

# **The Centre for Research on the Wider Benefits of Learning:**

**A programme of research on the social  
productivity of education**

**Leon Feinstein**  
**Institute of Education, London**





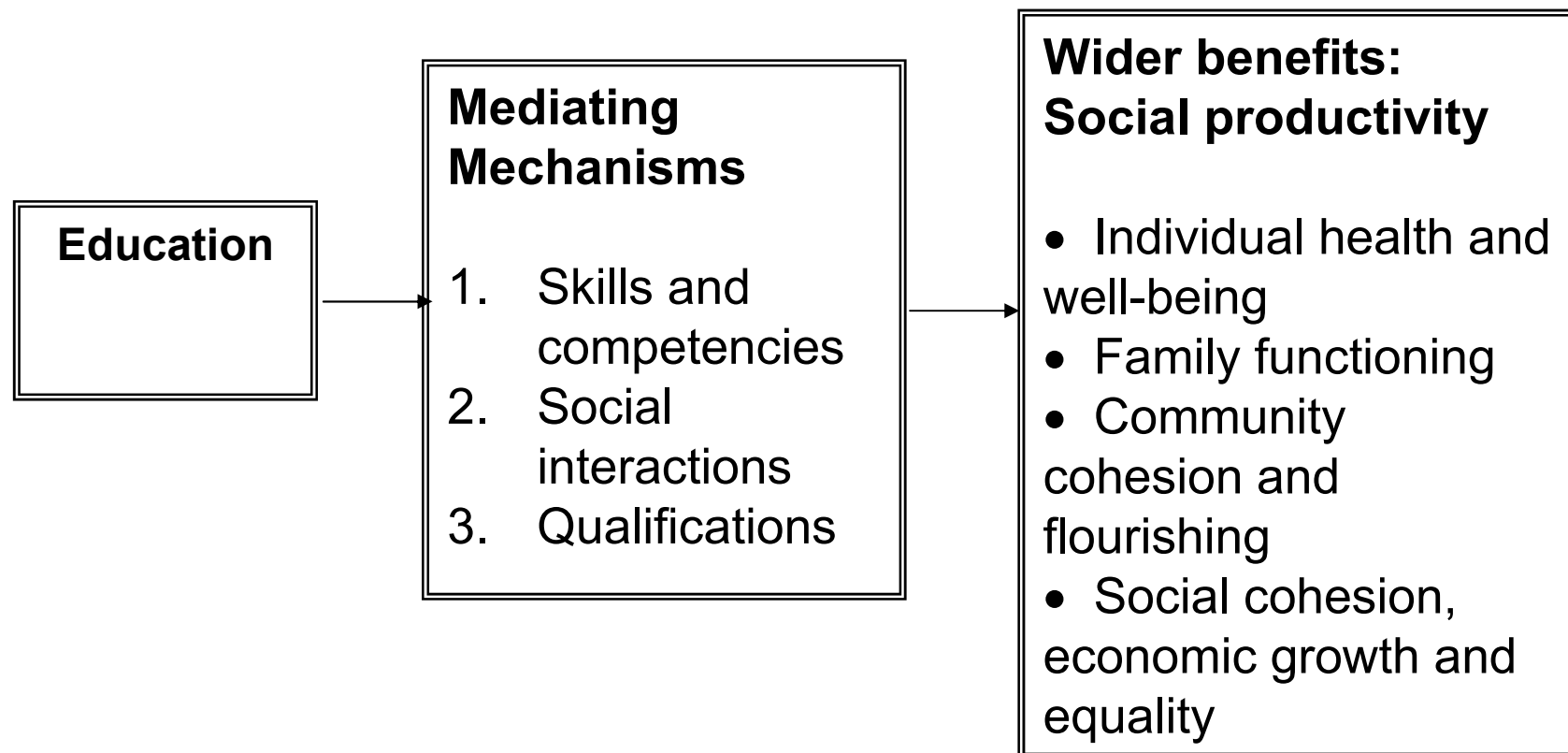
# A premise

- “Basic skills,” vocational skills and qualifications matter but
- Other wider skills are neglected that are of value:
  - in the labour market;
  - in the formation of basic skills and for achievement of qualifications;
  - for the achievement of other outcomes besides those of the labour market but nonetheless central to the well-being of individuals and society

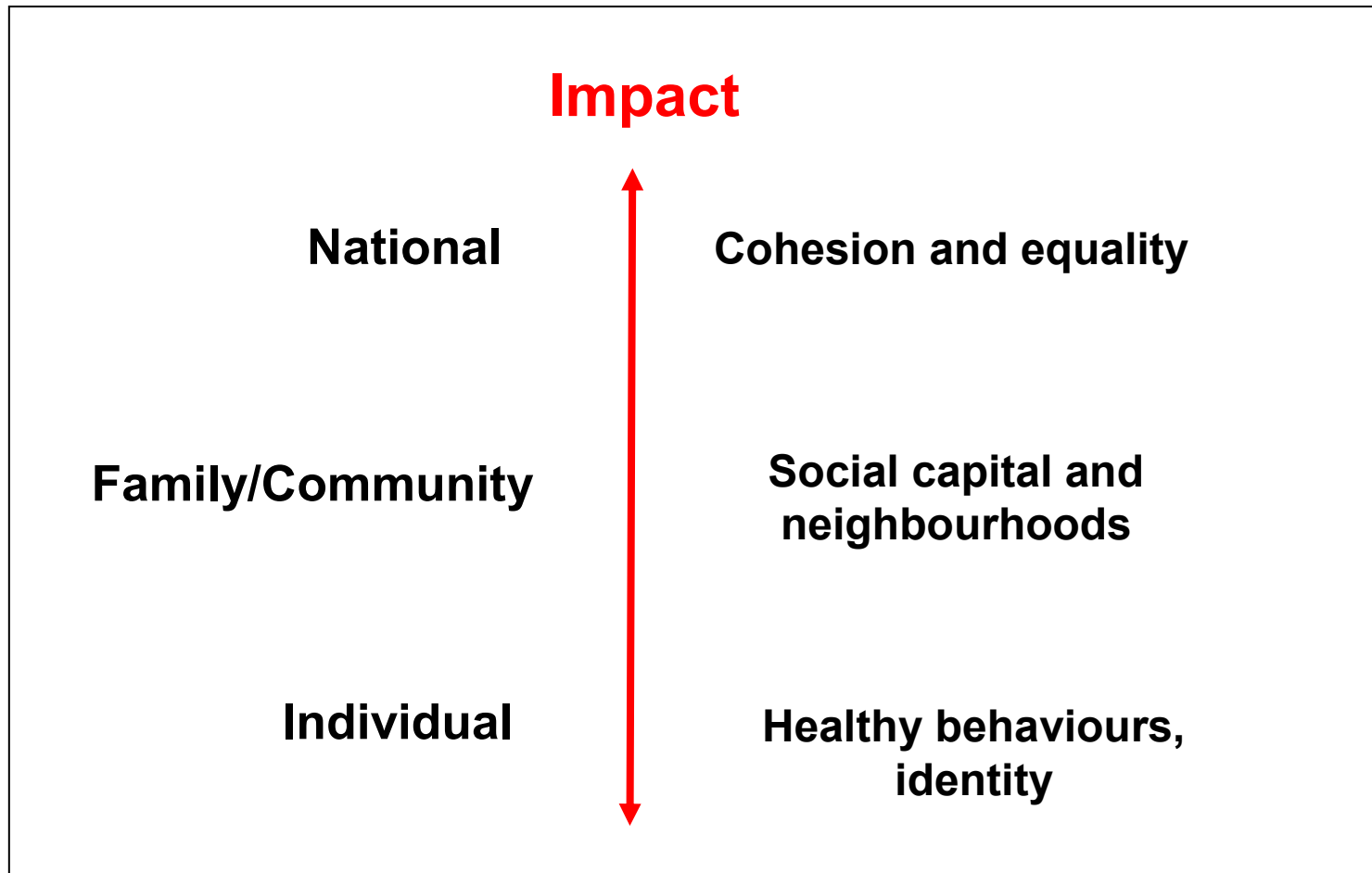
# A 3-fold classification of the outputs of learning

- Skills, competencies and cognitions
  - Cognitive skills
  - Technical/vocational skills
  - Resilience
  - Self-concepts
  - Social and communications skills (including behavioural and self-regulatory development)
- Social networks
  - Bridging
  - Bonding
  - Linking
- Qualifications

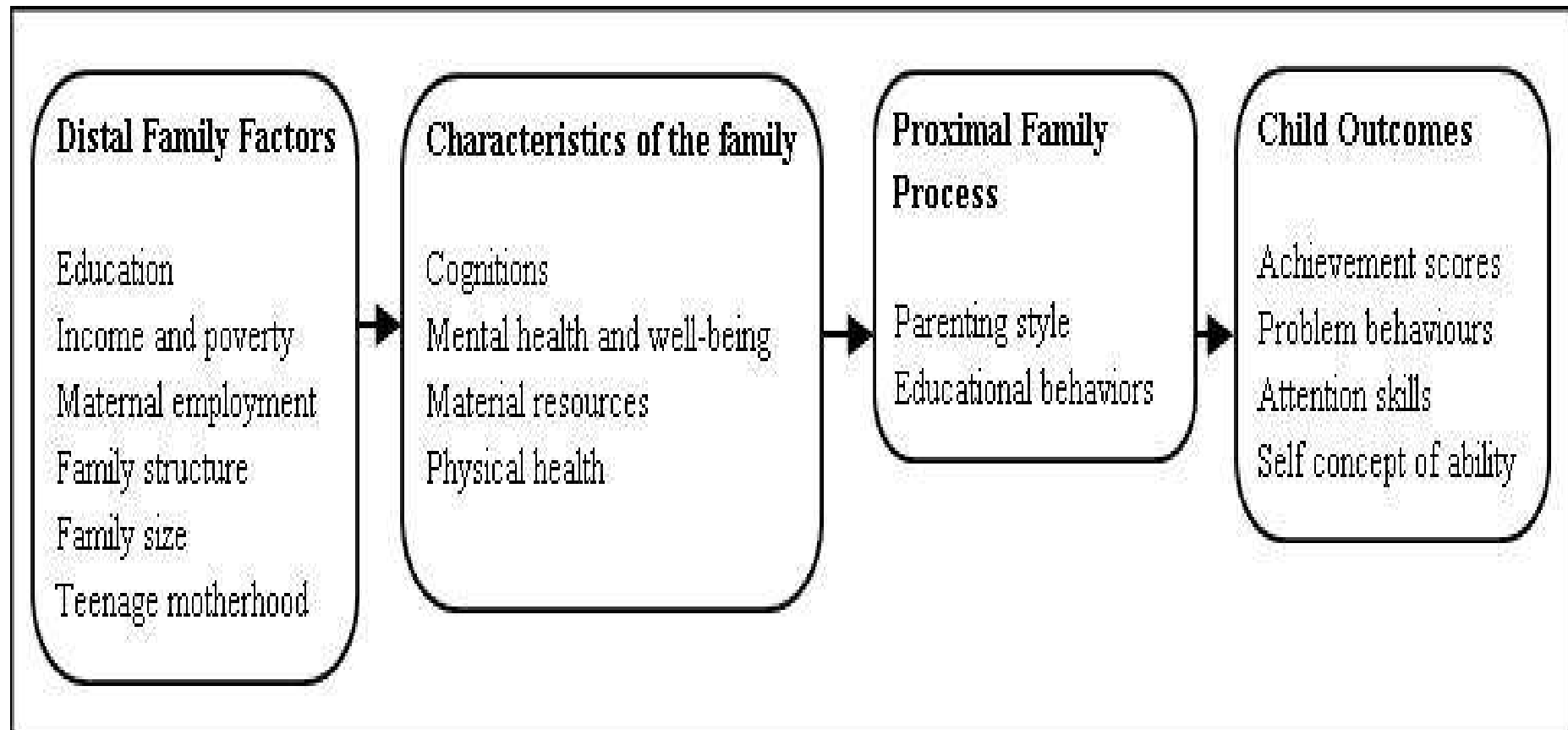
## A simple model of the wider benefits of learning



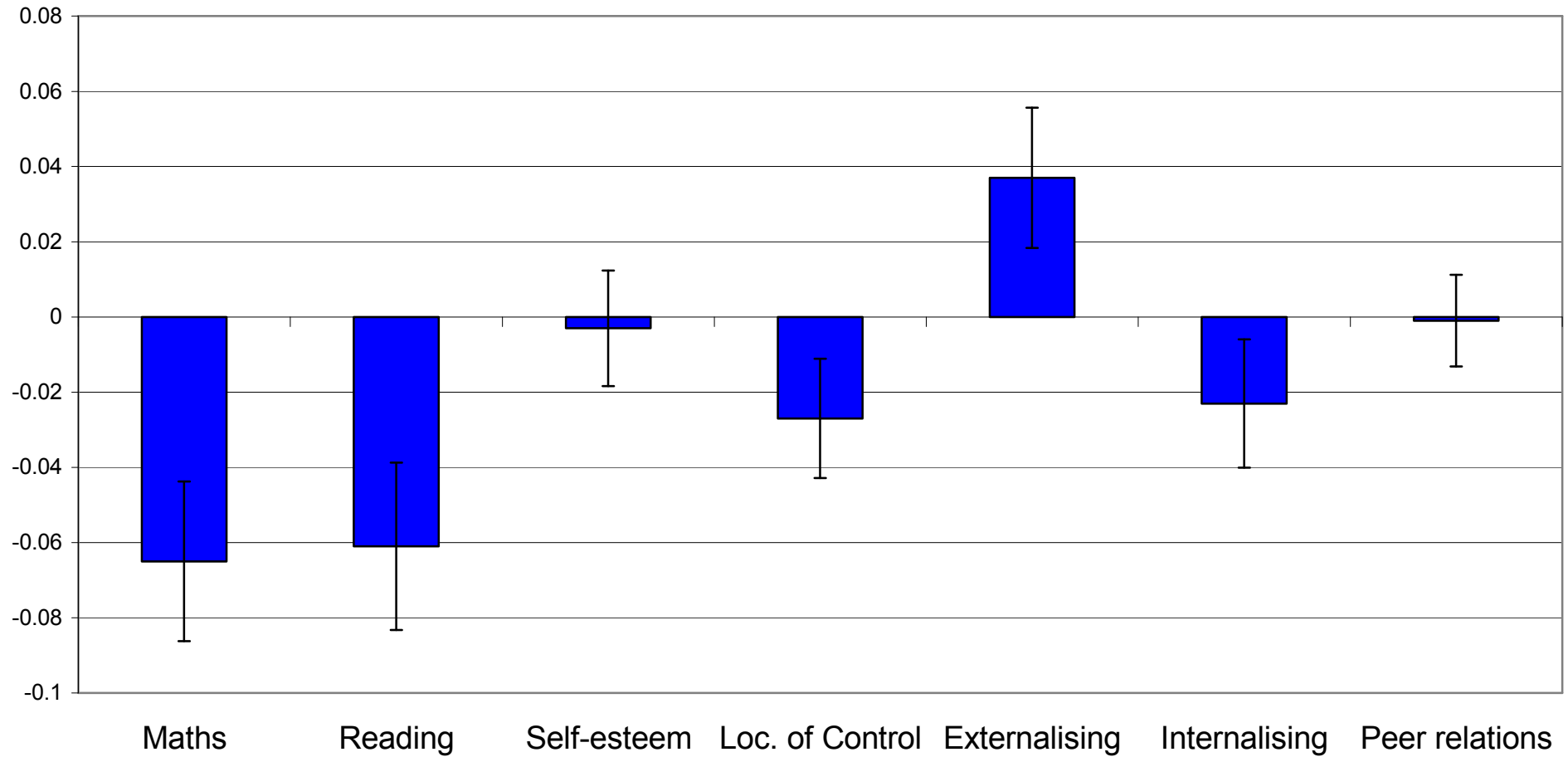
# *2-way multi-level impacts*



# Conceptual model for family influences on child development



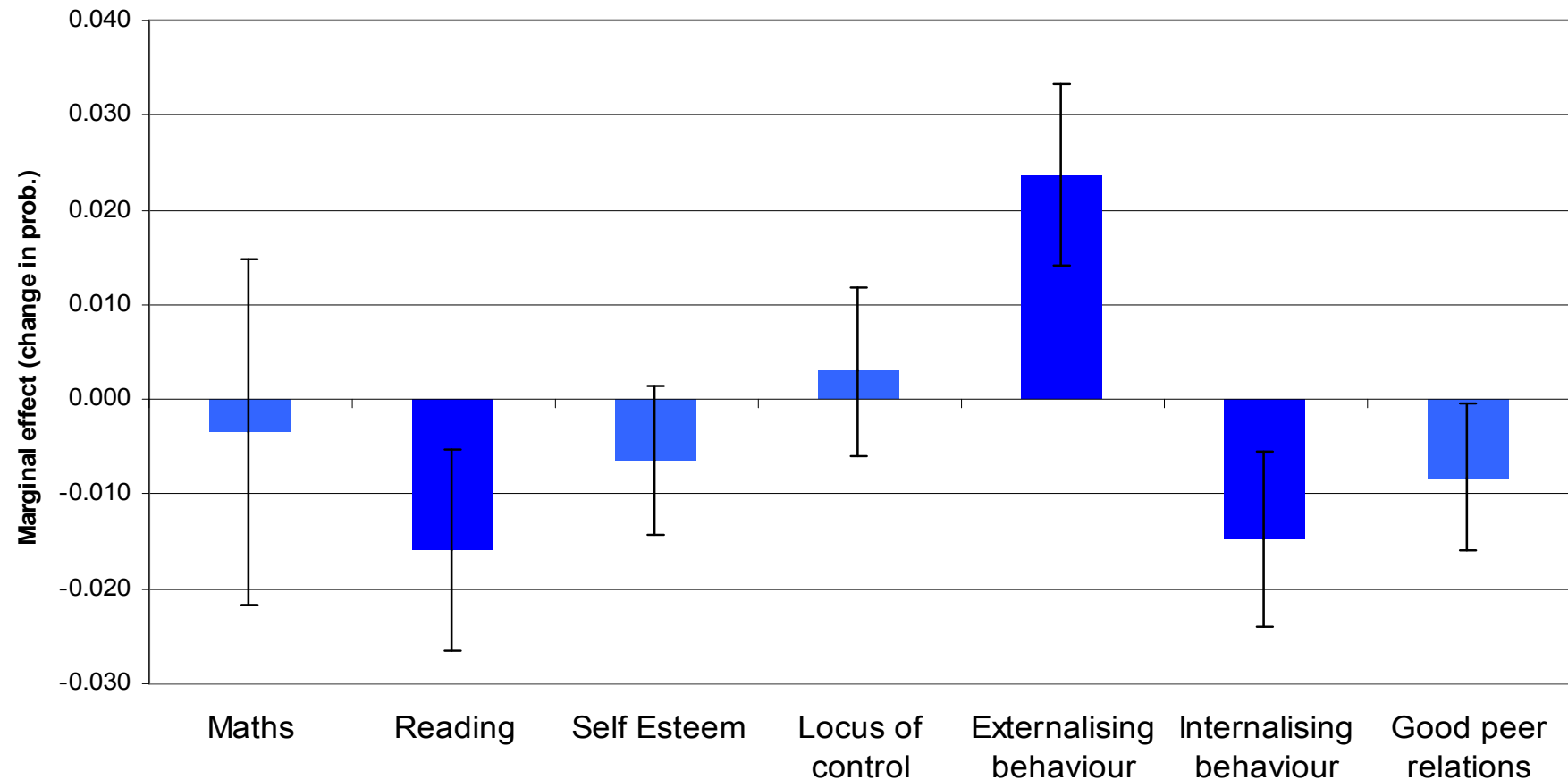
## Predicted changes in probability of not obtaining Level 4; by age 10 capabilities, men



*Error bars indicate 95% confidence*

# Skills and capabilities;

Probability of being in workless household with children at age 30

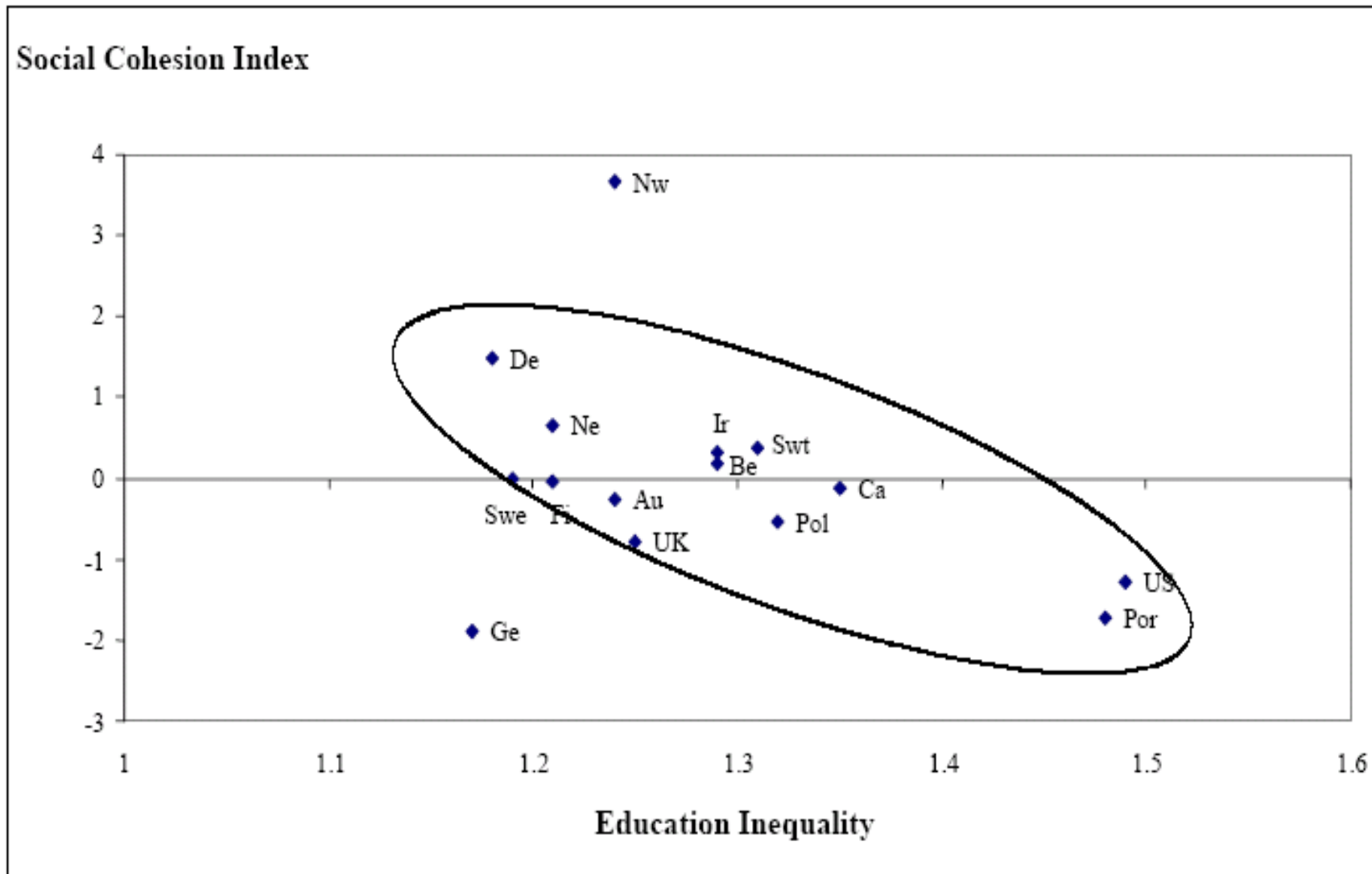


Source: Feinstein, L. and Bynner, J. (Dec 2003), 'The benefits of assets in childhood as protection against adult social exclusion: the relative effects of financial, human, social and psychological assets', Note to HM Treasury.

# Example findings on health effects (without caveats)

- An additional year of schooling in the US reduces the probability of dying in the next 10 years by 3.6% points (Lleras-Muney, 2002);
- If all women in UK attained Level 2 qualifications their probability of depression would fall from 26% to 22%. This would save £3.7 billion in lost output over the 43 years of working time of these women. Annually the figure is equivalent to 6,000 new teachers (Chevalier and Feinstein, 2006);
- An additional year of schooling in Sweden increases the probability of healthy BMI from 60% to 72% (Spasojevic, 2003).

# *The relationship of education inequality and social cohesion*



# Some caveats and complexities

- What is a learning experience? The important distinctions between learning, education and the achievement of qualifications.
- Education can undermine as well as promote health.
- Effects of education depend on the match between provision and interests and needs of the learner.
- Learners' receptivity to learning depends on their contexts and prior experiences.
- Health, well-being and behaviour strongly influence learning.
- Health and crime effects are not just about qualifications and school standards

## **3 key policy issues**

- The integration of services
- The importance of processes alongside structures
- The need for high quality interventions (enduring, personalised and appropriate, through the lifecycle)