

93- Kilpatrick, S., Barrett, M. & Jones, T. (2003). *Defining Learning Communities*. Retrieved October 6, 2004, from <http://www.crlra.utas.edu.au/files/discussion/2003/D1-2003.pdf>

Drawing on literature, this paper presents models and definitions of the concept of learning community and examines the key areas of interest in this area such as collaboration practices and distribution of learning benefits. The paper concludes with a number of further questions which indicate the direction of future research foci.

This paper offers a valuable overview of the concept of learning community as well as indicating areas of further potential for research and development.

94- Preston, J. & Feinstein, L. (2004). *Adult education and change*. Retrieved 16 November, 2004, from <http://www.learningbenefits.net/>

One of a series of recent reports published by The Centre for Research on the Wider Benefits of Learning, this report uses regression analysis techniques on data gathered from a longitudinal study to examine the influence of adult learning on attitudes which have been identified as having significant political, social or policy impact. Participation in adult education was found to reduce racist attitudes and authoritarianism and to increase environmental concern. Participation in vocational courses increased willingness to work.

This report not only offers an extremely useful analysis of data identifying influences on attitudes but also presents a discussion on attitude assessment that provides a useful model for research application.

95- Feinstein, L., Duckworth, K. & Sabates, R. (2004). *A model of the inter-generational transmission of educational success*. Retrieved 16 November, 2004, from <http://www.learningbenefits.net/>

This paper provides an important foundation for the series of reports published by The Centre for Research on the Wider Benefits of Learning as it presents a model for understanding the relationships that impact on the intergenerational transmission of educational success. Using an ecological model to support a developmental psychology approach, the authors identify three broad areas of influence on child development: distal factors, such as family income, family size; context factors such as parental health and well-being; and proximal factors such as parenting style and educational behaviours. The report examines relationships between these factors firstly by assessing the effect of parental education upon the factor and then by evaluating the effect of the factor on children's development.

An ecological model offers a rich context in which to examine the effects of adult education as both enhancing some effects and moderating others. The report indicates further areas of exploration in both policy and research arising from the model presented.

96 - Preston, J. & Hammond, C. (2002). *The wider benefits of further education: Practitioner views*. Retrieved 16 November, 2004, from <http://www.learningbenefits.net/>

Based on 2,729 questionnaires completed by practitioners in FE colleges throughout England, this report describes the benefits of further education as perceived by educators. Key benefits have been identified in esteem, leading to improved psychological well-being, and efficacy, frequently leading to increased participation in the community. The value of networking through education settings, greater independence in thought, problem solving and IT skills were also identified as significant benefits by practitioners.

Although the response rate to this questionnaire was 27%, it nevertheless provides useful insights into the effects of further education which, combined with insights from other stakeholders in further education, could offer rich understanding of the impact of education for adults.

97 - Feinstein, L. (2002). *Quantitative estimates of the social benefits of learning, 1: Crime*. Retrieved 16 November, 2004, from <http://www.learningbenefits.net/>

By matching property crime data from England and Wales over the year 1975-1996 with earnings data, the author presents a statistically based analysis that describes the effect of increases in education on wages and levels of crime. The report presents a clear summary of the calculated relationships between crime and education e.g. a 10% increase in the average pay for low paid workers reduces property crime by 0.7-1%. The author indicates that when this model is applied to crimes of violence the benefits from improved education increase by a factor of 2.7%

Although the author states that the findings in this report are only indicators of the relationship between education and crime, nevertheless the report offers useful descriptions of the effects of education on crime rates and describes areas in which increased education can be directly linked to social benefits from reduced costs of crime.

98 - Feinstein, L. (2002). *Quantitative estimates of the social benefits of learning, 2: Health (depression and obesity)*. Retrieved 16 November, 2004, from <http://www.learningbenefits.net/>

Using data from a cohort aged between 33 and 42 when surveyed in 1999/2000, the author describes the relationship between education and health factors, in particular depression and obesity. Analysis suggests that the effect of increasing women's academic level from no qualification to the first level of attainment will reduce the likelihood of depression from 6-10% and a sizeable reduction in the likelihood of obesity is noted as a result of increasing education.

As part of the series of reports examining the social benefits of education, this report offers further indicators of the effects of adult education on health, with social benefits in reduced health costs. The report identifies aspects of the relationship between education and health that further research can clarify.

99- Feinstein, L., Hammond, C., Preston, J., Woods, L., & Bynner, J. (2003). *The contribution of adult learning to health and social capital*. Retrieved 16 November, 2004, from <http://www.learningbenefits.net/>

Based on analysis of data from a cohort of nearly 10,000 adults participating in the National Child Development Study in Britain, the authors present a rich summary of findings of the relationships between adult education, health, well-being, social capital and cohesion. The effect of participation in four types of learning: accredited academic courses, accredited vocational courses, work-related courses and leisure courses was analysed and the effect on a broad range of specific measures such as smoking, exercise, alcohol consumption, life satisfaction, race tolerance, authoritarianism is summarized.

The wealth of correlational relationships that this report presents is extremely valuable, not only in highlighting further research opportunities, but in presenting an array of social capital measures.

100- Schuller, T., Brassett-Grundy, A., Green, A., Hammond, C., & Preston, J. (2002). *Learning continuity and change in adult life*. Retrieved 16 November, 2004, from <http://www.learningbenefits.net/>

Based on 140 interviews with participants in adult education selected on their diversity, this report advances the analysis of the effects of education on social capital by presenting typologies of benefits and models of understanding the interactive effects of adult learning. The report presents a number of models to describe the effects of learning and supports these with excerpts from interviews.

This report is an extremely useful continuation of the series of reports from the Centre for Research on the Wider Benefits of Learning as it offers models that can effectively illustrate the relationships between education and aspects of social and human capital.

