Reflections on ASEM LL Policy Paper

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Shanghai Dec 2011
'Citizens curriculum': four capabilities
1. Financial
2. Health
3. Digital
4. Civic
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

Policy-makers

Researchers

Practitioners

Professional bodies

Leaders

Media

Employers

Community groups

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

<table>
<thead>
<tr>
<th></th>
<th>Total %</th>
<th>Men %</th>
<th>Women %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current learning</td>
<td>20</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Recent learning</td>
<td>18</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>All current or recent learning</td>
<td>39</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>Past learning</td>
<td>23</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>None since leaving full-time education/ don't know</td>
<td>39</td>
<td>39</td>
<td>38</td>
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<td>Weighted base</td>
<td>4,957</td>
<td>2,401</td>
<td>2,556</td>
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</tbody>
</table>

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
The Interaction of Capitals: dependent, independent or interdependent?

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