

11. Three Parallel Workshops

C “Five Key Steps for Lifelong Learning in a Knowledge Based Economy: Learning Capital Accumulation in Context” > **Room Kingkamol**

We sometimes view lifelong learning and skills acquisition as a linear process, mirroring a perception of formal education that starts with basic literacy and numeracy skills, with the learner gradually ascending a ladder that could end with a PhD or a medical degree. Learning is far more complex, with very many interdependencies, all of us are constantly learning what could be categorised as both lower and higher level knowledge and skills. This workshop breaks with the simple linear model for understanding how we gain, accumulate and leverage our learning. It is framed around five capitals of learning: seed capital, identity capital, cultural capital, social capital and human capital. Each contributes to our knowledge and skills portfolios. The capitals are interdependent and essential for an individual to fully function in a knowledge based economy. The concepts explored in this workshop can help policymakers, administrators, teachers and learners formulate a more holistic and impactful approach to lifelong learning, including TVET and skills programmes.

➤ Moderated by Séamus Ó Tuama Chair of the ASEM Lifelong Learning Hub (ASEM LLL Hub)



Rialtas na hÉireann
Government of Ireland



ASEM Lifelong Learning
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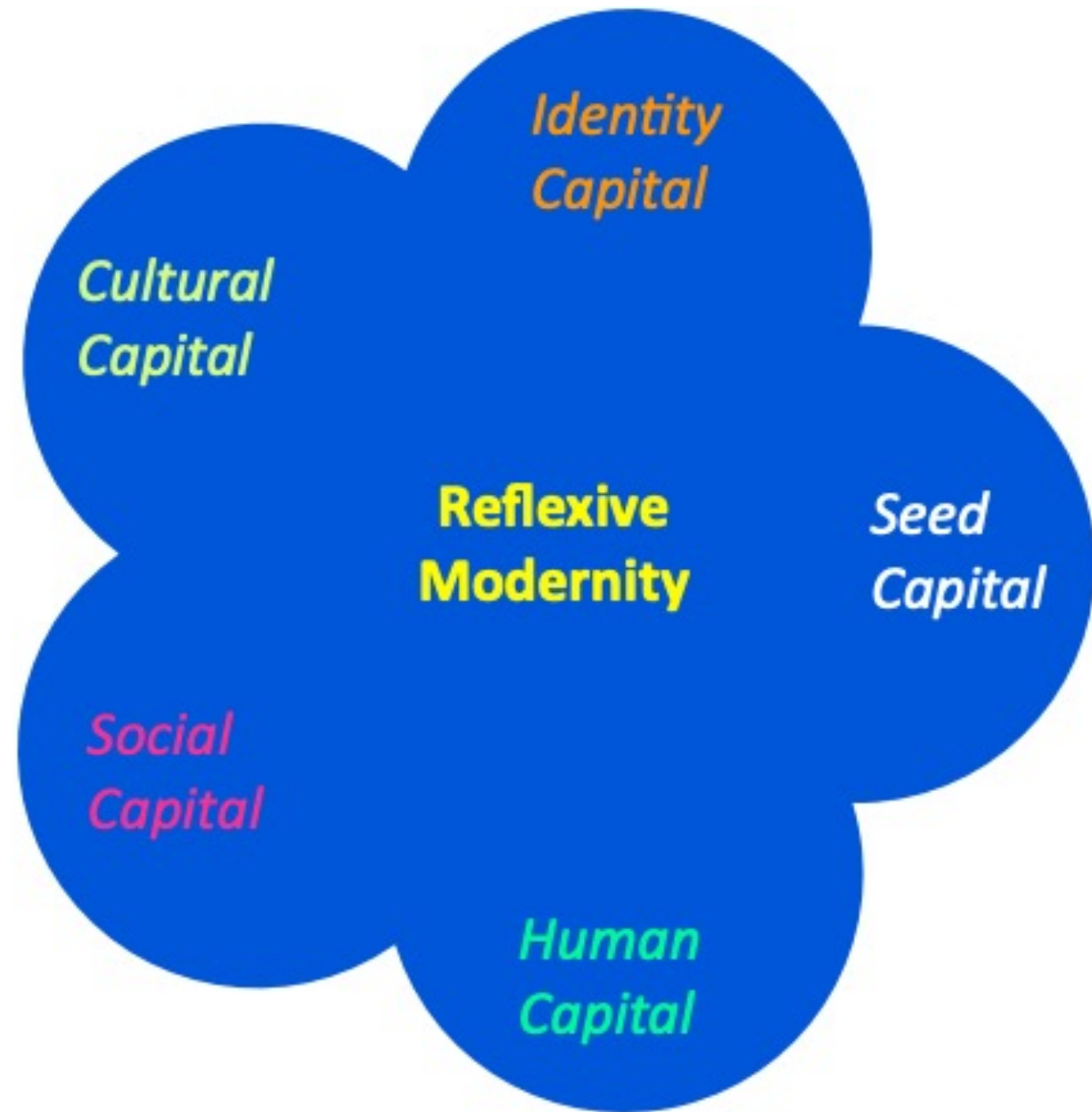


University College Cork
Coláiste na hOllscoile Corcaigh

Five Key Steps for Lifelong Learning in a Knowledge Based Economy: Learning Capital Accumulation in Context

- **ISOM, Bangkok**—November 19, 2024
- Séamus Ó Tuama
- Chair ASEM LLL Hub

Learning Capitals in Context



What is Seed Capital?

- Seed capital represents the baseline off which the learner starts, but it also includes ...
- their capacity to accumulate additional capital and ...
- their opportunities to invest, with a reasonable chance of success, whatever capital they already have.





Germinating the Seed

- “... parental education will contribute to informational power directly and to other forms of influence”
- “Youth whose sole parent’s highest level of education is a degree were almost three times more likely to go to university than a youth whose sole parent has no post-school qualifications”
 - Dockery et al 2016

Letting No One Behind

- ‘parents’ education, language status, educational attainment, literacy practice at home and literacy proficiency’
—Boudard & Rubenson (2003)
- ‘Education is the most important predictor of participation in adult education’
—Boudard & Rubenson (2003)



Some May Need Additional Help to Catch-up

- ‘the forgotten 90%’ ‘did not participate recently in formal or nonformal education’
—Patterson (2018)
- ‘partially met demand’ ‘have a statistically significant higher average level of education than any of the other groups’
—Hovdhaugen & Opheim (2018)
- ‘funds are earmarked and complemented with outreach activities’
—Desjardins, Melo, & Lee (2016)



Exercise One

What are the Key

Digital

Seed Capital

Skills needed today?



What is Identity Capital?

- *Identity capital is about the individual's self-esteem and dignity as a member of a community.*
- *This type of capital can be greatly enhanced through adult education,*
- *making the individual both a more self-aware and active contributor to the community.*
- — Ó Tuama (2016)





Identity & Autonomy

- ‘means by which we participate socially and develop our self-image’

—Ó Tuama (2009)

- ‘to place their very selves at the centre of their own life-planning and practice’

—Honneth (2004)



Identity & Autonomy

‘to intelligently strategize and make decisions affecting their life courses’
—Côté (2005)

‘feel a sense of self-determination and freedom’
—Adams (2006)

Value in Cultural Capital



recognise and validate cultural capital, regardless of where it has been earned;



everyone has an opportunity to extend cultural capital, in a reflexive way that allows them to identify their priorities, goals and ambitions



acknowledge the positive set of mutually beneficial resources and richness that is generated in complex and diverse societies.



‘the sense of belonging and
‘being accepted’

—Parsons (1977)

‘they need to speak the language
of the country they are in’

—Grotlüschen et al (2021)

‘people to develop from what they
are, on the basis of their needs’

— Riccardi (2021)



having voice, capacity and opportunities to be an active agent in shaping your life



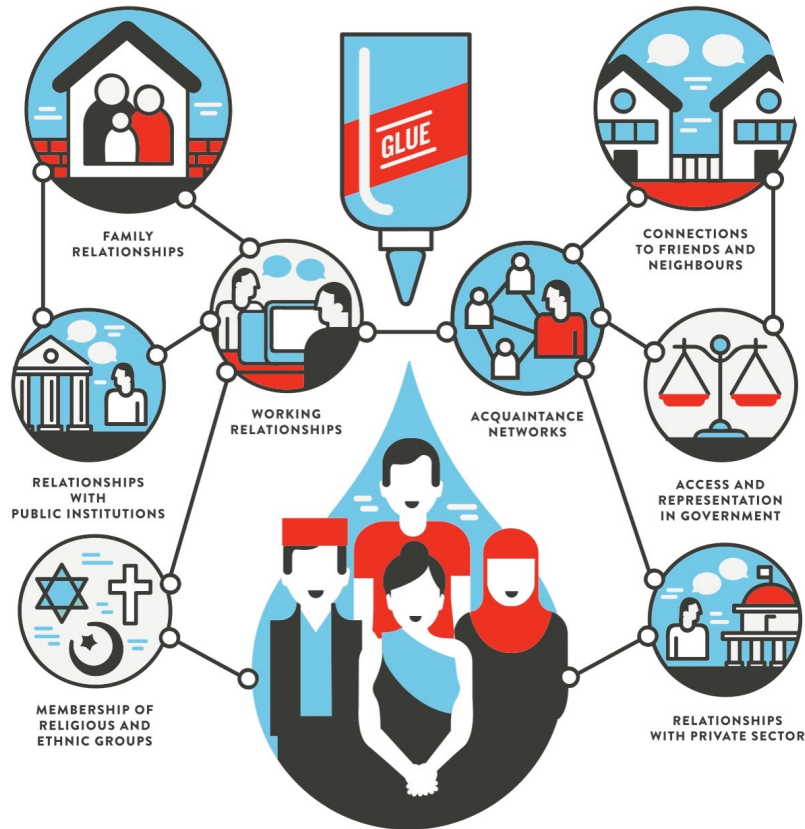
Go beyond a status quo 'of tolerance, coexistence and respect for differences',



need for dominant culture to accommodate to diversity

WHAT IS SOCIAL CAPITAL?

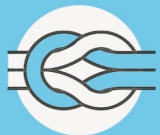
SOCIAL CAPITAL IS LIKE
THE GLUE THAT HOLDS COMMUNITIES TOGETHER



What is Social Capital?

- 'the networks, together with shared norms, values and social trust that facilitate co-ordination and co-operation for mutual benefit, within and between groups'
 - Tett and Maclachlan (2007)
- 'breadth, depth and richness of networks'
 - Kilpatrick et al (2003)
- 'trust, networks, participation and norms of reciprocity'
 - Jelenc Krašovec and Kump (2009)
- 'knowledge required for active participation in the political, economic, and social life of their communities'
 - Mayombe (2018)

WHAT
MAKES
SOCIAL
CAPITAL
STRONG



MUTUAL
SUPPORT



SOCIAL
NETWORKS



A SENSE
OF COMMUNITY



TRUST



Building Positive Social Capital

- ‘positive structural determinants’ &
- ‘negative structural determinants’

• Mikiewicz (2021)

Weak Social Ties

- Strength of weak social ties: networking and engaging, build bridges beyond the community.
 - Granovetter (1974, 1983)
- Enable 'hop-and-skip relationships' & 'hop skip people'.
 - Jacobs (1961)



Exercise Two



Which of these capitals needs most attention in your country or context?

- **Identity Capital**
- **Cultural Capital**
- **Social Capital**

What is Human Capital

- ‘the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being’
 - Keeley (2007).
- Intrinsic wealth that resides in people’s ‘skills and knowledge’ that contribute to their ‘economic productivity’
 - Tan (2014)





Human Capital is a Form of Wealth

The World Bank (2020)

- ‘human capital is often the only asset the poor have’
- is dependent on both ‘better education and health’



Human Capital: Currency & Validation

Eurydice Report (2015)

- skills from formal educational ‘may become obsolete if not maintained’
- Informal education ‘a range of skills through varied life and work experiences’



How we can Impact Lifelong Learning & Skills Capital Accumulation

- Learners have to be at the centre
- We have to be responsive
- We have to be flexible
- We have to respect learner autonomy
- We have to be relevant in addressing the issues of our time
- Learning Capital accumulation impacts individuals, families, communities and all of society



Exercise Three: Capital Accumulation Challenges in a Knowledge Economy



Thank You! Any Questions or Comments?

Reference for the Full Paper



My Contact Details



Are those with low levels of education being left further behind in Knowledge Economies driven by rapidly advancing technologies?



Strongly disagree

Strongly agree

