Chapter 1 : Social Justice and Higher Education | Anne Craven - racedaydvl.com

Participation rates in Scotland, Wales and Northern Ireland. These statistics are published separately by each of the devolved administrations: Higher education students and qualifiers at Scottish.

New insights from leading thinkers. The policies put forward in the chapters include: Despite the progress in opening up universities to people from under-represented groups, we have miles left to go. The current changes to higher education, including the closure of the Office for Fair Access, mean we could be in for a bumpy period. It is time to take stock by learning from all those working with disadvantaged people inside and beyond universities, being willing to change tack when initiatives are ineffective and incorporating new insights from areas like behavioural economics. Anand Shukla, the Chief Executive of Brightside, said: In his Foreword, Les Ebdon, writes: While we celebrate improvements in access for disadvantaged young people, we must not forget that for older students and those studying part-time, the trend is steeply downward. And we must not allow headline figures about rising applications to distract us from the troubling issues of non-completion rates and different degree and employment outcomes, particularly for students from Black and Minority Ethnic backgrounds. Incremental change is just not enough. Every year that we do not have truly fair access is a year in which yet more talented people are let down by a system that should lift them up. Notes for Editors A short extract from each of the chapters is below. Currently, the most intensive outreach work begins too late. Social capital should be nurtured throughout university too. And while day accommodation helps local authorities fulfil their duty to provide accommodation for care leavers during vacations, a deserted campus on Christmas Day is a lonely place to be. The prospect of compulsory university sponsorship of schools has not been generally well received in the higher education sector. Not every student with problems will drop out, but the ones that do so are probably the most troubled and need the most help. This is crucial and informs the philosophy of the innovative work at the universities of Cape Town and Berkeley. However, it shies away from targeted work that addresses the specific challenges that widening access learners face in achieving their potential in higher education. To help ensure it is not, the Office for Students should make the establishment of a national evidence unit one of its first priorities. This is just one of a range of strategies for making university more attractive which we plan to explore over coming years. It is the same college sector that can demonstrate good practice from which our universities could afford to learn a thing or two. The debate about how best to expand opportunities should be less about the value of alternative providers and more about the need for alternative provision.

Chapter 2 : Barriers towards participation in adult education and training

with access to and participation in higher education) and 2(1)(b) (relating to promoting quality, and greater choice and opportunities for students), and our separate duty under section (1) of the Equality Act to have due regard to advancing equality of.

And it is a vintage one. Record numbers of students accepted onto their first choice courses. Record numbers applying from disadvantaged backgrounds. And record numbers studying science subjects. I felt this myself when I joined the call centre team at UCAS in Cheltenham on A Level results day and listened to the explosion of excitement down the telephone line when a student who feared the worst learnt he had secured a place at Oxford Brookes. A story made possible because of the steps taken by this government. Our mission as a one nation government is to ensure everyone has the opportunity to work hard and fulfil their potential. By lifting the cap on student numbers, we have ensured that our world-class higher education system is open to anyone with the potential to benefit from it. They must receive the rigorous, stimulating education they want and society needs. Green paper aims My plan today is to set out a broader vision for higher education, foreshadowing a green paper we will publish in the autumn. Looking back at , when we published Students at the Heart of the System , it is clear that huge progress has been made: But there is considerable unfinished business and the green paper will seek views on the changes the government believes will be necessary to ensure that higher education continues to be a great national success story in the years to come. Teaching at the heart of the system At the centre of this vision are the young people contemplating their futures in a world where no one owes them a living, where they must depend on their wits and drive to survive. Well-equipped students ready to contribute to society and to businesses keen to employ increasing numbers of skilled graduates. That was the focus of my last speech to you and it remains my overriding priority. Now that we are asking young people to meet more of the costs of their degrees once they are earning, we in turn must do more than ever to ensure they can make well-informed choices, and that the time and money they invest in higher education is well spent. As I said in my speech in July, the key to that is, in my view, great teaching, combined with rigorous assessment, useful feedback and preparation for the world of work. Speaking to parents and students since taking on this job has confirmed for me the extent to which teaching is highly variable across higher education. There are inspiring academics who go the extra mile, supporting struggling students, emailing feedback at weekends and giving much more of their time than duty demands. People like Martin Conway, who could make even Belgian stamps interesting as we learnt about the construction of post-war Europe; or Judith Brown, the biographer of Gandhi, who sparked in me a lasting interest in modern India. This is not a contract I want taxpayers to underwrite. Because many universities see their reputation, their standing in prestigious international league tables and their marginal funding as being principally determined by scholarly output, teaching has regrettably been allowed to become something of a poor cousin to research in parts of our system. I hear this when I talk to worried parents, such as the physics teacher whose son dropped out at the start of year two of a humanities programme at a prestigious London university, having barely set eyes on his tutor. Her other son, by contrast, studying engineering at Bristol, saw the system at its best: This patchiness in the student experience within and between institutions cannot continue. There is extraordinary teaching that deserves greater recognition. And there is lamentable teaching that must be driven out of our system. It damages the reputation of UK higher education and I am determined to address it. Greater transparency from providers Since the reforms, student choice has become a key driver of change, but there are still significant information asymmetries. This will mean providers becoming much clearer with students about what they can expect during their time at university. The new framework will aim to give students more information about the actual teaching they will receive, drive up student engagement with the learning process and reward universities that do most to stretch young - and also not so young - minds. It will help, I hope, create a culture where teaching has equal status with research, with our great teachers enjoying the same

professional recognition and opportunities for career and pay progression as our great researchers. I recognise that many institutions are already thinking in this way and that the National Student Survey has started to shift the focus back towards teaching, feedback and academic support within universities. But some still do not do nearly enough. While there will be financial incentives behind the TEF , with those offering high quality teaching able to increase fees with inflation, the TEF will not just be about accessing additional funds â€" I want it to bring about a fundamental shift in how we think about and value teaching in our universities. Widening participation Raising the quality of teaching is at the heart of the green paper, but our ambitions extend beyond this important goal. As a one nation government, our focus is on driving forward social mobility. Our universities should be open to everyone who can benefit from them, regardless of family background or ability to pay. The Prime Minister is committed to doubling the entry rate from disadvantaged backgrounds by , compared to levels. Among the many concerning features highlighted by BIS research into this issue is the persistent underperformance in education of white children eligible for free school meals. The problem is particularly acute for disadvantaged white boys. Prior attainment in school is a major factor driving differences in participation, but attitudes towards university, which can be shaped by good careers advice and employer engagement, also play a part. Discussions with Office for Fair Access have suggested that there is the potential for us to have significant impact by raising the profile of this group, which has not been specifically targeted in the past. This needs serious attention and I will be writing to OFFA asking them to focus on this in their guidance to institutions on to access agreements. To make our work on widening participation effective, we need the best possible data. They have also agreed to publish the data underpinning this work and extend their analysis to other protected and disadvantaged groups. The first analysis will be published in the next few weeks. But we need to go further to increase confidence that the system treats all applicants fairly. I want to see much more data being made available for academics to analyse and potentially link with other data sets. And they have agreed to look at all ways to make this data as useful as possible for researchers. This is an important step forward. But there will be more work to do to increase the data available and ensure the trust of students who are involved. This is an issue for the whole sector to address, which is why I want you to consider what additional information universities can provide to support our collective efforts to widen participation. For many people, entry to higher education does not follow the traditional route of A-Levels followed by a full-time, residential, 3 year degree. Some choose to undertake a pathway that might include a foundation degree, Higher National Diploma, Higher National Certificate or Apprenticeship, while others enter higher education later in life after a period in the workforce. This government values competition. We want a diverse, competitive system that can offer different types of higher education so that students can choose freely between a wide range of providers. Competition not for its own sake, but because it empowers students and creates a strong incentive for providers to innovate and improve the quality of the education they are offering. Among other goals, it promised to remove barriers to new entrants and to establish a risk-based framework for higher education, reducing burdens on some so we can focus oversight where it is needed. The green paper will cast a critical eye over the processes for awarding access to student support funding, Degree Awarding Powers and University Title. We have already made a start by providing a new route for trusted new and smaller providers to grow their student numbers. But the green paper will consult on options to go further. Success in higher education should be based on merit, not on incumbency. I want to fulfil our aim of a level playing field for all providers of higher education. Many of you validate degree courses at alternative providers. Many choose not to do so. I know some validation relationships work well, but the requirement for new providers to seek out a suitable validating body from amongst the pool of incumbents is quite frankly anti-competitive. It stifles competition, innovation and student choice, which is why we will consult on alternative options for new providers if they do not want to go down the current validation route. Towards a single gateway for degree awarding powers The ultimate goal for many new providers is to secure their own Degree Awarding Powers and University Title. This now takes many years, even for the best, most highly rated new providers. As part of the green paper, we will ask how we can speed

up the process for those that offer the best quality education. In the meantime, we will continue to support new entrants. Having taken action to improve the process, I can announce that we will shortly be lifting the moratorium that has been in place for applications for new Degree Awarding Powers and for University Title. Once again, we are opening the doors to new entrants and challenger institutions, all in the interest of increasing the choices available to students. Providers entering and leaving the market is a sign of healthy competition, and it is something of which we should expect to see more. But we need to be prepared for the fact that some providers may exit the market. Our higher education sector should only have room for high quality providers. We will therefore be consulting on measures to require all providers to have protection measures in place so that students who benefit from greater choice and diversity do not lose out in the event of provider failure. There will be some who are resistant to this change. Those who want to put up the barriers and bar the windows. But I want our higher education sector to remain the envy of the world. Allowing new providers to enrich the sector is part of that. A transformed regulatory landscape So the reforms we will set out in the green paper will improve teaching quality, empower students, open up the higher education market and drive value for money. To deliver our ambitions, we also plan to reform the higher education and research system architecture. We are a deregulatory government, and much of the higher education system is ripe for simplification. When I arrived in BIS , my day one pack included a diagram of the higher education landscape. It was a stunning piece of PowerPoint â€" and must have been produced by a skilled hand. But the complexity â€" and associated cost both for the sector and directly for government â€" drove home the need for simplification. The market has evolved far more quickly than the regulatory environment, and that is something we need to address. Our regulatory regime is still based upon a system where government directly funds institutions rather than reflecting the fact that students are the purchasers, and needful of all the protections that consumers of complex high value products receive in other regulated markets. We fund higher education in a very different way now to the block grants of the past. Students are the primary source of income for undergraduate study, but their interests are insufficiently represented in our structures and systems. There are also parallel regulatory regimes for different types of higher education providers. I want to be in a position where all higher education providers operate on a level playing field. That was part of the vision in and it remains our goal. So we need a simpler, less bureaucratic and less expensive system of regulation. A system that explicitly champions the student, employer and taxpayer interest in ensuring value for their investment in education and requires transparency from providers so that they can be held accountable for it. One that protects institutional autonomy and academic freedom and maintains the highest quality of higher education, safeguarding the strong international reputation of English universities. I am committed to the maintenance of dual funding support, to the Haldane principle and to scientific excellence, but do see scope for a simpler system of delivering vital research funding to universities and opportunities to increase its strategic impact.

Chapter 3 : Widening participation - Wikipedia

participation (WP) in higher education in England. The section looks at the nature of the review, the established patterns of participation in education and training, and.

Anne Craven This article was downloaded by: Policy and Practice in Higher Education Publication details, including instructions for authors and subscription information: To cite this article: Anne Craven Social justice and higher education, Perspectives: Policy and Practice in Higher Education, The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content. This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Universities have a When salaries of graduates have been different experience of university from that of their compared with those of non-graduates, graduates have middle-class peers and may also have more difficulties in emerged as winners, though the levels of lifetime earnings winning graduate-level jobs Furlong and Cartmel This paper focuses on issues of social justice, concentrat- Increased numbers of university graduates are needed ing on those affecting students from lower socio-economic to work as specialists enhancing the competitiveness of groups in British society. Although universities are generally more auton- and student support are discussed as means to improve omous and separate from the state than schools, university student retention. Some pointers are also drawn to the education can be used to transfer skills, knowledge and wider debate about how the whole system might be behaviours regarded as valuable by the state, which thus improved and where attitudes might need re-examining. Despite all the recent public sector cuts, widening and Social Sciences at the University of East London. In a modern knowledge economy, education promotes Previously, she worked at several central administration values such as employability and adaptability; personal and academic departments at Royal Holloway, competencies, fulfilment and health; social inclusion; University of London. She has and peace Jarvis Some countries, such as those published widely in the area of higher education. Address in Scandinavia, have been able to take steps towards for correspondence: Social Sciences, University 38â€" Education has been seen there as a means whereby of East London, Duncan everyone can try to reach his or her potential. According to the Equality Trust, introdu- cing the Duty could have achieved greater equality not related to s ocial class â€¦ only of opportunity but also of outcome, aiding social mobility. Access to services such as hospitals was one key issue at the planning stage â€" could that also have meant increased scrutiny in access to higher edu- Even within compulsory schooling, working-class chil- cation? They not been defined clearly in legal drafts. Various measures to counter inequality through by simple measures â€¦ education have been tried out, for instance in Finland Furlong and Cartmel University study, too, is free. The by simple measures. In the s the goal of the Finnish their future employment possibilities negatively Government was to have two-thirds of school leavers Furlong and Cartmel Non-traditional applicants to social justice. However, whilst research has indicated that and Leathwood Furlong and Cartmel Universities could for instance organise support budget, as well as a step change in societal attitudes. Advertising can be used to promote Non-traditional applicants often choose a local post- enhanced access; on the other hand, if universities institution. In recent years, Many non-traditional students want universities have started to advertise through social media to find other students in a similar position; together, Currant and Currant To work towards social justice, more of the pre- connection. To reach a broader range of applicants, the universities could perhaps make themselves even university might consider paper-based ways of advertising; more welcoming towards non-traditional students â€" furthermore, its representatives can step into the local ideally also towards those not living locally, as graduate- community

Bennett , Rushton As non-tra- level work possibilities generally improve when students ditional students often feel powerless in their interactions make bold moves and become more mobile Furlong with university staff, any such outreach projects should and Cartmel Means for welcoming show that staff are in fact approachable Bowl Universities and society Are there any more radical methods of ensuring need the best possible matches between the students access? Following the example of some of their and their subjects of study even if only from the European counterparts eg Germany , UK universities standpoints of economics and efficiency. The aca- could also experiment with totally open access. However, whereas middle-class students may be able to take the support time to form networks with classmates, non-traditional While the recruitment of non-traditional students can students may need to rush away after classes, back to often be largely relegated to specialist offices within a work or family commitments. Not being able to university with input from academic departments , create peer networks can negatively affect studies and their retention requires strategies encompassing the even jeopardise their possibilities of finding graduate- whole institution see Thomas , Stuart and level jobs Furlong and Cartmel If McGivney [] Retention can depend on non-traditional students are involved in peer support issues both academic and non-academic. This is also something that the Goldsmiths and this is indeed what many universities are looking Psychology Department is tackling with the introduc- into in the emerging new UK higher education tion of a new personal tutorial system in autumn scene. Moreover, studying through a virtual learning Other key support services be catered for Ramsden Examples should be can include financial advice: Methods of communi- Furlong and Cartmel Naturally, many members of academic staff management etc can help, but at other times just will have finite time to respond to all demands of university staff lending an ear could provide the help their jobs often involving not only teaching but also required. However, non-traditional students often research and administrative duties; hence, providing shy away from seeking assistance. The Open University â€" is not easy. A good collaboration within the insti- has stated that contacting students at key points of the tution between all professionals involved in widening study cycle and giving them a named contact to participation efforts will be required. How about institution that is engaging in widening participation. The crucial that upholding of standards new curriculum could even not provide education within strict disciplinary boundaries; instead, it could does not become an excuse to help students develop generic skills, with specialisation happening at postgraduate level. Whether this approach restrict widening participation â€¦ would suit the British education system remains to be debated. Perhaps less controversially, there is another aspect of the curriculum to be recognised: It is challenging to build an accessible, supportive However, such prior learning could also be university system which conforms to the principles of more generally recognised through an accreditation social justice. Merely providing access to higher edu- system, with credits thus earned simply becoming cation is inadequate unless the institution also ensures included within the forthcoming higher education qua- retention, and considers matters of quality assurance lification Stuart ; cf also Quality Assurance Agency and enhancement. All this may not be easy, but [QAA] Guidelines and the work already com- universities should not stop trying. Everyone should have the right The massification of the university system and attempts to develop themselves and their society, and higher to cater for the needs of non-traditional students have education can provide excellent means for achieving often been seen as bearing a risk that the standards these goals. It is Notes 1. See Government Equalities Office guide available at http: Some European universities such as the University of Helsinki have upholding of standards does not become an excuse to started giving out notebooks to all their BSc students in Information Technology; at Helsinki, the computer can be used throughout the restrict widening participation. Universities should programme of study but must ultimately be returned to the institution. Some voices have called for the abolishing of entry qualifications instance through learning support courses and personal altogether in the name of equality; see Gorard et al When universities work on matters of Education and Social Class: Knowledge, culture, work in a Archer, L. Non-completion and and D. Phillips eds Higher Education and Social Class: Group , pp â€" Messages Across, In A. Rushton eds How to Recruit and Phipps, A. Social Class, Race and Burke, P.

Docklands London, Lawrence and Wishart. Takala ed Kasvatussosiolo- Furlong, A. Duty to Reduce cation to working life: Access to work and employability in the fields of business and Socio-Economic Inequalities. Implications for HEI Policy. David ed Improving Learning hefce-grant-letterdec Pedagogy at universities of applied http: British Educational Research Journal, 36 1 , 47â€"

Chapter 4 : What is Widening Participation? | The University of Edinburgh

At the University of Bath we are researching widening participation in higher education in order to better understand the factors that promote participation from a broader range of students, and the policies and practices that enhance wider successful participation in higher education.

I do not know what I could do that would be interesting or useful The first group of barriers has something to do with time and energy, and how it is prioritised. The job or the family takes too much energy and the person does not intend to use the free time left on learning activities. However, our factor also includes a reluctance to spend the free time left on learning activities, stressing that lack of time may not only be a question of the actual time available but also a question of how different ways to spend the time is prioritised, as indicated above. That job commitments take up too much energy, thus, does not necessarily mean that that the work is consuming so much energy that nothing is left for spare time. It might also be that the energy left is preferably being spent on something else than education and training. It could therefore also be termed "other activities given higher priority in relation to time and energy". Lack of time, however, is a very vague construct and difficult to decipher. As Desjardins et al. According to a Danish study focusing on men aged years with a short education Christensen et al. Also, Belanger and Valdivielso in a study found a positive correlation between participation in adult education and training and participation in other cultural activities like reading, use of libraries, and participation in associations, but at the same time a negative correlation between television viewing and participation in adult education and training. Further, lack of time may just be a convenient and socially accepted reason for not taking part in education and training, covering up other reasons. McGivney points to the fact, that unemployed people - that is people without any job-related obligations - are less likely to take part in adult education and training than are employed people. Instead of lack of time and money, McGivney in a study from highlights the importance of attitudes and expectations: The second group of barriers seems to have something to do with specific expectations in relation to what learning activities are, comparing it to childhood education. Further, learning seems to be considered as something mainly for children and youngsters I am too old to learn. We name this factor "negative towards re-entering education". Looking closer at the single reasons included in the category, it might, though, have more to do with expectations to what adult education and training involves that a psychological resistance towards education and training. The third group of barriers relates to the accessibility of learning activities. In also points at distance learning and learning by use of ICT not necessarily helping to overcome barriers related to accessibility of courses, but just creating a new kind of institutional barriers. We might also call this factor accessibility of courses. The fourth group of barriers has something to do with lack of support, either from the employer or from the family. We therefore term this factor "lack of support". The fifth category is called lack of confidence in own abilities. The category, however, at the same time includes a statement that can be seen as a kind of resignation in relation to adult education and training: But then again, neither their model nor our categories says anything about how this barriers are perceived at the individual level and the reasons they have become a barrier for the individual person. Trying to get a better understanding of the factors identified above, we therefore take a closer look at how they each influence different socio-economic groups. As mentioned above, much research shows a difference in participation rate between different socio-economic groups, but how about the barriers towards participation in learning activities in adulthood, are they different for different socio-economic groups as well? Almost half of the respondents refer to one or more of the variables included in this factor as one of up to three obstacles that prevent them from taking part in adult education and training. It is especially those aged between 25 and 44 for who lack of time and energy is a barrier towards participation in adult education and training. Taking into consideration that at that age many will have children living at home and at the same time probably making a career, this can hardly be said to be surprising. Lack of time and energy is significantly less likely to be a barrier towards participation in adult education and training for the

oldest age group at the labour market - that is those aged This age group, in fact, is also the only age group for who lack of time and energy is not the barrier mentioned most often. When it comes to gender, women are more likely than men to consider lack of time and energy an obstacle toward participation in adult education and training. Also educational level has some influence on the tendency to consider lack of time and energy a barrier towards participation in adult education and training, lack of time and energy being more likely to be a barrier for those with more than upper secondary education being most likely than for others. It is especially likely to be a barrier for the self-employed. Negative towards re-entering education As mentioned in the above paragraph, those aged are the only ones for who lack of time and energy is not the most often mentioned obstacle towards participation and training. For this age group, negativity towards re-entering education is the most important barrier. Negativity towards re-entering education also most likely to be a barrier for this age group together with those aged years, while it is significantly less likely to be a barrier for those aged years. As own experiences from school are to be expected to influence ones expectations to adult education and training, a possible explanation to this relation between age and the likeliness that negativity towards re-entering education could be pedagogical changes in schools that have changed how pupils feels about going to school. Whether that could be an explanation, however, demands further studies looking closer into how adult perceive their own school time and why and how schools have changed over years. There are no gender differences in relation to the likelihood of negativity towards re-entering education works as a barrier towards participation in adult education and training, but there is a difference when it comes to educational level. Not surprisingly, are negative attitudes towards re-entering education significantly more likely to be a barrier for those who left school at age 15 or younger, compared to those who stayed in school for more years. For some of those who left school at an early age, it might thus have been that staying in school was not a very attractive option due to a negative attitude towards education. Taking the unemployed as point of reference there are no significant differences for most of the other occupational groups. A negative attitude towards re-entering education, though, is significantly less likely to be a barrier for the self-employed than for the un-employed. Neither gender nor level of education has any influence on the likelihood of this barrier. It should, however, in relation to this factor be kept in mind, that we are talking about availability as experienced by the individual, not the actual availability. The employed and self-employed being less likely to have lack of available courses as a barrier, thus, can not be taken as an expression for courses being more available for this group. It is possible, that they are just simply more aware of the courses available. Using the 55 to 64 years olds as reference, lack of available courses is also more likely to be a barrier for those aged and within a 5 percent level of statistical significance for those aged years as well. Lack of support As for lack of available courses, there are not many differences in the likelihood of lack of support as a barrier for participation in adult education and training among the socio-economic groups included in the analysis. Neither in relation to gender nor in relation to educational level, can any differences be found. Lack of support is as likely to be a barrier for men as for women, and as likely for the low educated as for the high educated. Employment status, however, seems to have an influence on the likelihood of lack of support being a barrier. Lack of support, thus, is less likely to be a barrier for the self-employed and the retired as for the unemployed, while it is slightly more likely to be a barrier for the employed 4. Support can be both economically and mental. A study among unskilled workers in Denmark points at employers mental support may have an influence on the motivation to participate in adult education and training among unskilled worker Larson, It is likely the same is the case for other groups of employees. Lack of support is also a bit more likely to be a barrier among the years old than among those aged 5. Lack of confidence in own abilities Lack of confidence in own abilities is significantly more likely to be a barrier for those aged than for most of the other age groups. Only for years olds is there no statistical significant difference in the likelihood compared to the oldest age group. The oldest and the youngest at the labour market, thus, seems to be most likely to lack confidence in their own abilities when it comes to participating in adult education and training, and to give up participation for that reason. Not surprisingly, are lack of confidence in own abilities is also more likely to be a barrier for those who left school

in a young age than for those who stayed longer, whereas there are no differences between men and women. It might thus be, that being at the labour market have a positive influence on the confidence in own abilities. Conclusions and perspectives By use of exploratory factor analysis we have identified five different factors that acts as barriers towards participation in adult education and training: These factors have afterwards been combined with a number of socio-demographic characteristics by logistic regression, adjusting for age, gender, educational level, employment status and country of residence. According to our analysis, men and women tend to experience the same barriers towards participating in adult education. For one category, however, women are more likely to experience the barrier than are men. One reason could be that in spite of more and more women entering the labour market, women in many cases are still the main responsible for the home, leaving them with more than one job. Further research are needed looking closer into the lives of men and women to see if this is the case, and if it can explain this only difference between men and women when it comes to barriers towards participation in adult education and training. Our analysis also points at a negative attitude towards re-entering education being least likely to be a barrier for self-employed compared to other occupational groups. Also in this case, further analyses and studies are needed to look deeper into the reasons for this. Further, our analysis points at lack of confidence in own abilities being most likely to be a barrier for the youngest and the oldest in the economically-active age. Compared to prior studies, what is most interesting in relation to this finding is the lack of confidence in own abilities as a barrier towards participation in adult education and training among the youngest, that is those aged years. Also here, further studies are needed to explain why that is the case. Finally, our findings shows that lack of confidence in own abilities are least likely to be a barrier for those active at the labour market, that is the employed and the self-employed. Is it, that the simple fact being a member of the labour force increases the confidence in own abilities, or the other way around that not being active at the labour market decreases a persons confidence in own abilities? This is another question, were further analyses are needed to find an explanation. Besides of the need for further studies, our preliminary results also indicates some consequences for the initiatives that should be taken if we want to increase the participation in adult education and training, also for those groups who are today most likely to be non-participants. Programmes intended to increase their participation in adult education, thus, should focus on changing their views on adult education and training and probably also their ideas of what it is to participate in adult education. Further, it could advantageously focus on ways to increase the oldest age groups confidence in own abilities in relation to participation in adult education and training. The same initiatives could probably also help increase the participation rate among the low-educated, another group overrepresented among those not participating. The influence of gender on the likeliness to participate in adult education and training is ambiguous. According to McGivney, thus, initiatives aimed at increasing participation in adult education and training in Britain, have had a higher impact on women than on men, with the implication that opposite to the situation in , British women today participate more than do British men in adult education and training McGivney, The number of respondents in Germany was about 2. Within a 5 percent level of statistical significance 5. Also within a 5 percent level of statistical significance 6. The emergence of learning societies: Who participates in adult learning? Findings from a dedicated Eurobarometer survey. Office for Official Publications of the European Communities. Retrieved August, , from http: Unequal changes to participate in adult learning. Etterutdanning i lys av endringer i arbeidsmarkedet og utddanningssystemet: Noen politiske og utdanningssosiologiske utfordringer. Sosiologisk Tidsskrift 4 , Danish University of Education. Lifelong learning at the international agenda - and its implementation in a Danish context. Participation and non-participation in adult education and training.

Chapter 5 : Widening Participation in Education Conference: Improving access and social mobility | ONECI

widening participation in the UK, Reay and colleagues drew on the experiences of 23 mature access students in an inner London further education college to explore opportunities and constraints involved in making the transition to HE.