



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

# BeLL und andere Benefits

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# Warum Benefits?

- Bewusstseinsbildung
- Zunehmende Kosten-Nutzen Rechnungen
- Der Wert muss in Zeiten von Sparmassnahmen ('austerity') immer wieder neu berechnet werden

# Valuing the impact of adult learning

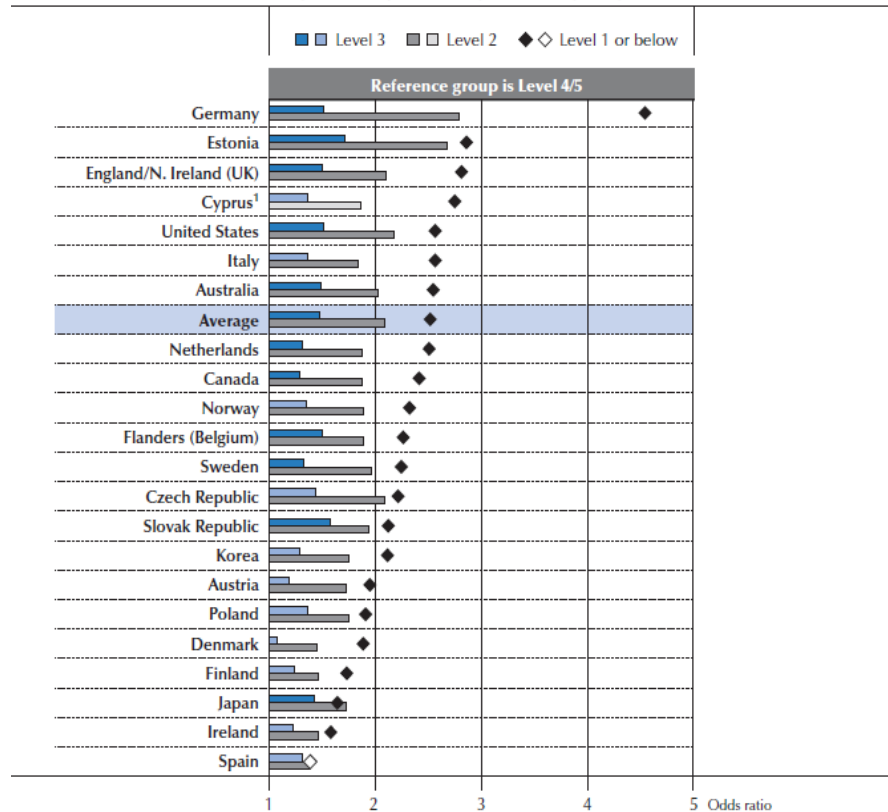
Using the latest methods as recommended in recent HM Treasury Green Book guidance (Fujiwara and Campbell, 2011), it is possible to place a value on these positive impacts. This study finds that, for adults, participating in a part-time course leads to:

- improvements in health, which has a value of £148 to the individual;
- a greater likelihood of finding a job and/or staying in a job, which has a value of £231 to the individual;
- better social relationships , which has a value of £658 to the individual;
- And a greater likelihood that people volunteer on a regular basis, which has a value of £130 to the individual.

# PIAAC and wider benefits

## Political efficacy and literacy proficiency

Odds ratio showing the likelihood of adults reporting low levels of political efficacy, by level of proficiency in literacy (adjusted)



# Policy recommendation by OECD

- Show how adults can benefit from better skills.
- More adults will be tempted to invest in education and training if the benefits of improving their skills are made apparent to them. For example, governments can provide better information about the economic benefits, including wages net of taxes, employment and productivity, and non-economic benefits, including self-esteem and increased social interaction, of adult learning

# Benefits of Lifelong Learning – BeLL Studie

- Basierend auf einer Studie v. Jyri Manninen fuer den Finnischen Verband f. Erwachsenenbildung
- Leitung: DIE
- Europ. Ansatz – auch zum Vergleich zwischen Laendern und Sektoren
- Lernende und deren subjektives Empfinden im Mittelpunkt
- EAEA geht vom Wert der Bewusstseinsbildung und der Interessensvertretung aus – Forschungsfragen sind fuer uns sekundaer

# Wo, was, wie ....

- Spanien, England, Deutschland, der Schweiz, Italien, Finnland, Tschechien, Rumänien, Slowenien und Serbien
- 8.646 Fragebögen und 82 Interviews

## Biggest experienced changes (max n = 8646, valid %)

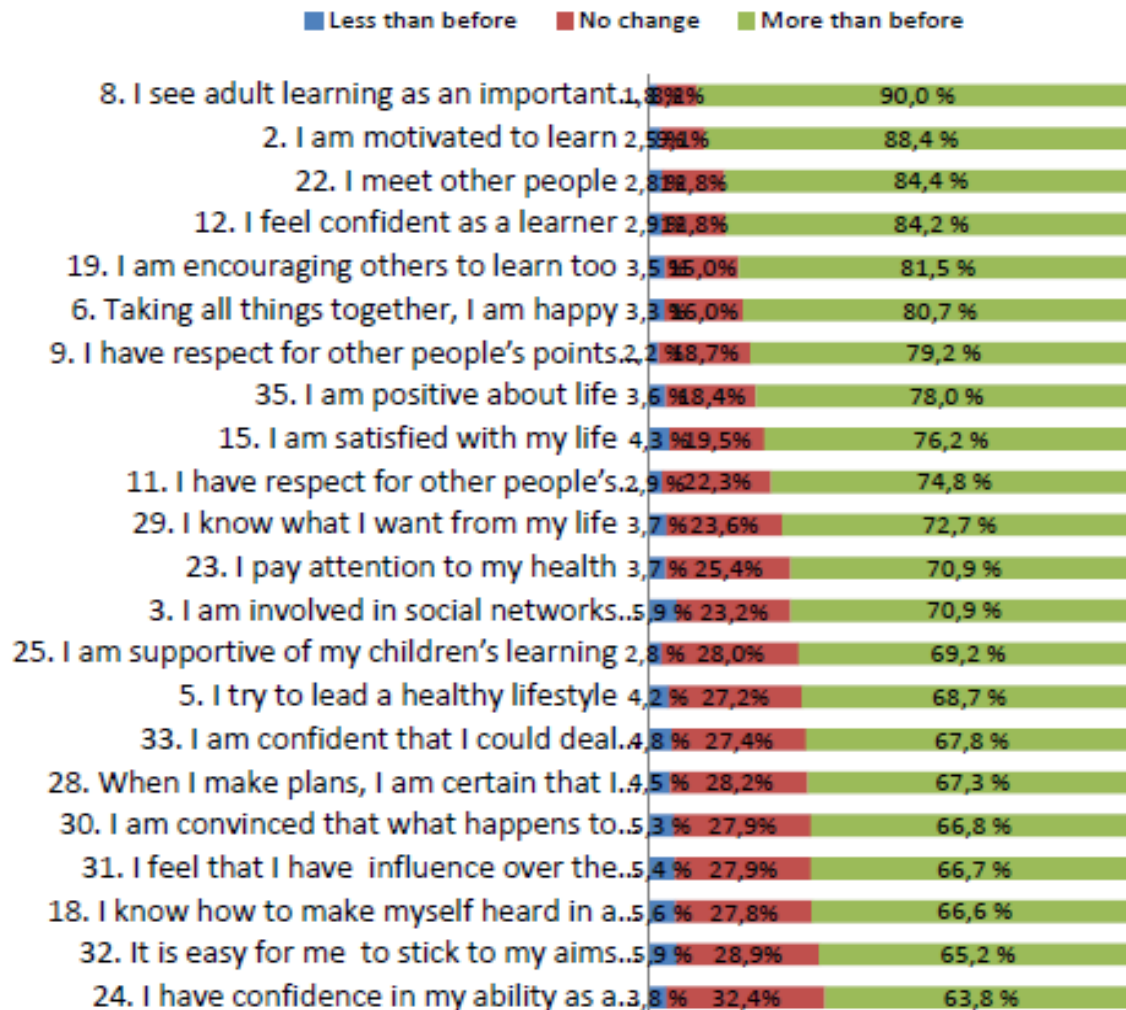


Figure 3 Biggest experienced changes at statement level (valid %)



## Smaller experienced changes (max n = 8646, valid %)

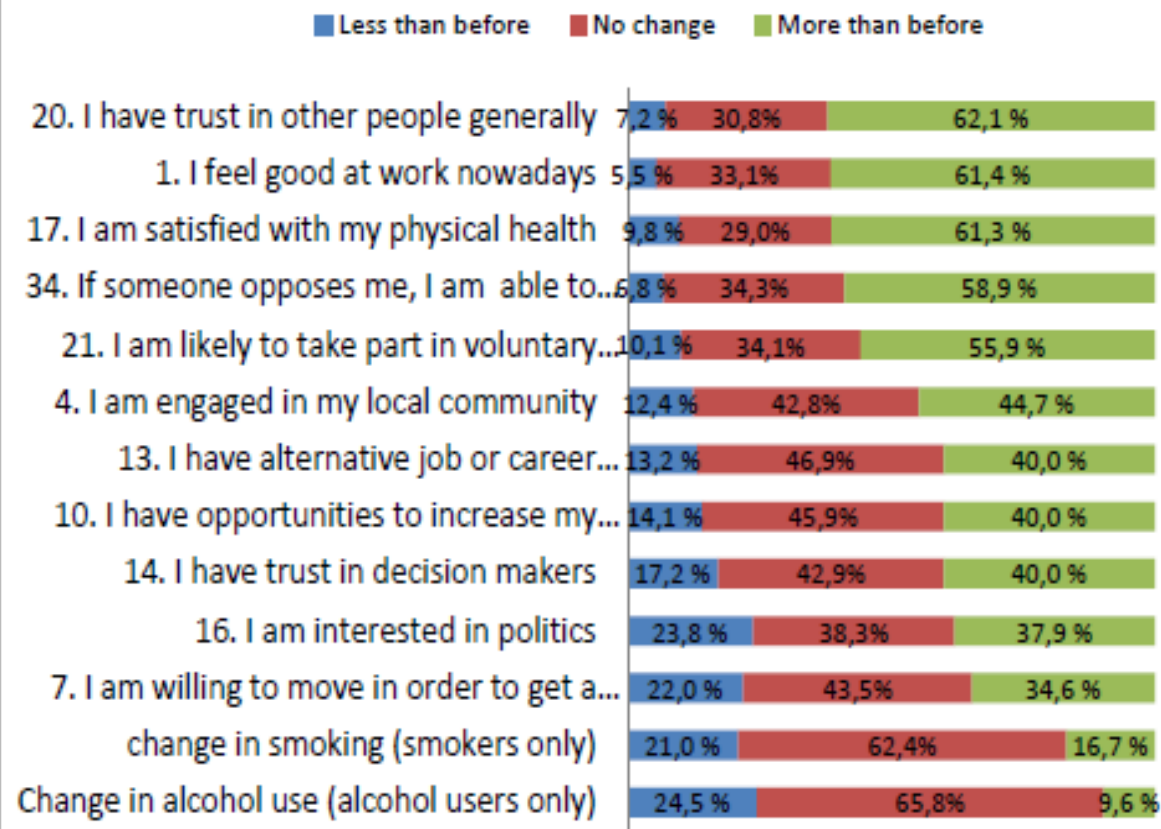


Figure 4 Smaller experienced changes at statement level (valid %)

# Weitere Schlussfolgerungen:

- *The lower the educational level is, the more changes participation in liberal adult education generates in learning motivation, well-being and in other benefits. Liberal adult education can therefore narrow the gaps between different social groups. It is likely to increase the probability of future participation, particularly for those who have had poor previous educational experiences. Therefore it is a good low threshold learning service motivating especially lower educated to study further.*
- *There were also some age related differences: for younger participants liberal adult education serves as a “stepping stone” into society, improving sense of control of their own life. For older participants it is a “cushion” softening age related changes like retirement, loss of friends and family members, and skills decline.*

# Weitere Ergebnisse:

- Damit lebensbegleitendes Lernen gelingen kann, müssen aber auch bestimmte Voraussetzungen erfüllt sein. Eine zusätzliche Auswertung von mehr als 4.000 offenen Fragen zeigte, dass Lernende ihren Erfolg maßgeblich mit der Organisation und den in der Weiterbildung Tätigen in Verbindung bringen. Lernmotivierung, didaktische Unterstützung, klare Ziele und transparente Kommunikation sind daher zentrale Wegbereiter aus Sicht der Organisation für das Gelingen des lebenslangen Lernens.
- Und fuer viele Zielgruppen gilt: je nicht-formaler desto besser



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Thank you!