

EUROPEAN AGENDA FOR ADULT LEARNING

UK REPORT ON THE IMPACT OF ADULT LEARNING: “COMMUNITIES” RESEARCH

BACKGROUND

The report will be published in the autumn of 2017 and will analyse three domains: work, health, and communities. These are deliberately broad terms. For example, the impact of adult learning on health can embrace both public health education (targeted) indicatives, as well as better health and well-being as by-products of adult learning. The term ‘communities’ is meant to be inclusive and embraces the role and impact of adult learning in addressing the challenges that communities face. To focus the desk research, we will use the research areas in the recent GRALE report. This will also add a degree of international benchmarking in terms of what is happening across the UK.

OVERARCHING QUESTIONS

What is the role that adult learning (formal, non-formal, and informal) plays in social, civic and community life?

- How does it support individual citizens and their families contribute to the communities they live in?
- How does it help citizens become more active in civil society and political life, more tolerant of diversity and more aware of environmental issues?
- How does it promote cultural development, from the arts to spirituality, helping citizens become well-rounded and resourceful in shaping their societies?

DETAILED AREAS OF ANALYSIS

1. The link between the acquisition of **basic skills** in supporting participation in communities, civil society, volunteering, and democratic engagement.
2. The link between the acquisition **practical and digital skills** in supporting participation in communities, civil society, volunteering, and democratic engagement.
3. The link between the acquisition of **life skills** in supporting participation in communities, civil society, volunteering, and democratic engagement.
4. The role of **cultural and heritage learning** in supporting resilient communities
5. The role of adult learning (of all kinds) in supporting **cohesive communities**, and **tolerance of diversity**
6. The role of adult learning (of all kinds) in creating **social capital**
7. The link between participation in learning and **participation in social and community life**

FEEDBACK

We would like feedback on these area of research. Please contact Mark Ravenhall, Senior Research Fellow, Learning and Work Institute via: markravenhall@sky.com