



Researching Learning Cultures and Educational Identities in Communities: The Impact of Adult Learning

Carrie Birch

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This is a book about connections between social and educational inequalities in the UK. It draws on empirical research into how these inequalities impact on lives, particularly those of adults who, having left school with few or no qualifications, are likely to suffer social exclusion. Through life histories, the research explores early educational experiences and their effect on identities in adult life, perspectives on learning, and the impact of learning cultures. A long-standing concern of adult lifelong learning stakeholders is explored: why mainstream provision apparently does not always succeed in re-engaging and retaining adults who left school without qualifications and who live in communities suffering social exclusion, a flawed term in social policy, not least because it implies and reinforces a sense of 'them and us' division in society. The research is significant because findings challenge current assumptions about perspectives of learning, framed by the real-life experiences of people excluded from adult learning and its benefits. Moreover, the book adds to the research about adult lifelong learning in ways that may bring a more informed view of this 'problem'. This text will be invaluable to adult learning policy-makers, practitioners, researchers, students and regeneration managers and agencies who are interested in work to maximise access to learning and opportunities for improvement; promote social renewal in communities through enjoyment of learning; and maximise the positive impact of learning on social and economic wellbeing.

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