

What does innovation have to do  
with social well-being?

## Learning Systems and the Future of Lifelong Learning

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# Old Growth Model

**Policy initiative: Raise level of education**



**Productivity of workers is increased**



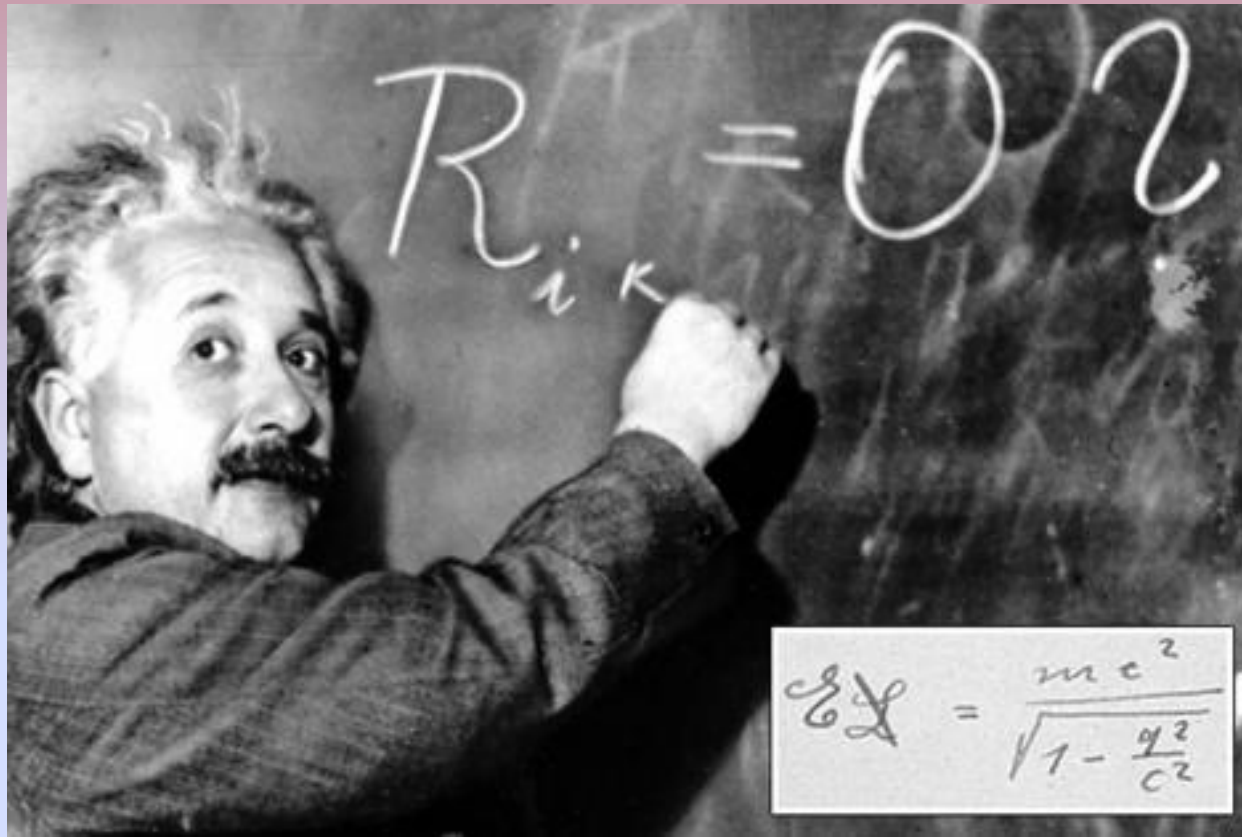
**Higher national productivity**



**Greater national wealth**

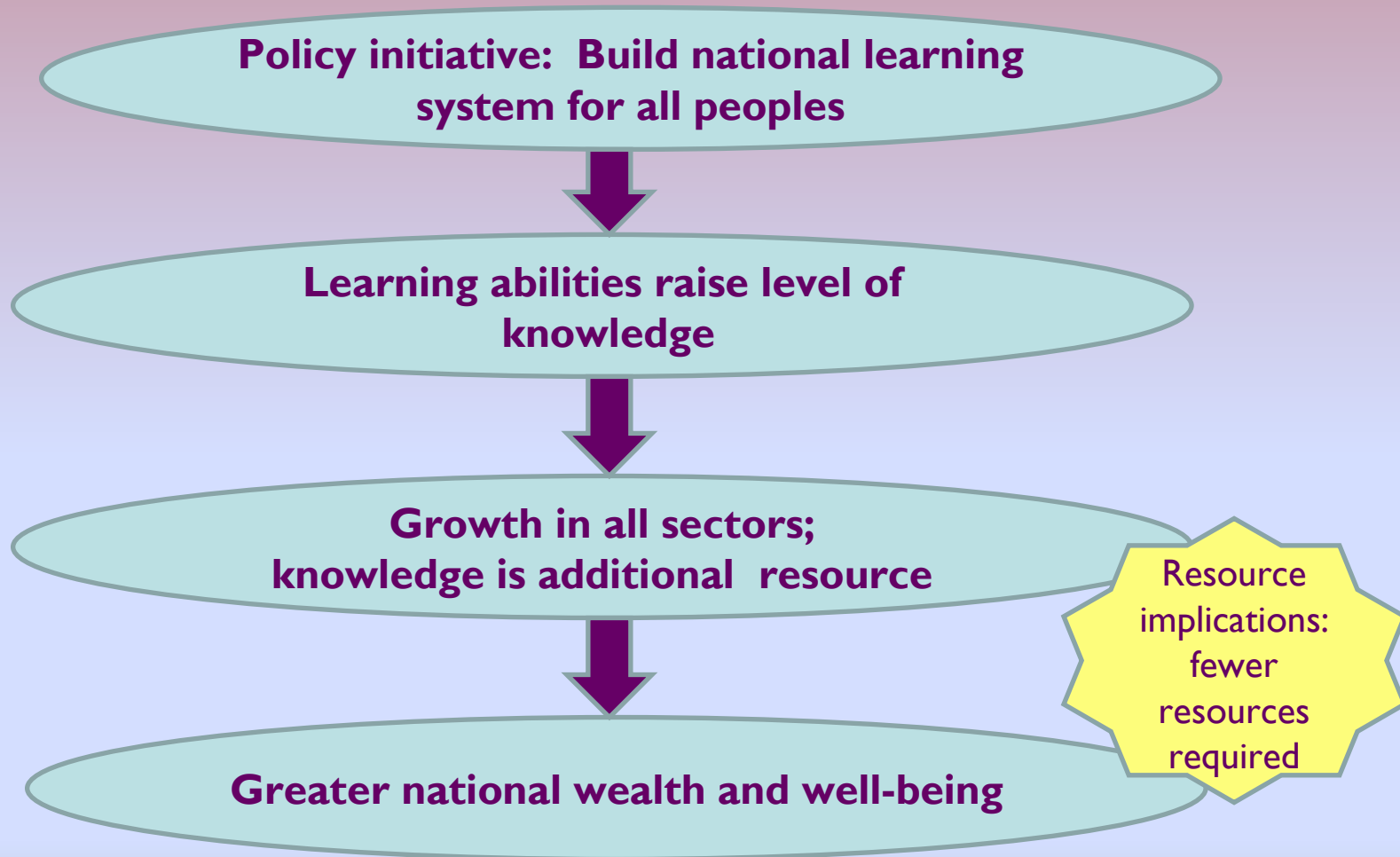


Knowledge workers earn more than semi-skilled workers and increase national income through rising wage levels.



**Formal learning took place in the presence of a teacher and was defined by set learning objectives.**

# New Growth Model



Recent emphasis on lifelong learning has followed a standard employment-driven logic.

“...further technological and economic change will be increasingly dependent on continuing education and training for those already in employment.”

“A knowledge-based or learning economy requires a larger number of graduates and an employment orientation in teaching. It also requires the provision of lifelong learning opportunities for a wide variety of traditional and non-traditional learners.”

OECD 2009 Report “**OECD Reviews of Innovation Policy: Korea**

**Human capital, innovation capacity, and entrepreneurship subscores for top five competitive countries (of forty countries in rankings)**

	overall rank	Human Capital		Innovation Capacity		Entrepreneurship	
		Total	Rank	Total	Rank	Total	Rank
<b>Singapore</b>	<b>1</b>	<b>78%</b>	<b>8</b>	<b>73%</b>	<b>10</b>	<b>96.2%</b>	<b>2</b>
<b>Sweden</b>	<b>2</b>	<b>83%</b>	<b>3</b>	<b>97%</b>	<b>1</b>	<b>62.6%</b>	<b>9</b>
<b>Luxembourg</b>	<b>3</b>	<b>62%</b>	<b>14</b>	<b>32%</b>	<b>26</b>	<b>65.3%</b>	<b>8</b>
<b>Denmark</b>	<b>4</b>	<b>82%</b>	<b>4</b>	<b>82%</b>	<b>4</b>	<b>95.5%</b>	<b>4</b>
<b>S. Korea</b>	<b>5</b>	<b>81%</b>	<b>6</b>	<b>77%</b>	<b>7</b>	<b>96.2%</b>	<b>1</b>

Source: The Information Technology and Innovation Foundation, 2009



**New  
knowledge  
is created  
dynamically  
at any place  
on the globe,  
at any time,  
in  
collaboratio  
n with  
anyone in  
the world**



Ideas are a resource of rich and poor alike. They can be distributed widely, at low cost. Local ideas are as important to social well-being as are global-level ideas.



**Shoes...  
made from  
materials,  
equipment  
and labor**



**These shoes  
have increased  
value with  
knowledge led  
design**

“The shoes have metal springs and lever arms built into its suspension, and is designed to deliver increases in propulsion, rather than simply cushioning your footfalls.”



**Seemingly the least knowledge-economy job in the world....garbage collection**



**Garbage becomes a knowledge product and improves the quality of life of a society.**



Rehydration recipes save a million  
lives a year

## South Korea's Visionary Eco-Sustainable Microcosm



**greenwala™**  
The green social network

# Emerging Sustainable Model

**Policy initiative: Build networks of innovation capabilities across sectors, fields, communities**



**Diversity of thought increases utility of solutions to complex problems**



**Synergy of ideas creates dynamic growth across society and linked to the world**

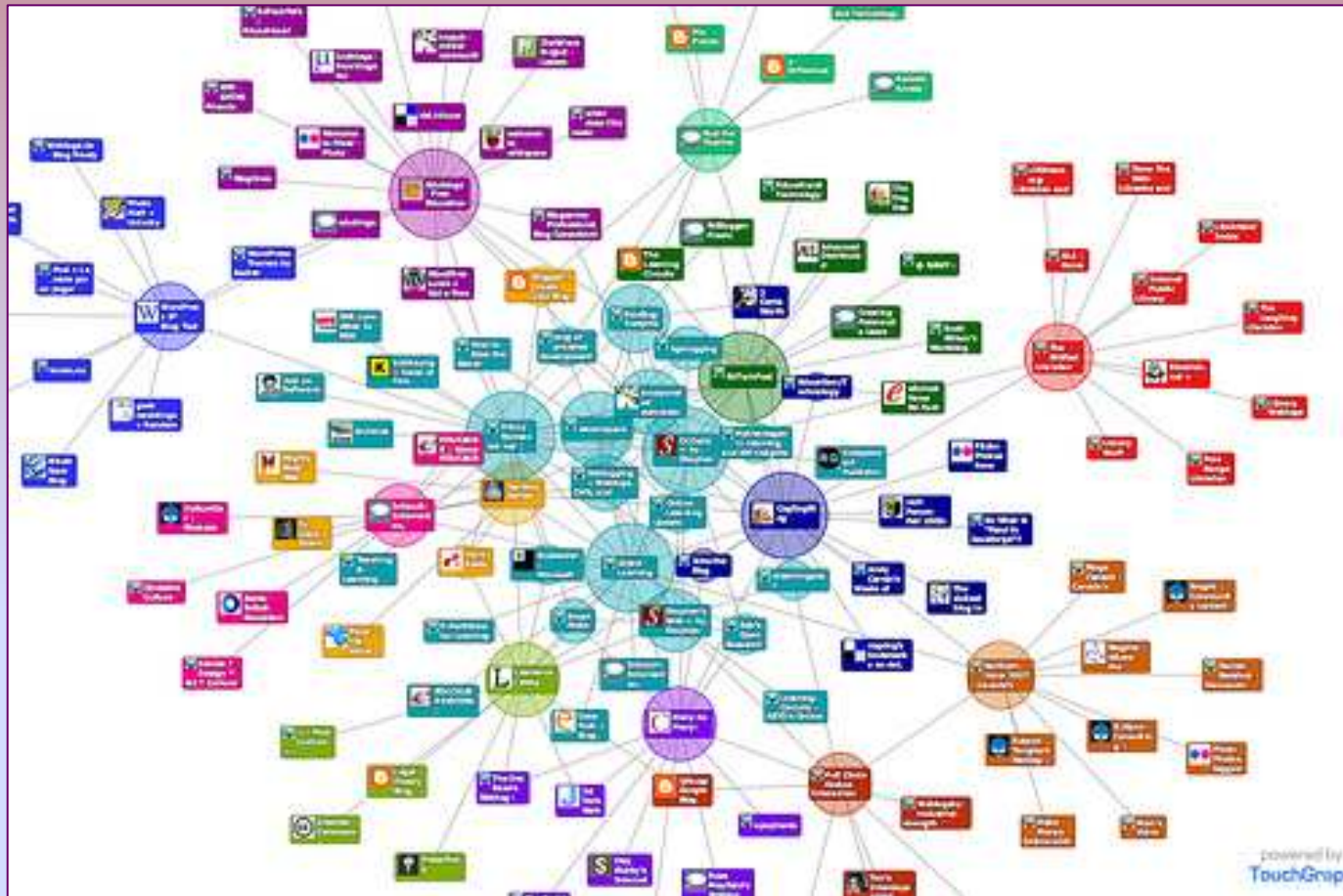


**Unique characteristics and linkages creates framework for dynamic, sustainable well-being**

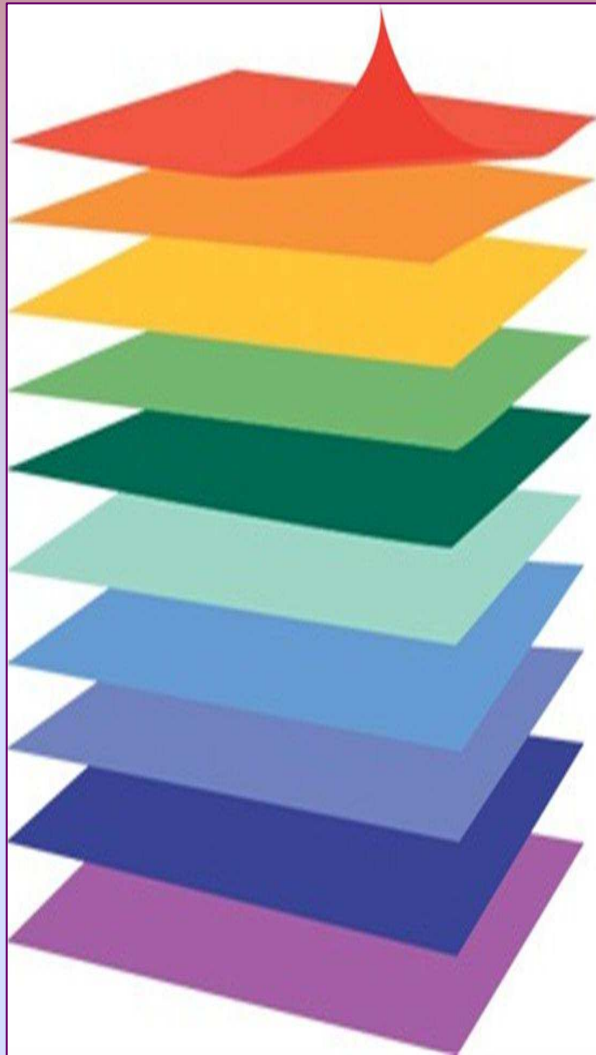


### Comparison of Globalization, Knowledge Economy and Innovative Creation

	Globalization	Knowledge Economy	Innovative Creation
Epistemological placement	Trend analysis	Strategy due to shifts in composition of productivity	Theory
Underlying theoretical basis	Economics of markets (neo-classical economic theory)	Economics of production (neo-classical economic theory)	Economics of innovation (unresolved conflicts with neo-classical economic theory)
Alignment with neo-classical economic theory	Aligned	Aligned but somewhat uneasy fit especially tacit vs. codified knowledge and nature of knowledge ownership	Substantially in conflict
Primary founding source	Theodore Levitt, 1983, "The Globalization of Markets"	Peter Drucker, 1969 <i>The Age of Discontinuity</i>	Paul Romer, 1994, "The Origins of Endogenous Growth."
Approach towards knowledge	Neutral. Not included explicitly in treatment (exogenous)	Another form of capital that defines competition	Importance of knowledge as a collective good, value of institutions, movement away from growth based on consumption of scarce resources
Main message	Companies and institutions must learn to operate as if in one large market	Knowledge is replacing industrial production as the primary source of new value creation	Knowledge's special characteristics require a new approach to understanding growth



The new look of education:  
Innovation capability allows rich and poor alike to  
create a valuable resource; building networks  
increases its utility for social well-being.



Raising the learning potential of all sectors and peoples creates a united, synergistic framework which helps communities reach their goals and adapt in face of adversity

Old industrial economic frameworks and thinking are no longer valid and keep educators from bringing their important perspectives to the conversation in designing positive change

“Everyone seems to believe that knowledge is the key to economic success, and yet our most developed schools of economic thought are mired in the most frightful muddles when it comes to modeling knowledge in an economic setting.”

Mirowski, Philip (2009) “Why There is (as Yet) no Such Thing as an Economics of Knowledge,” in *The Oxford Handbook of Philosophy of Economics*. Harold Kincaid and Don Ross (eds.). Oxford University Press.

The most important  
difference that innovation  
value makes is not how we  
produce value using  
knowledge, but how ideas  
contribute to social well-  
being



Likely, new value will be created by social innovation done by collaboratives of people participating at all ages



*Linking citizens to resources and to one another to create healthy, vital, sustainable communities*



**How to Plan a Sustainable Event**

**Placemaking: Tools for Community Action** is a starter kit for a community member, city official,