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‘Parents, Partners and Peers: The Hidden Costs of Lifelong Learning’
(forthcoming in special edition of IJLE 2011)
Format of presentation

1. Introduction (RW)
2. First Study (HB):
   Parents: Cathy
3. Second Study (RW):
   Partners: Jo
4. Third Study (RW & HB):
   Peers: Abe
5. Conclusions (RW & HB)
The Three studies

This paper uses data from three longitudinal studies of post-compulsory learners.

1. The first on adults returning to formal learning via an Access to HE course at an FE college.

2. The second on working-class women in secondary education during three periods: post-war; 1960/70s; and 1988 onwards and their re-engagement with FE/HE.

3. The third on adults on a ‘return to learn’ course which offers trade union members who are unlikely to engage with HE/FE opportunities to do so.
Potential Hidden Costs of Lifelong Learning.

The presentation reports and theorises on participants’ reflections upon their educational biographies - from childhood memories of schooling, through FE and, for some, to experiences at university.

We explore how engaging with post-compulsory education impacts upon their wider lives; in particular the potential hidden costs of lifelong learning in terms of risks to existing relationships.
First Study. Parents. Cathy
‘I did it in spite of you, not because of you!’

- Why Cathy?

Strongest sense of parental culpability

- Cathy’s story.

- Theorising Cathy.

1. ‘Habitus’ Bourdieu (1990a; 1990b).
2. Lacking valuable ‘cultural capital’ (Reay, 1998; Lareau, 2000; Plummer, 2000).
3. Differential socialization (Crozier et.al. 2008).
5. Familial separation/distance (Christopher, 2009).
Second study. Partners. Jo. ‘No room in my life for a relationship.’

- Why Jo?
- Jo’s story.
- Theorising Jo.
Third Study. Peers. Abe. ‘Wanting to wear an eagle’s feather.’

- Why Abe.
- Abe’s story.
- Theorising Abe.
Concluding remarks – HB
Themes to emerge across the studies.

Entitlement:
Familial and institutional processes leading to differential perceptions of entitlement:

1. Expectation to participate in HE (Crozier et.al. 2008).
2. Limiting and limited ‘horizon for action’ (Ball et.al. 2000).
4. Accounts lack middle-class confidence (Skeggs, 1997).
6. ‘Abortive liftoffs’ (Christopher, 2009).
Concluding remarks – RW
Themes to emerge across the studies.

- Risk
References (1)


Brine, J. (2004) Can’t find this in paper Richard


