

UK NATIONAL COORDINATOR FOR THE EUROPEAN AGENDA FOR ADULT LEARNING 2015-17: BRIEF FOR LITERATURE REVIEW ON THE IMPACT OF ADULT LEARNING ON HEALTH

BACKGROUND

Learning and Work Institute (L&W) is the UK National Coordinator for the European Agenda for Adult Learning. The current programme is a continuation of the work begun by NIACE in 2012 and is jointly funded by the European Commission's Education, Audiovisual and Culture Executive Agency and the UK Government's Department for Business, Innovation and Skills (BIS). The activities aim to contribute to the European Agenda, by linking adult learning to wider socio-economic policy in the UK; raising awareness of the value of adult learning to UK citizens, and increasing the participation of low-skills or less well qualified adults.

As part of the 2015-17 programme of work, we are undertaking an overarching strand of work that will result in a summative *State of the Nations* report. This will bring together the latest evidence on the impact of adult learning on different policy areas. It will also draw on evidence produced by the research and development work from other strands, including the Impact Forums. The *State of the Nations* report will outline the current state of play in UK adult learning to inform future policy development to help support an increase in the participation of low-skilled or low-qualified adults.

The overall aim of the work is to undertake research on the contribution that adult learning can make to different areas of policy in the UK, specifically health, work and communities. The specific objectives are to:

1. Establish a reference group, who will be responsible for directing the research
2. Undertake three literature reviews focused on the impact of adult learning on i) health ii) work and iii) communities
3. Gather evidence generated through the research and development work from other strands of the 2015-17 programme
4. Gather evidence and feedback from Impact Forums
5. Produce an interim report of key findings to date
6. Produce a summative *State of the Nations* report. This will outline current state of play in UK adult learning to inform future policy development to help support an increase in the participation of low-skilled or low-qualified adults

The wider programme of work includes development work in adult basic skills through the Citizens' Curriculum; digital skills; and the employability of young people.

SCOPE OF LITERATURE REVIEW ON HEALTH

The overarching research question is: What is the impact of participation in adult learning on physical and mental health and wellbeing?

There are five subsidiary questions:

1. What is the relationship between physical or mental health and wellbeing in studies on adult learning and health?

2. How are health outcomes defined and measured in studies on adult learning and health?
3. What is the impact of adult learning on individuals' empowerment and inclusion in health? For example, patient voice and involvement, IAG.
4. To what extent do health professionals understand the role of learning in improving health outcomes? (Not public health awareness)
5. To what extent do learning professionals (tutors and leaders) recognise learning for health as part of their role and do they get support for it (from ETF and others)?

The literature review should:

- Examine published research, on adult learning and health, with an emphasis on impact and change relating to individuals, policy and practice
- Examine published research from local (administration/UK nation); national; European and international studies
- Explore adult learning and its links with/impact on key domains of UK health research, including mental, physical, public/community, family and well-being
- Outline implications for leaders, practitioners, and policy-makers
- Indicate possible areas for further research and development
- Be 4,000-5,000 words long and be written in a way to provide stimulus for further discussion at impact forums across the UK administrations

Given the wider development work being undertaken, any links between health and basic skills, digital skills and employability found in the literature should be highlighted in the final paper.

MILESTONES

Activity	Timescale	Who
Desk research commences to identify relevant evidence	16-20 May 2016	Eleanor Penistone
Review of literature and drafting of paper commences	23-31 May	Kathryn James
Send draft paper to Mark Ravenhall, Chair of England Impact Forum	31 May	Kathryn James
Paper for Impact Forums agreed and distributed	From 2 June	Kathryn James and Mark Ravenhall
Presentation at four Impact Forums	From 9 June	Kathryn James
Revisions and additions made in light of feedback and additional evidence. Final review submitted to Emily Jones	31 August	Kathryn James

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Scotland's Learning Partnership



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