

# Reflections on ASEM LL Policy Paper

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# RN4 White Paper headings

Conceptualization

Institutionalization

Governance

Participation

Policy priorities

Obstacles/challenges

Best practices

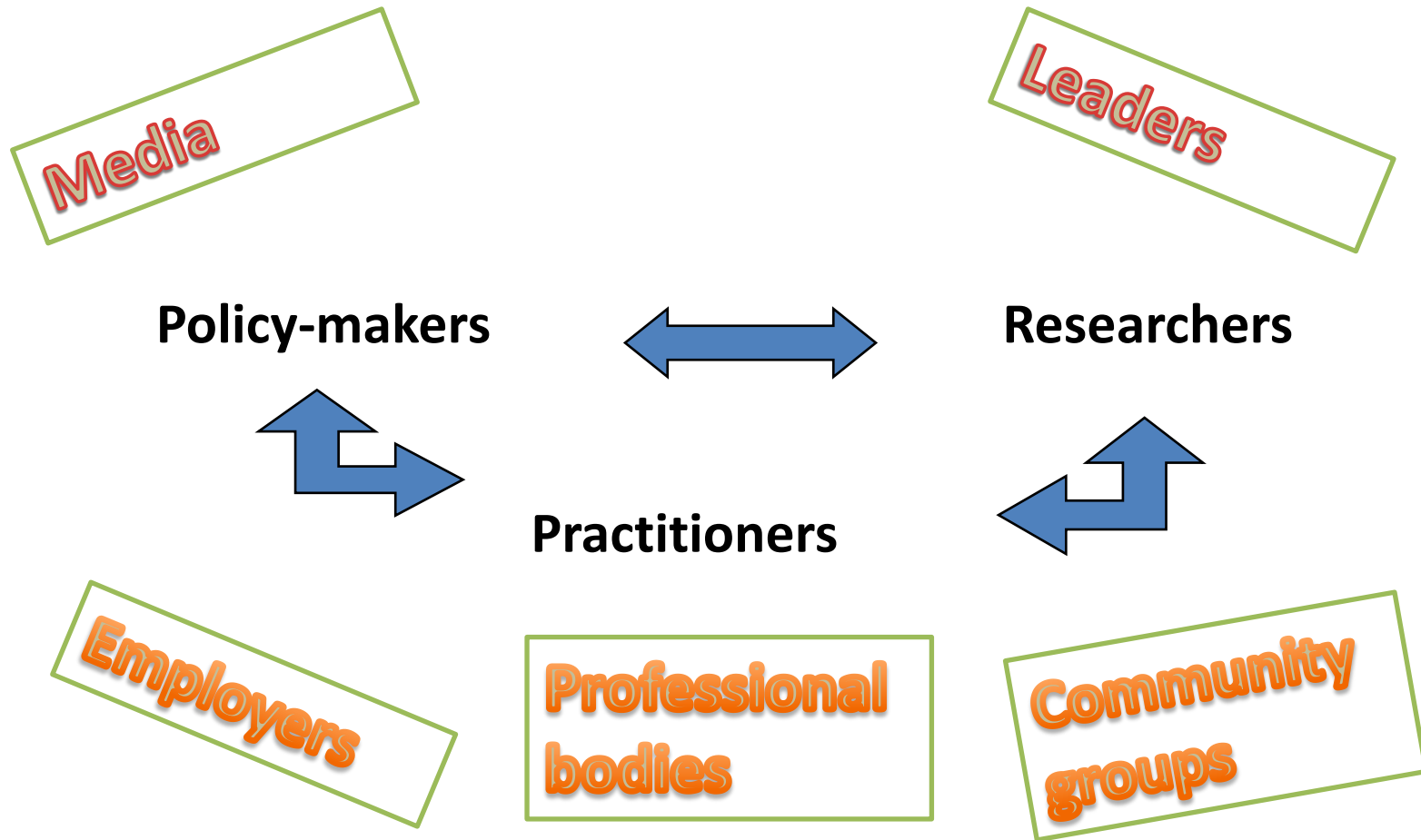
# Outline

1. Some issues and questions
2. Lifelong and lifecourse:  
differentiation by age and gender
3. A focus on outcomes

# 1. Some issues/questions

- a. Balance between facts/statistics and commentary/evaluative statements
- b. Process: how is the framework and its information content to be used?
- c. Who are the key stakeholders/levers?

# Knowledge networks



Strengths/weaknesses of each link?

## 2. Lifelong and lifecourse: demographic and social factors

### a. Age

Learning Through Life: a new model of the educational life course, with four key stages:

- up to 25
- 25–50
- 50–75
- 75+

BUT not appropriate to all societies: what other models are there?

# 2(cont) Lifelong and lifecourse: demographic and social factors

## b. Gender

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Table 3. Participation in learning 2011, men and women compared

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	Total %	Men %	Women %
Current learning	20	19	21
Recent learning (in the last three years)	18	18	19
<b>All current or recent learning</b>	<b>39</b>	<b>37</b>	<b>40</b>
Past learning (more than three years ago)	23	23	22
None since leaving full-time education/ don't know	39	39	38
Weighted base	4,957	2,401	2,556

Source: Adult Education in Tough Times, NIACE 2011



# Lifelong and lifecourse: demographic and social factors

## b. Gender

- Implications for equality over the lifecourse: in education and training, and in learning at work
- Implications for individual and social returns to LL

### 3. A focus on outcomes

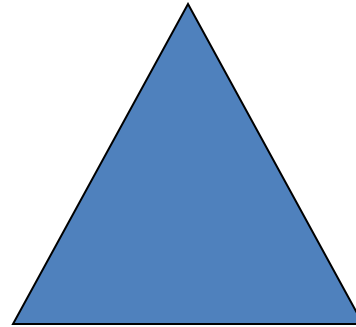
“ Measuring the size of these wider benefits of learning is an *important research priority*, where progress requires better measures of people’s characteristics in a *range of domains and surveys* that follow the same individual *over time*.”

Stiglitz, Sen and Fitoussi 2009, p47

<http://www.stiglitz-sen-fitoussi.fr/en/index.htm>

# The Interaction of Capitals: dependent, independent or interdependent?

Human Capital



Social Capital

Identity Capital

Schuller et al *The Benefits of Learning*

# *The Effects of Learning*

*(from Schuller et al, The Benefits of Learning)*

