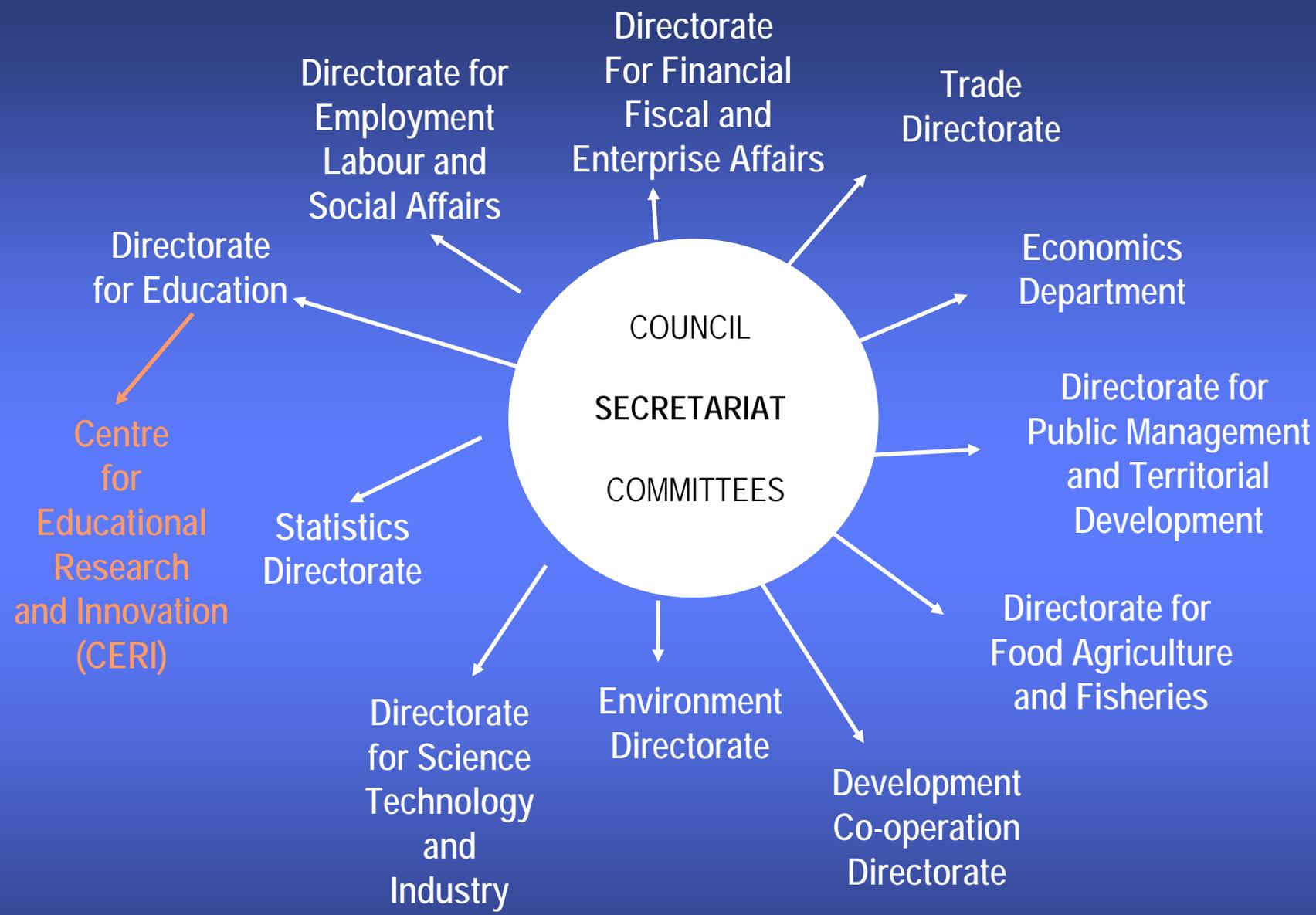
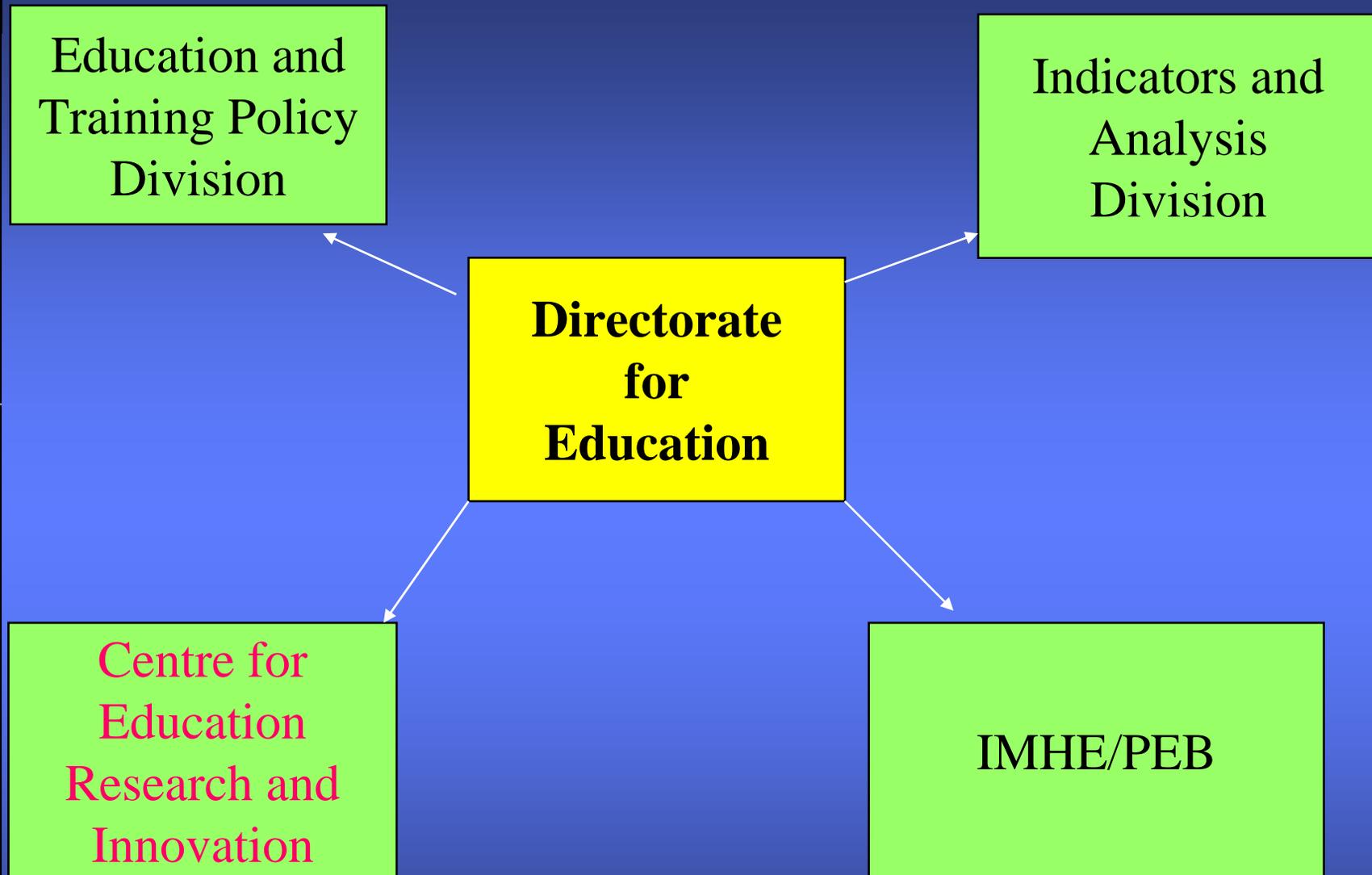


Lifelong Learning

Tom Schuller
CERI/OECD

Bologna Ministerial Conference
Bergen, May 2005





LL as rhetoric?

Limitations of policy and evidence :

- lack of institutional base
- weak professional identity
- low political profile.

“The wider theme of lifelong learning ..has been very much neglected so far in the Bologna discussions.” (Trend IV report, p23)

Lifelong Learning: key features (OECD briefing 2004)

- Systemic view
- Centrality of learner
- Motivation to learn
- Multiple objectives

Lifelong Learning and HE :OECD relevant background activities/publications

- Adult Learning thematic review
Beyond Rhetoric: Adult Learning Policies and Practices (2003)
- PISA
Completing the Foundation for Lifelong Learning (2004)
- National Qualifications systems
Report forthcoming
- Internationalisation
Internationalisation and Trade in Higher Education (2004)
- QA
Quality and Recognition in Higher Education (2004)

OECD, HE and Lifelong Learning

- Promoting Adult Learning
- University Futures
- E-learning in Tertiary Education

Promoting Adult Learning: 4 policy areas

- Promoting the benefits
- Financing
- Improving delivery and quality
- Policy coherence

University Futures and lifelong learning: some driving forces

□ Demographic changes :

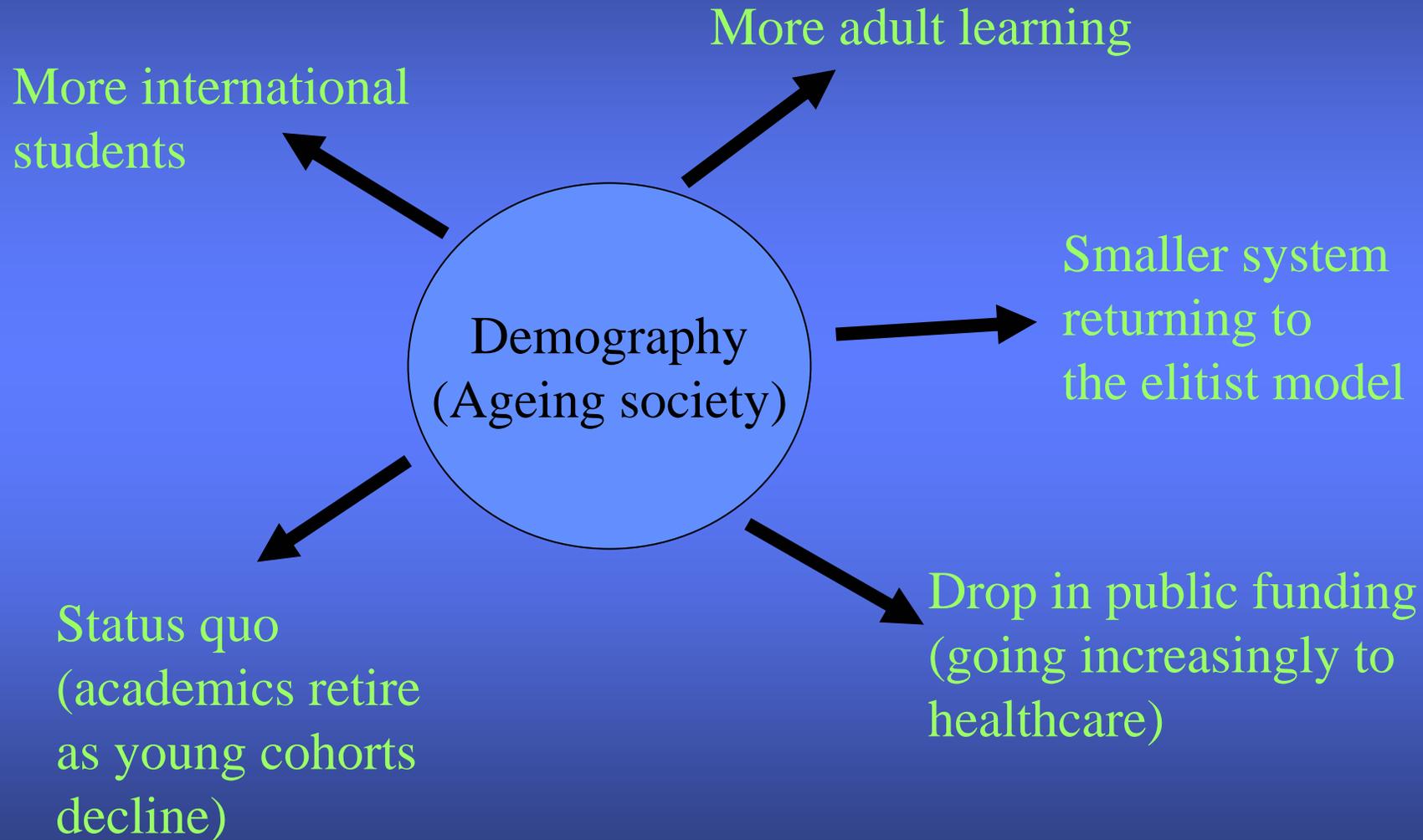
- labour supply: general, and for HE
- demand for education from different cohorts

□ Knowledge economy and technological change:

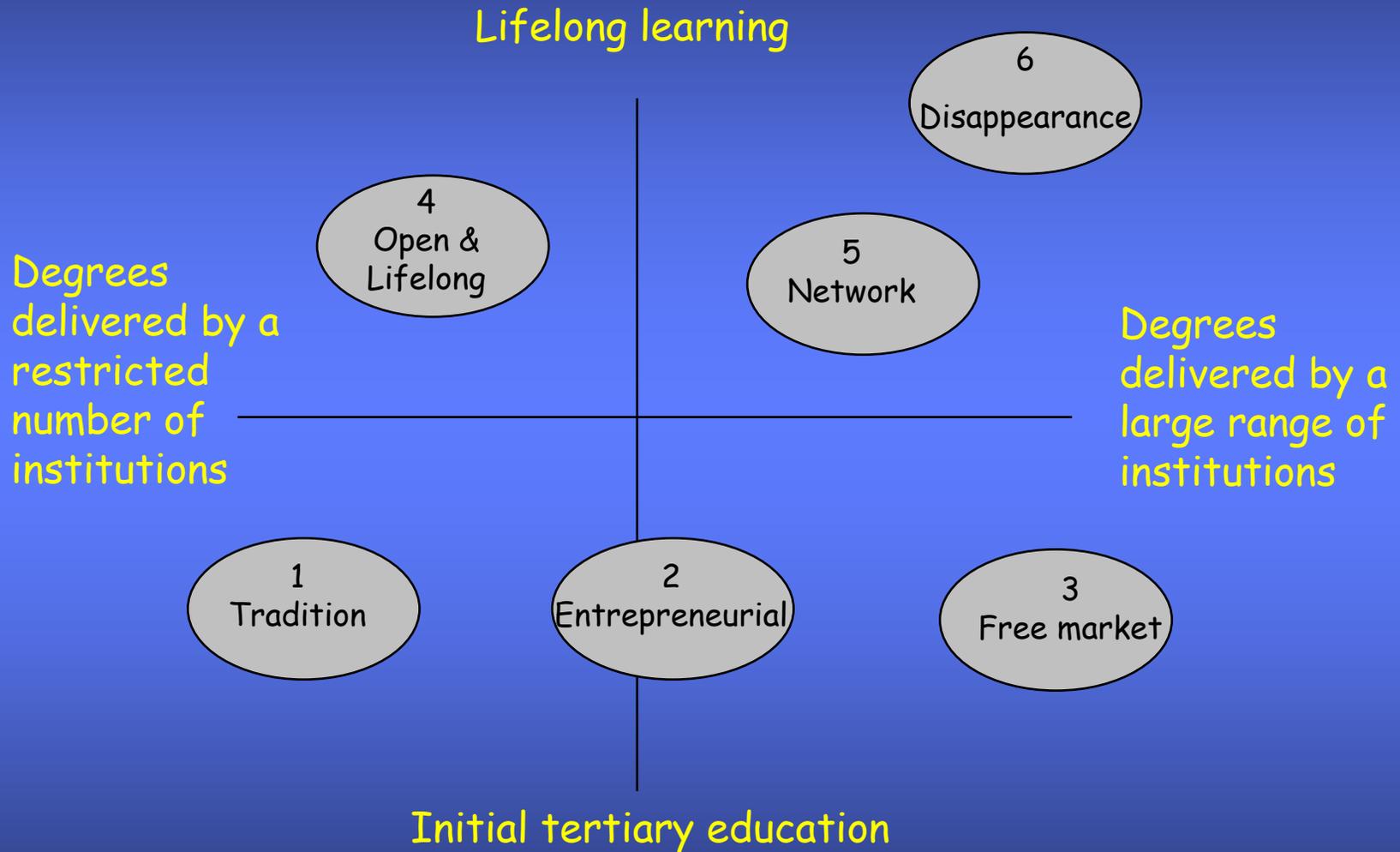
- General economic: HE/industry links
Networks: access and utilisation
- Within education: e-learning etc

□ Equity: intergenerational

Demography as driver

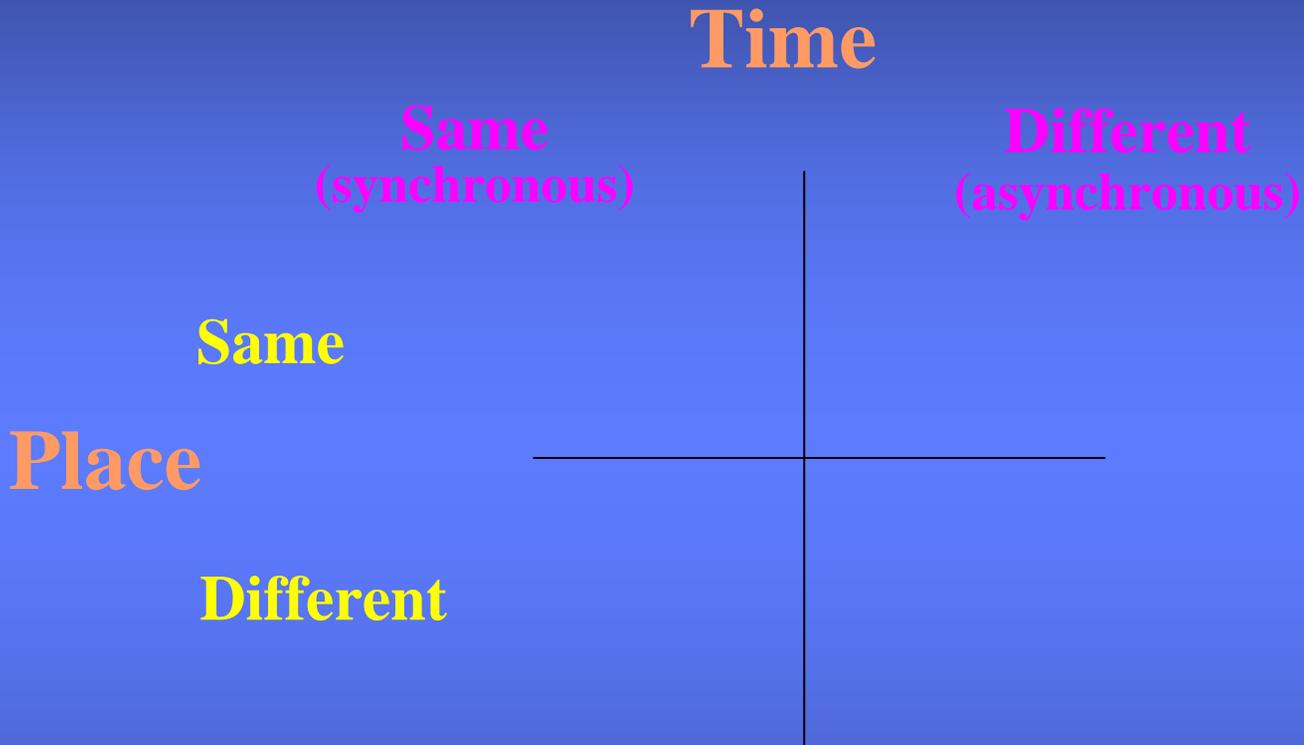


Preliminary set of scenarios



Cyberinfrastructure and Learning

(source: Atkins)



E-learning in higher education: challenges and opportunities

- ❑ Analysis of costs and benefits
- ❑ Strategy and pedagogy: mixed-mode delivery as the way forward
- ❑ Staff development
- ❑ Quality assurance and recognition
- ❑ Intellectual Property Rights
- ❑ Cultural diversity and the need for economies of scale

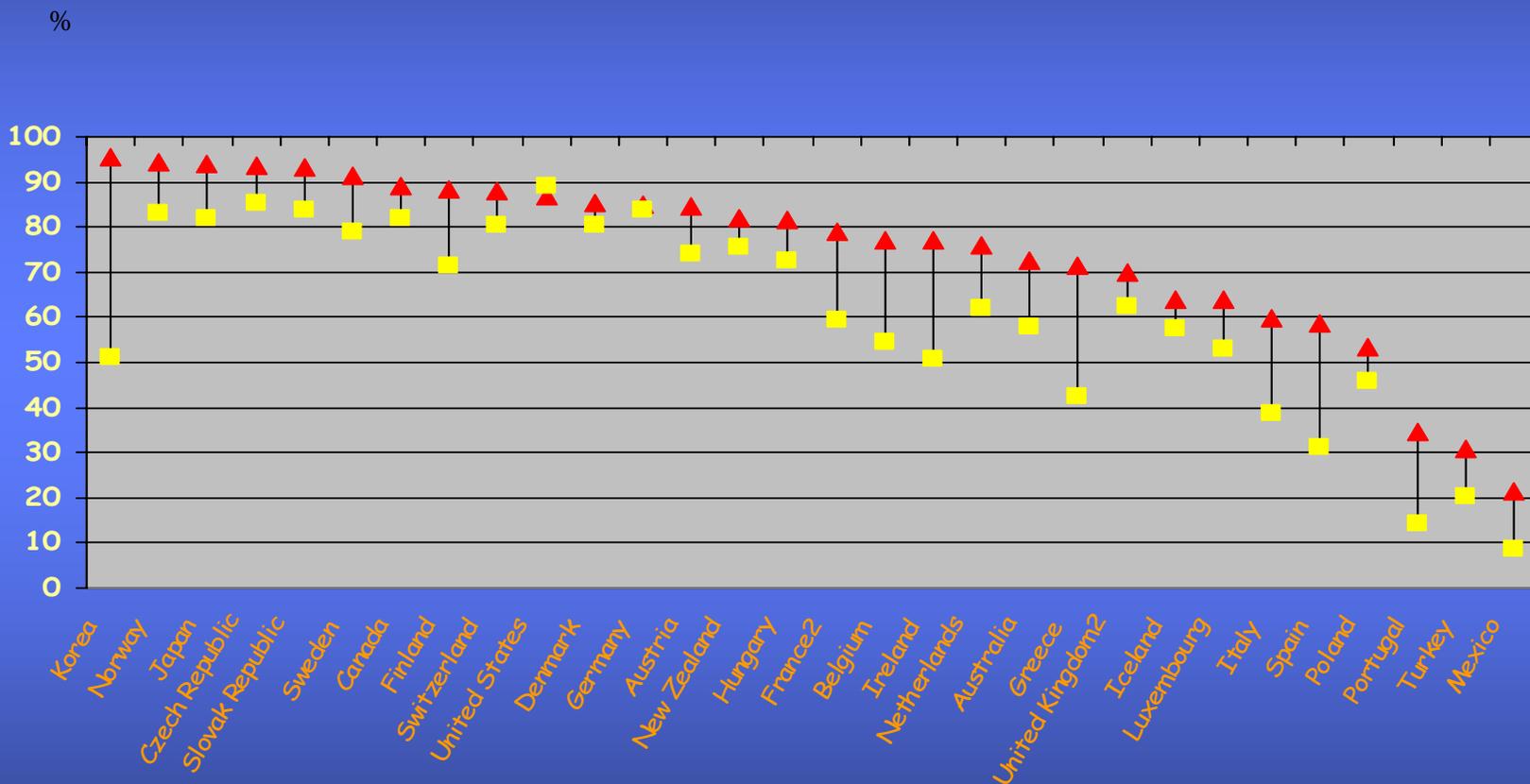
Equity, efficiency and outcomes

1. Intergenerational relations
2. Outcomes of learning: returns and benefits

Population that has attained at least upper secondary education (2002)

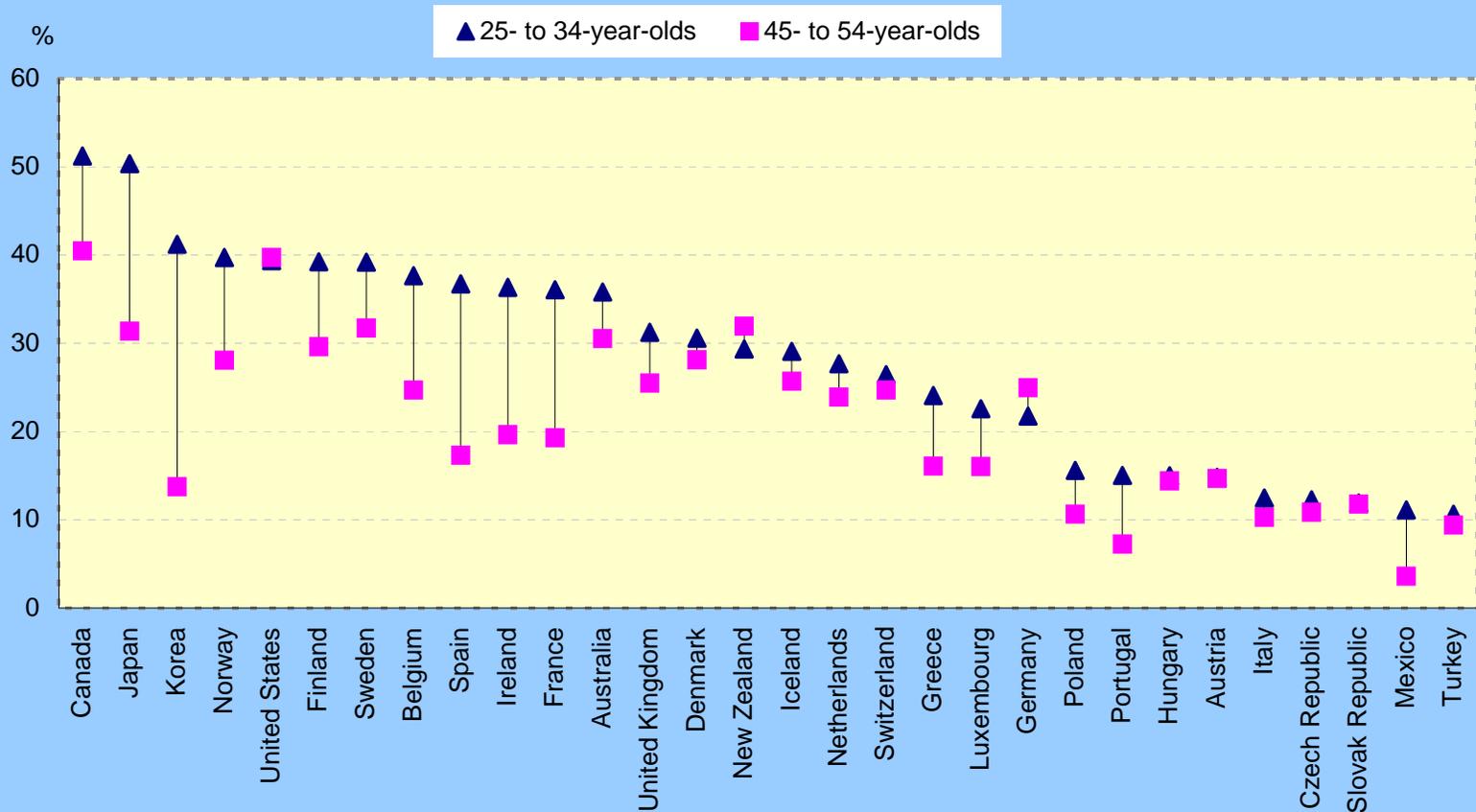
Percentage, by age group (45-54 > 25-34)

Source: *OECD Education at a Glance 2004 Chart A2.2*



Population that has attained tertiary education (2002)

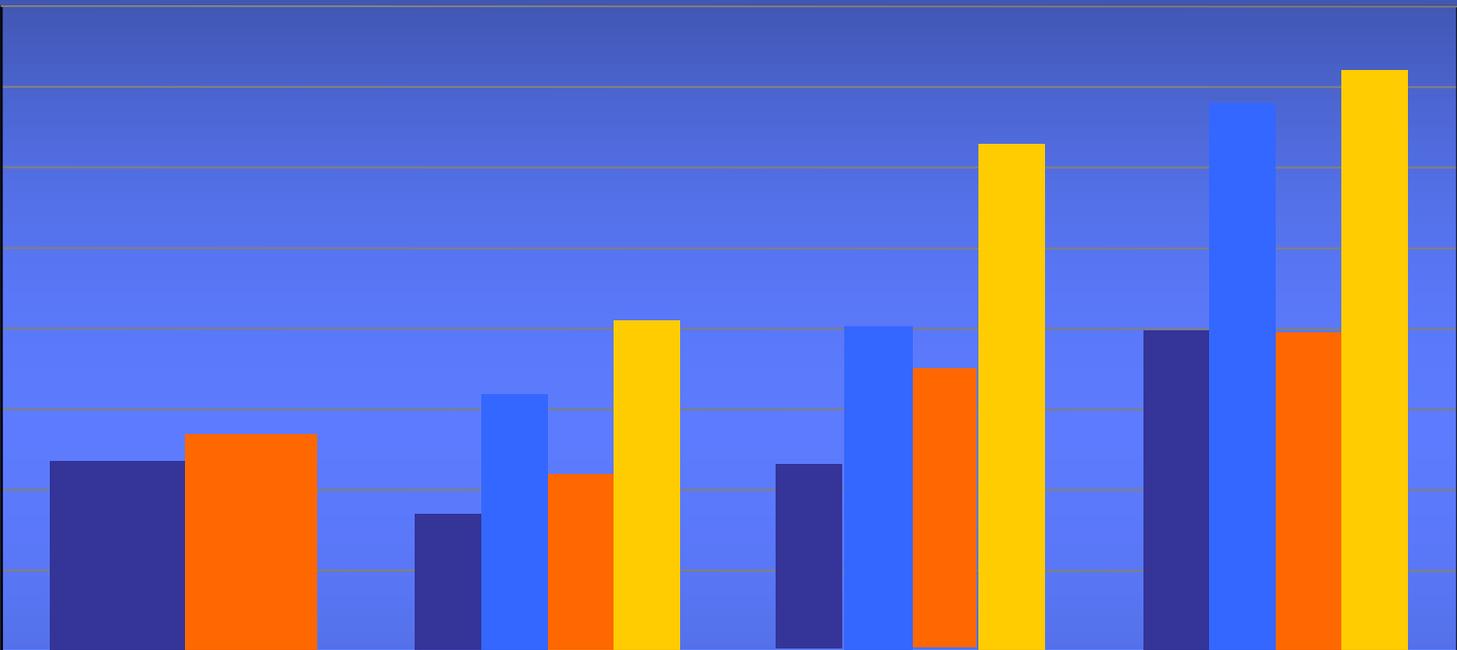
Percentage, by age group



Countries are ranked in descending order of the percentage of 25- to 34-year-olds who have attained tertiary education.
 Source: OECD. Education at a Glance 2004 (www.oecd.org/edu/eag2004).

Private rate of return to higher education under policy scenarios to reduce/shift cost (example of the United States)

40%



- Men- Full course
- Men with APL
- Women- Full course
- Women with APL

0%

Fees (1)

No fees (2)

Fees (3)

Earnings forgone

Earnings continue

Initial

Commence study at age 40 years (Full-time)

Table 2: Rates of return to obtaining upper secondary and university degree qualifications: illustrative data for 40 year-olds, who obtain 50% reduction in study time from accreditation of prior learning, Canada

Scenario	Private internal rate of return (%)		Fiscal internal rate of return (%)	
	Males	Females	Males	Females
<i>University degree qualifications</i>				
1: Individual pays regular direct costs and has no reimbursement for foregone earnings while studying	10.6	17.5	12.3	41.7
2: Individual does not pay direct costs (paid by employer or government) but has no reimbursement for foregone earnings while studying	11.1	18.8	11.4	38.2
3: Individual pays regular direct costs but employer reimburses foregone earnings	42.1	64.9	17.1	48.9

Source: OECD 2003

Lifelong Learning: Data Development Challenges

(Tuijnman, *Compare* 33:4 2003)

- ❑ Changing a front-loaded and input-oriented statistical system
- ❑ Measuring lifewide learning: non-formal and informal
- ❑ Measuring cumulative learning across the lifespan
- ❑ Measuring competencies and skills directly
- ❑ PLUS: integrating quantitative and qualitative

Issues/questions on HE and LL

- 1. How can the Lisbon and Bologna agendas be brought closer together
- 2. How far is HE willing to take seriously the implications of demographic change?
- 3. Will the monitoring process include LL progress, and if so what measures should be used?