Healthy Wealthy and Wise

The impact of learning in communities and community learning

Birmingham
22 May 2018

Contents

The impact of adult learning on:

- Health and well-being

- Work and employment

- Community life

Implications for policy and practice

What needs to be done?

3rd *Global Report on Adult Learning and Education* (2016)

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life
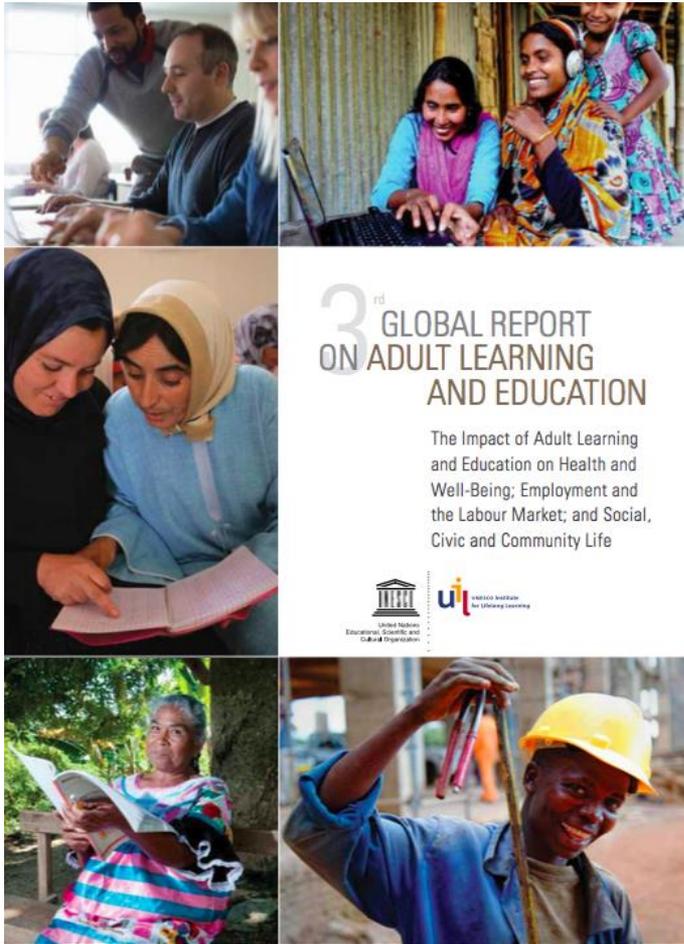
- 139 UNESCO member states involved

- Identifies trends in adult learning and how it responds to a changing world

- Looks at the impact of adult learning in 3 areas that broadly reflected the ones in our research

HEALTH AND WELL-BEING

SOCIAL, CIVIC AND COMMUNITY LIFE

EMPLOYMENT AND THE LABOUR MARKET

UNESCO Institute for Lifelong Learning (2016) *Third Global Report on Adult Learning and Education*, p.21

The overlapping benefits of adult learning...

"…No matter where in the world they live, adult learning and education helps people become ==healthier,== to improve their ==economic prospects==, and to be more ==informed and active citizens==."

UNESCO Institute for Lifelong Learning (2016) *Third Global Report on Adult Learning and Education*, p.21

But what type of learning works best?

"The impact of education depends not only on the *quantity* of education experienced and qualifications achieved but on the *quality and nature* of the educational experience—its appropriateness to the individual, and their engagement with learning."

Department for Education and Skills, Research Brief RCB05-05, October 2006. *The Wider Benefits of Learning: a synthesis of findings from the Centre for Research on the Wider Benefits of Learning 1999-2006*

Communities

Challenges

- Poverty of place
- Social integration and community cohesion
- Community safety and security
- Sustainable development

Solutions

- Individual skills
- Social capital
- Empowerment
- Participation in the arts and culture

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Rochdale, Greater Manchester

Reduced volume of high level / high-cost response services ⬇

Increased volume of demand for proactive / preventative services ⬆

Reduced volume of inappropriate call-outs to GMP by an average of 60% ⬇

Reduced instances / rates of domestic violence / abuse. ⬇

Increased rates of participation in learning ⬆

Increased skills levels (levels 1-3) ⬆

Increased employment: at or above levels in support programmes ⬆

Reduced homelessness, evictions and housing enforcements ⬇

Reduction in drug and alcohol misuse ⬇

Reduced early deaths ⬇

Increased take up of dental services ⬆

Increased hope, trust, aspiration, job satisfaction ⬆

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Implications for community learning

- **Counting**: what outcomes should we collect?
  - WEA work on impact (and longitudinal analysis)
  - Northern College CHANGE model
  - L&W DfE-funded research on social metrics
  - Community Learning Mental Health research

- **Curriculum**: if what we deliver needs to change, what will the lead-in times be?

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