



# BeLL – Benefits of Lifelong Learning

Jyri Manninen

Professor (Adult & Continuing Education)

University of Eastern Finland

[jyri.manninen@uef.fi](mailto:jyri.manninen@uef.fi), [www.uef.fi](http://www.uef.fi)




## Wider benefits -approach

- Participation → Learning → **wider benefits**
  - For individual (“human, cultural, economical capital”)
  - For family, community... (“social capital, social cohesion”)
  - For labour markets (“economical growth”)
  - For society in general (“active citizenship, learning society”)
- How individuals, groups, organisations and society benefit from education?

*Manninen, J. 2010. Wider Benefits of Learning within Liberal Adult Education System in Finland. In: Horsdal, M. (ed.) Communication, Collaboration and Creativity: Researching Adult learning. Odense: Syddansk Universitetsforlag.*




Data		Purpose?
Interviews	Individual interviews	To get basic understanding about possible benefits → development of statements for the Survey questionnaire
	Group interviews	-- " --
Survey	Open questions	Using the same questions as in the interview, to get a large scale qualitative data and general picture about the benefits
	Statements (Likert scale)	To get statistical data on some of the benefits, to measure the strength of the benefit

 UNIVERSITY OF EASTERN FINLAND
 15.8.2012 3

**New project:**

## BeLL – Benefits of Lifelong Learning

- Funding: EU LLL-programme
- Based on Finnish data collection procedure and analytical tools
  - Interviews + survey in 10 European countries → national profiles + comparative analysis
- Coordinator DIE (German Institute for Adult Education)
- Partners include: EAEA (European Association for the Education of Adults); UEF (Finland); SIAE (Slovenian Institute for Adult Education); ATHENA (Association for Education and Development of Women, Czech Republic); CREA (Spain); University of London (UK)....
- 2012-2013:
  - 1 – 4/12: development of questionnaire
  - 5/12: piloting of the questionnaire in 9 countries (n = 100)
  - 6 – 8/12: finalizing the questionnaire → translations
  - 9 – 10/12: data collection
  - 11/12 – 3/13: interviews (10 \* 10) and survey feedback sessions

 UNIVERSITY OF EASTERN FINLAND
 15.8.2012 4

## Challenges for BeLL...

### 1. Definition of target group

- What is "liberal" adult education in different countries?
- Where does it take place (in institutions or outside)

### 2. Data collection

- How can we collect identical data so that it makes comparative analysis possible?

### 3. Analysis of data

- How we can develop a common data analysis procedure so that it enables comparison of results but also reveals national differences?

### 4. Different research cultures...

- "Hard statistical measurement" vs. "Laissez-faire statistical research in education"
- Scales of 4, 5, 6 or 7? (*"scale of 7 increase reliability of the sum score from 0.91 (scale of 5) to 0.93"*)
- Every 4<sup>th</sup> statement negative? Measurement of "social desirability (SD)"

- The BeLL Benefits list is based on results from earlier studies:
  - the Finnish study (Jyri Manninen)
  - the studies from UK (WBL)
  - the OECD study on the social outcomes of learning (SOL) (CERI)

(see compilation paper DIE, 11.06.2012)

## Compilation to the BeLL Benefits List

All potential benefits found in the literature (except lower crime level) included in the questionnaire →

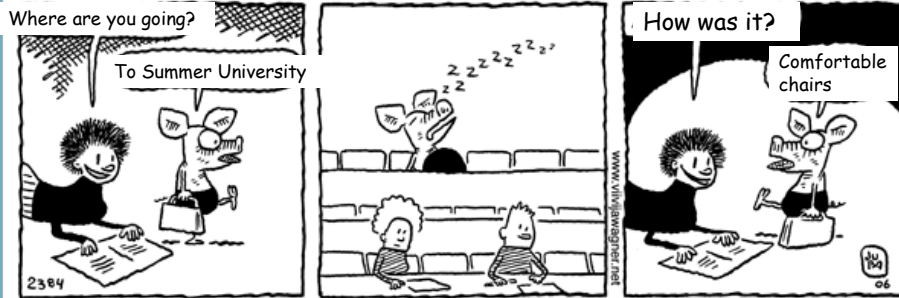
- "psychological" benefits/potential outcomes:
  - Locus of control, self-efficacy, self-esteem, sense of purpose in life
- "other" benefits/potential outcomes:
  - Tolerance, trust, changes in educational experiences, knowledge, social networks, civic and social engagement, civic competence, mental well-being, well-being at work, well-being in daily life, work related benefits, physical health, health behaviour, quality of life and family

Manninen/Kil/Thöne-Geyer 2nd BeLL Meeting in Ostrava

## Changes in educational behaviour



*Thank you!*



*www.uef.fi*