, Sarah (Birkbeck, University of London)  <b>Conceptualising, practising and mobilising the feminist imaginary</b></p> <p>The aim of this workshop is to conceptualise, practise and mobilise the feminist imaginary. The interactive session will be convened by feminist adult educators from women's museums, libraries, higher education and working in various community settings. It will begin with six (5min) 'lightening talk' presentations to prompt small and large group discussions on 'the feminist imaginary' – how it might be conceived and how it might be mobilised to produce less hierarchical and unequal societies.</p> <p>Context:  Gender discrimination is "the most enduring and defining inequality of our time" (Generation Equality Forum, 2021, n/p). The patriarchy has proved to be far more resilient than anyone suspected and there is new evidence of a rising global backlash of fundamentalist agendas (e.g., Shameen, 2021; Vintges, 2018). Extremism, cultural imperialism, ideological colonisation, a fervent vilification of "feminism as the primary threat to public morality" and the reimposition "of patriarchal heteronormative family values [are] shaping the parameters of public discourse and consciousness" (Shameen, 2021, p. 10). For Solnit (2014) the current state of the world represents a "a failure of the imagination" yet this faculty "is highly consequential because control over it is control over the future (p. 14). As Mohanty (2012) therefore reminds us, the imagination is "the most subversive thing a people can have" (p. ix).</p> <p>Session outline:  The workshop will begin with short, visual examples of how the feminist imaginary is being practised in diverse locations and contexts. Rachel Thain-Gray will share diverse feminist education activities at the Glasgow Women's Library and Museum; Kerry Harman will re-present a 'Tea Party' organised by the</p>

	<p>East End Women’s Museum; Darlene Clover will share a virtual exhibition that captured objects and stories of the feminist imaginary; Nicola Dickson will share her arts-based study with vulnerable women who are survivors of sexual abuse and homelessness; Sarah Williamson will introduce us to ArtActivistBarbie and her disruptive feminist interventions into art galleries; Susie Brigham will share a project in which young women living in Nova Scotia explored concepts and issues of social justice and social activism through participatory photography and storytelling methods. Following the short ‘lightening talk’ presentations, workshop participants will be provided with the opportunity to share and document the ways they conceive and practice the ‘feminist imaginary’ at small group tables (30 mins). Workshop participants will be asked to bring an object (or photograph of an object) to the workshop to prompt discussion on ‘the feminist imaginary’. The objects and small group discussion will be shared at a larger group session and used to discuss and document how the feminist imaginary might be conceived and mobilised for broader political change (30 mins). The workshop documents (including objects, photographs, drawings and notes) will be displayed in a public space at the conference and used as a resource for ongoing collaborative research exploring the material effects of ‘the feminist imaginary’.</p>
	<p>Holford, John; Clancy, Sharon (University of Nottingham)  <b>Robert Peers: A centenary evaluation of his vision, his contribution to adult education, and what kind of contribution to adult education universities should make today.</b></p> <p>Robert Peers became the world’s first university Professor of Adult Education when he was appointed to a chair at University College, Nottingham in 1922. The centenary of his appointment this year provides an opportunity not only to celebrate a pioneer in our field, but to reassert and evaluate his role, and to discuss what kind of contribution to adult education we should expect of universities.</p>
	<p>Judd, Adrian; Mowatt, Jim; Mayo, Marjorie; Hall, Budd (UNITE, Goldsmiths College, University of Victoria)  <b>Community-Based Participatory Research with UNITE the Union</b></p> <p>This workshop is aligned with the conference theme of ‘Inclusivity and social justice’. The foundations of participatory research call for research to be led by those with experiential knowledge of diversity and social justice. This workshop is grounded in two streams of participatory research which UNITE the Union has initiated and implemented over the past six years. The first is a large-scale oral history project whereby union members have been trained to undertake historical research into the work of their union over many years. The second is the creation of a Knowledge for Change Hub for training of union representatives and members in conducting union-led research into issues that arise from their working lives.</p> <p>UNITE has extensive adult education programming including Learn with Unite and the training of workplace representatives. The Oral History project is an established participatory research project while the participatory research course is currently running as a regional pilot awaiting national approval.</p> <p>The workshop will share stories of why and how UNITE the Union undertook these participatory research initiatives. It will provide an opportunity for participants to explore questions about the potential role of trade unions in participatory research, ways in which academics can support union-led research, lessons learned in the training of union members in research work and the potential from building participatory research capacity in non-academic settings.</p> <p>The workshop will be led by the Union leaders and members who have developed and implemented these two substantial research initiatives with participation by academic allies who have supported this work. It offers an opportunity to explore the wider national and international possibilities of workers organisations as centres for research on inclusivity and social justice.</p>
	<p>Kitchen, Willy (University of Sheffield)  <b>Careful what we wish for? The introduction of a lifelong loan entitlement in England.</b></p>

	<p>On the face of it, there is a good deal for adult educators to welcome in the UK Government’s <a href="#">proposals for a lifelong loan entitlement</a> to ‘post-18 education’ in England. With a consultation page which foregrounds modularity, maintenance, quality provision, flexible learning, credit transfer, and a willingness to discuss ‘restrictions based on previous study’ (ELQs, to you or me), many long-standing behemoths of the lifelong learning sector appear to be placed centre-stage. But should we be careful what we wish for?</p> <p>In this workshop discussion will focus upon the different tensions, likely directions of travel, and anticipated roadblocks and pitfalls (for students and providers alike) on the way to a post-Lifelong Loan Entitlement sector in England.</p> <p>Contributions will be made by colleagues who have had direct experience with the Lifelong Loan Entitlement consultation and they will examine the extent to which it, the concomitant move towards micro-credentialing, and the ‘stacking’ of credit, will genuinely widen access and flexibility for lifelong learners; as well as the extent to which increased regulation of outcomes, and the proposed further compartmentalisation of learning, might instead lead to an overall narrowing of choice, lowering of engagement and diminution in success, for adult learners.</p> <p>In doing so, contributors and workshop participants will be asked to anticipate likely institutional responses to the introduction of the LLE in 2025, and to consider the lessons to be learned from the experience of colleagues working with adult learners within the different devolved funding regimes of the four nations.</p>
	<p>Quinn, Andrew; Cormack, Helen (Glasgow Kelvin College)</p> <p><b>MASTER Project: Lifelong Learning and Adult Returners – engaging with meta skills</b></p> <p>MASTER (Measures for Adults to Support Transition to further Education and Reskilling opportunities) project is an initiative aimed at facilitating the participation of low-skilled adults in formal education / training opportunities and in the labour market by developing or reinforcing their Personal, Social and Learning to Learn competence [PSL competence], which is crucial for the re-activation and re-engagement of potential learners from vulnerable groups and improve the capacity of AE providers to reach out to the target group through a multi-stakeholder outreach strategy.</p> <p>Specific challenges called for a renewed strategy to tackle adults’ social exclusion and low competitiveness in the labour market:</p> <ul style="list-style-type: none"> <li>• lack of key competences in unemployed adults at large, and in low-skilled ones in particular;</li> <li>• difficulties of low-skilled adults in participating in training experiences and/or in being supported for their access to labour market – need for guidance services;</li> <li>• public support services are not often able to work according to a common framework, to reach the most vulnerable groups and to elaborate tailored guidance and training paths for different individuals</li> <li>• paths are designed taking into account the needs of the target group more than the individual ones;</li> <li>• recognition and validation processes aren’t systematic and widely accessible and do not provide enough support for non-formal and informal learning validation.</li> </ul> <p>The workshop will demonstrate some of the activities used to engage the target group with supported awareness raising and self-assessment of their PSL competences and activities to improve these.</p>
	<p>Western, Karen (Brunel University London)</p> <p><b>Addressing Significant Loss to Support Engagement with Learning</b></p> <p>Aim of the Workshop To share the impact of supporting mature university students who have been impacted by adverse experiences. To raise awareness of Seasons for Growth.</p>

The urgent nature of the global response to COVID-19 brought rapid change to family, education, and work life; this session provides an opportunity for us to consider the impact of the COVID-19 pandemic and associated protection measures upon adults.

Format of workshop:

Presentation of Seasons for Growth -Supporting Children and Adults during the Covid 19 Pandemic  
Case studies from mature students who have attended Seasons for Growth.

How to implement supplementary programmes at university –participants will work together to share best practice and experiences

Q and A

There is strong evidence that the educational impact of students who have experienced significant losses are often distracted by thoughts of what is happening at home, experiencing difficulties in concentration and lack of focus. They can feel disempowered and challenged in meeting goals. The pandemic significantly increased the likelihood of experiencing a loss.

Underrepresented Students are more likely to have experienced significant loss, there is often a higher percentage who will have had adverse childhood experiences and may find higher education challenging. This validated programme focuses on the feelings associated with significant loss rather than the loss itself.

Seasons for Growth has been used with adults with very positive results. We are currently increasing the programme by training more companions. This workshop will share some of our experiences in rolling out a new programme. Participants will be able to consider if Seasons for Growth would be useful for their learners.

This workshop may also benefit staff who are trying to roll out a new programme at their university or organisation.