



Introduction

Informal validation of prior learning - valuing and respecting what a learner already knows as part of the learning process

Neoliberal Educational Policy Paradigm (Glanton, 2023)

- Skills as policy panacea (Shannon, 2019)
- Performativity (Ball, 2003)
- Standardisation (Cort, 2008)
- Learning outcomes (Grummell and Murray, 2015)
- Credentialism (Smyth and McCoy 2011)
- Behaviorist
- Banking approach – domestication (Freire, 1972)

Adult Learners

- “importance of having a life-wide perspective on learning, in which learning is valuable independent of where and when it has been acquired” (Villalba-García, p. 353)
- Lifetime of experience – life-long and life-wide
- Learner-centredness (Glanton, 2023)
- Self-actualisation (Maslow, 1965)

4 Basic Assumptions of Andragogy

- Concept of Learner
 - Learners’ Experience
 - Readiness to learn
 - Orientation to learning
 - Motivation to learn
- (Knowles, 1980)

Benefits

- Inclusion - not imposters
- Approved ways of seeing and understanding (Mezirow 1991)
- Confidence, self-belief
- Democratic, shared understanding
- Critical thinking and praxis
- Ethos of care, listening and responding (Noddings, 2003)
- Wider benefits of learning

Inclusion in Adult Education

“People will forget the things you do, and people will forget the things you say. But people will never forget how you made them feel” (Angelou, cited in Quirk 2003)