"Lifelong Learning: Paramount Issues for Individuals and Organizations”

ESF project “Support to Researches in Education” (Atbalsts izglītības pētījumiem)

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Understanding of
• Wide context of project implementation
• Adult learners’ perspective
• Adult educators’ perspective
• Organizational perspective of project implementation
## Differences between Industrial and Learning societies

Source: Miller R., OECD, 2003

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Industrial Era</th>
<th>Learning Era</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wealth</td>
<td>Physical/financial</td>
<td>Human capital</td>
</tr>
<tr>
<td>Home</td>
<td>Life organized for work</td>
<td>Work organized for life</td>
</tr>
<tr>
<td>Authority</td>
<td>Hierarchy</td>
<td>Networked autonomy</td>
</tr>
<tr>
<td>Identity</td>
<td>Imposed identity</td>
<td>Self-generated identity</td>
</tr>
<tr>
<td>Freedom</td>
<td>Liberation from constraints</td>
<td>Capacity to do things</td>
</tr>
</tbody>
</table>
• collaboration
• conversation
• community
• connection
• content creation
• cumulative learning
• collective intelligence
• change of scale
• more values
• heap and fast
Challenges for Learning

• **Global** – Learning Society, major prerequisite – new knowledge creation

• **Socioeconomical** – impact on community development and competitiveness; strive for efficiency: less resources, sustainable learning results

• **Institutional** – Learning organization, openness to LLL

• **Pedagogical** – interchange of roles and tasks, need for non-routine skills
How the demand for skills has changed
Economy-wide measures of routine and non-routine task input (US)

The dilemma for education and training: The skills that are easiest to teach and test are also the ones that are easiest to digitise, automate and outsource
Individual Perspective

Awareness

• Positive attitude
• Presence
• Participation
• Change
LLL as a process

Individual Perspective (2)

- Acquisition and construction of the competence through generating knowledge by means of transforming learning experiences (individual and organizational perspective)
Project as Informative and transformational learning
Transformational learning
Three dimension of learning
(Illeris, 2009)
Transformation due to learning: project incentives

(Jarvis, 2010, 81)
LLL: Innovation on Individual Perspective

Changes in

- Habits
- Behaviour
- Values
- Strategies
Changes in habits

• rethink the significance and applicability of what is taught
• make a better balance between the conceptual and the practical, connect the content to real-world relevance
• come up with new ideas, processes and products that have value
• combine knowledge and skills in a coherent ensemble
Changes in behaviour

• Within project based learning - inquiry learning, active learning, learning by doing, learning in social spaces
• communication, collaboration, creativity
Changes in values

• performance related traits - adaptability, persistence, resilience
• moral-related traits - integrity, justice, empathy, ethics
• relationship not objects, connectedness, context
Changes in strategies

Combining three value paradigms

• learner-centeredness
• teacher Identity
• service to local community
Organizational Perspective

Changes in:
- structures
- processes
- services
Educational Challenges

- Lifelong education - institutional system which meets educational demands of society individuals

- Lifelong Learning – permanent self directed learning process, where individual realises specific learning needs, being aware of and using formal, non-formal and informal learning opportunities
References


• Burnett, N. 2012. A learning goal for education? Scoping for MDG2 post2015. Report to Hewlett Foundation/Wellspring Advisors, Results for Development Institute

• Burnett, N. And Felsman, C. 2012. Post2015 Education MDGs. ODI, Results for Development Institute

Fall asleep with a Dream, get awake with the Target!