

**LEARNING AND THE TRANSITION
TO AN INFORMATION SOCIETY**

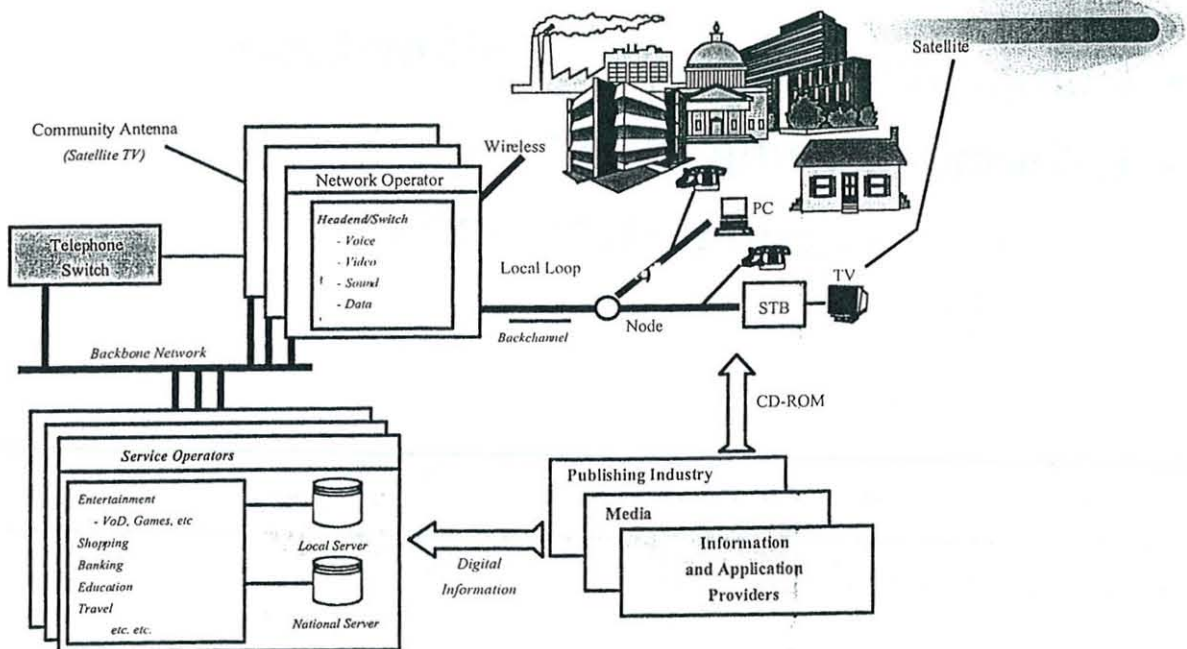
C Yapp

Rapporteur: Ian Welch

Learning and the Transition to an Information Society

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Delivery Architecture



Interactive Multimedia changes...

- Individual lifestyles
- Work, its location and organisation
- Government: local, regional, national
- Commerce, retail and finance
- Entertainment
- Education

ALL IN ONE GENERATION

Values of the Information Society?

- Competitiveness with social inclusion
- Lifelong learning for all
- Social Innovation, not technological invention
- “Smallish” is beautiful
- Participation over representation
- Interdependence over independence

Computer Architectures



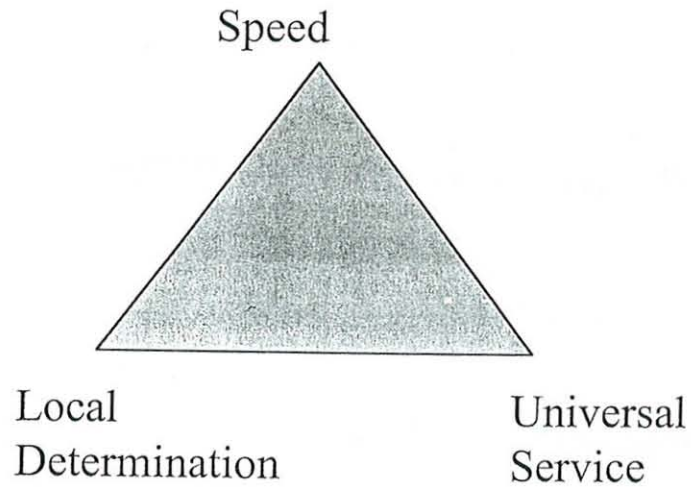
- Computers attached to networks
- Networked information resources
- Embedded systems
- Information appliances
- Information Utilities

Wicked Issues

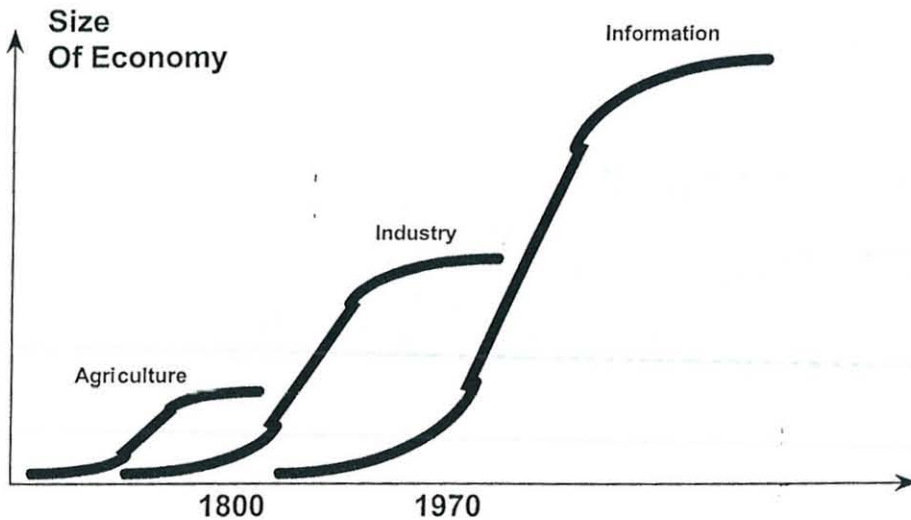


- E-Commerce
- Lifelong Learning
- Citizen-centric government

The Policy Dilemma



Why Is Education So Important Now?



Globalisation + Technology =

- Minimum skills for 'living wage' rising fast
- Reduced demand for low-skilled workers
- Rapid obsolescence of skills
- State retreat to basic education ?
- Free market for adults?

Lessons from Industry

- IT is about organisational effectiveness
- Optimising effectiveness comes through organisational change
- *Re-engineering* Education to support Lifelong learning

Re-engineer what?

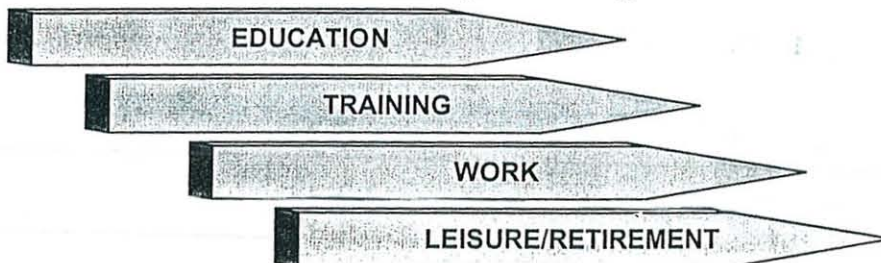
- The educational infrastructure
- The curriculum
- The teaching profession

Lifestyle Patterns Are Changing Rapidly

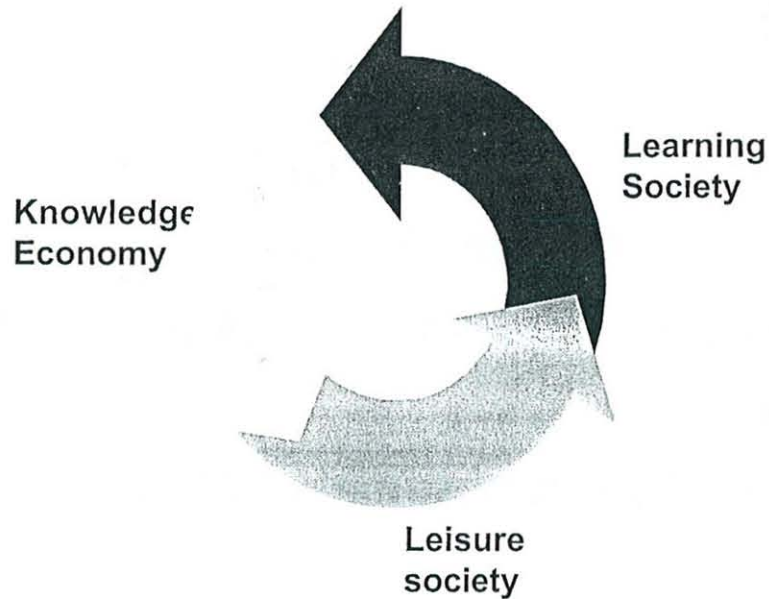
The Traditional Pattern



'Life Long Learning



The Virtuous Circle



Learning on Demand

- Personalised, mass-customisation
- User-driven quality
- Teamwork-oriented teaching and learning
- Exams and Qualifications?
- Administration built-in not bolted-on to teaching and learning processes

This implies...

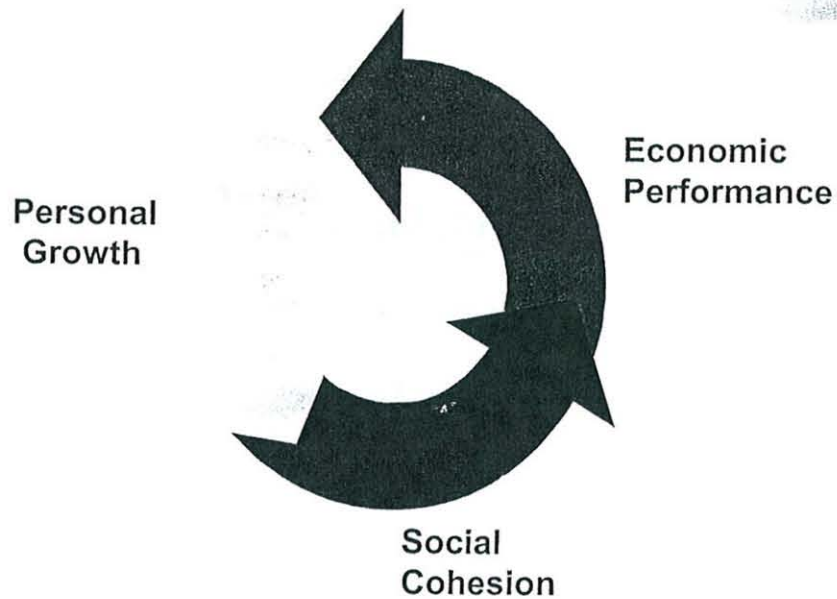
- A Culture of Lifelong Learning
- Access to lifelong learning
- Content to support individual lifelong learners
- A social context for lifelong learning

*What is the purpose of an
Education and Training
System ?*

- Personal Growth
- Social Cohesion
- Economic Performance

Far more than the Provision of Information

The Virtuous Circle



Transforming Learning

- Need for Change

X

- Vision

X

- Capability

X

- First Steps

Change Management

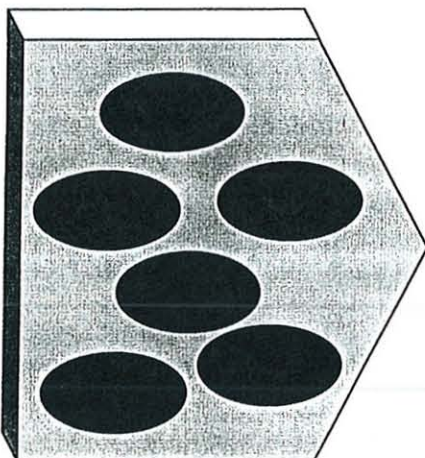


- Top Down
- Bottom Up
- Middle out

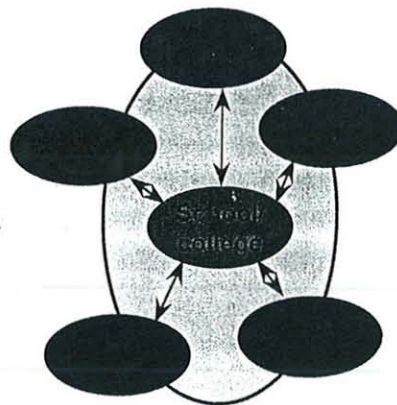
Networked Learning Communities



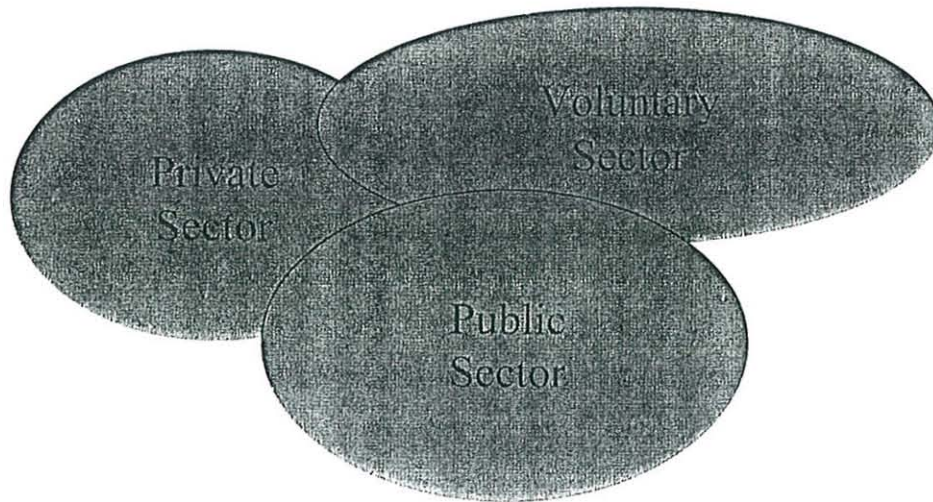
TODAY



FUTURE



Community Governance



Social Innovation in the Industrial Society

- Trade Unions
- Mutuels
- The Co-operative Movement
- Public Libraries
- Local authorities
- Museums and Galleries

Social Innovation in the Information Age

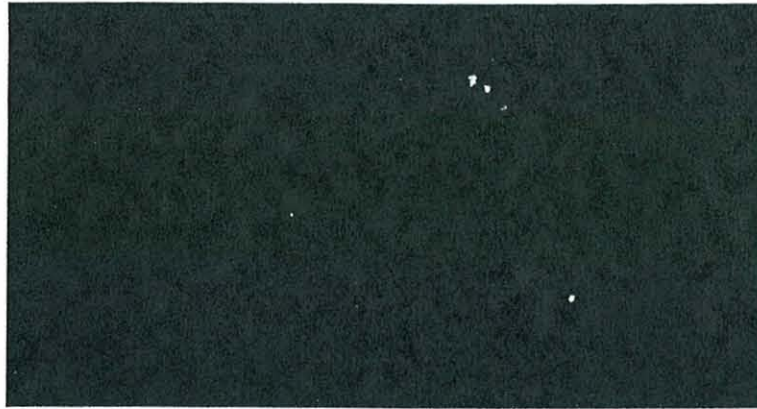
- Post Office
- BT
- BBC
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The National Grid For Learning

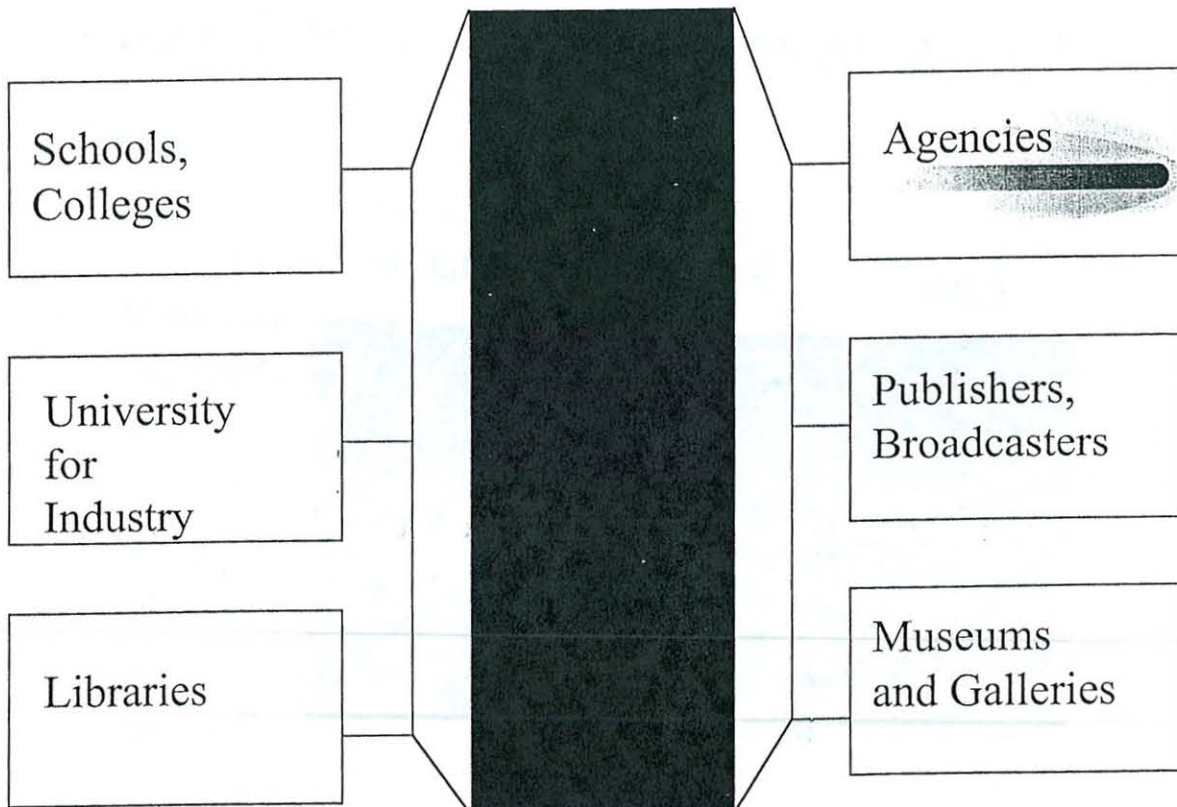


Fast track to Universal Access and Competitiveness

The National Grid For Learning



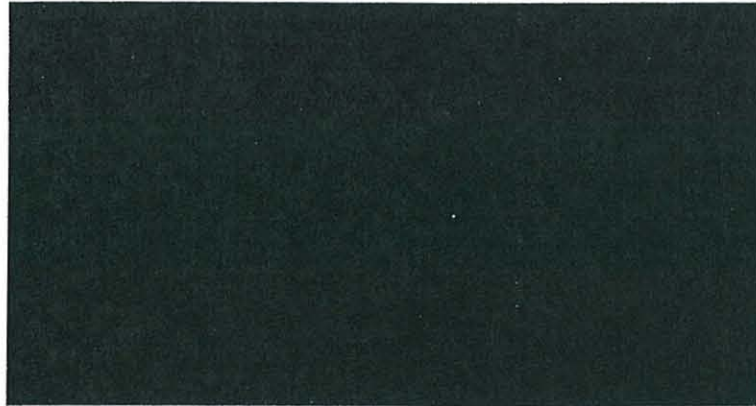
Fast track to Universal Access and Competitiveness



The National Grid For Learning

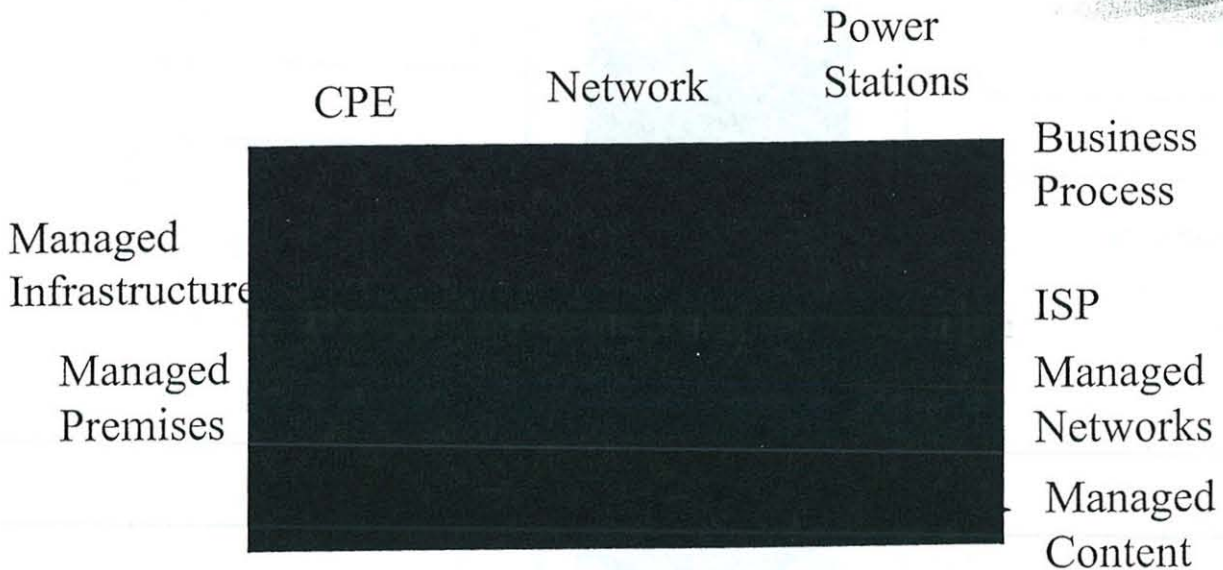


Power Stations



Fast track to Universal Access and Competitiveness

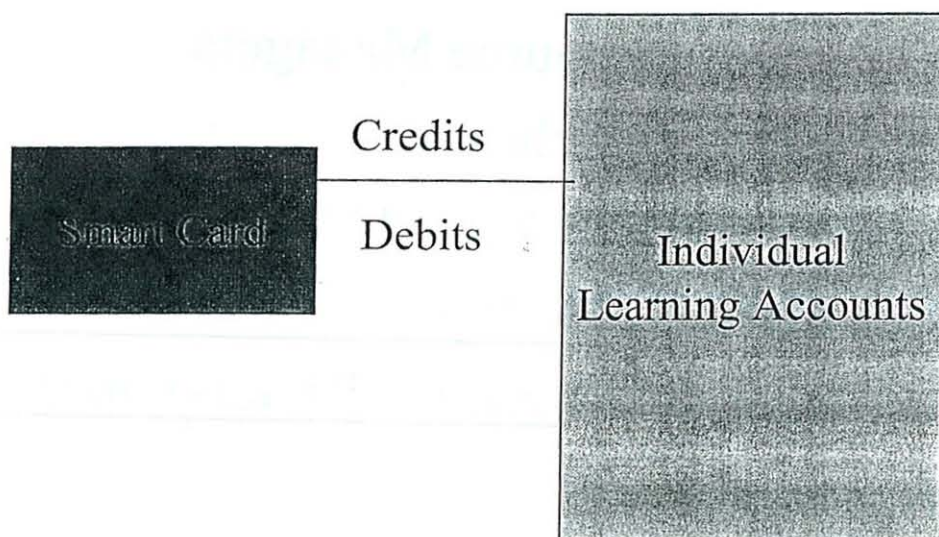
The Information Utility Model



Information Utilities

- NGfLearning
- NGfBusiness
- NGfGovernment
- NGfGiving
- NGfJustice
- NGfEnvironment
- NGfHealth
-

Learning Bank



Capabilities



- Long Lead times on...
 - teacher training
 - library/librarian of the future
 - qualifications jungle
- Uncertainties on....
 - quality
 - measuring learning

What about the teachers?



- 80,000 Master Teachers
- 50,000 Learning Resource Managers
- 50,000 Learning Coaches
- 50,000 Educational Administrators
- 50,000 Curriculum Managers
- 25,000 Advice and Guidance Professionals
- 25,000 Trainees

The changing nature of literacy

- 3R's defined for needs of an Industrial Society
- Minimum standards for employability are rising
- Focus on self-managed learning
- Blurring of artistic/technical/scientific/personal

The Regional Challenge

Information Society Structure Plan



- Facilitate partnerships
- Reduce cost of bids
- Improve coordination
- Improve value for money
- Manage risk at time of great upheaval

Lifelong Learning



- Schools, Colleges, Universities
- Libraries and Museums
- Inhouse training in public/private sector

Economic Regeneration



- Improve quality of investment
- Research to wealth creation
- Raise productivity of existing SME's
- Create new SME's
- Creative industries
- Improve service delivery to commerce

Service Delivery



- Services to the citizen
- Education to the learner
- Agencies to industry
- Services to the home
- Citizen to citizen

Infrastructure



- Public kiosks
- Cable networks
- Other telecomms infrastructures
- Community Web sites
- Support services

The Information Society Structure Plan



Information Superhighway

What would help?



A vision of an education system that supports all generations to become confident and competent in the old and new literacies, and to manage their own learning needs throughout life

The New Renaissance



- A knowledge-led economy
- Blurring of Arts, Humanities, Science and Technology
- Risk and uncertainty
- People first, technology second

DISCUSSION

Rapporteur: Ian Welch

In relation to political parties identifying with a common set of values Professor Nygaard made the point that political parties are formed and structured around issues and this makes it difficult for them to restructure themselves.

There was a question from a participant about whether real poverty existed. He made the point that modern poverty is only relative. Professor Nygaard pointed out that there is a generally accepted measure of poverty in the EU. The measure is the percentage of families who have an income that is less than half the average of the total population. In the EU area this has increased from 8-10% in 1974 to 16-18.5%. Mr Yapp also pointed out that there has been a rise in diseases normally accepted as being indicators of absolute poverty.

In response to a question by a participant Mr Yapp made the point that jobs aren't destroyed by new technology - skills sets change and when there is rapid change then structural impediments are a problem. These must be addressed by government policy.

Mr Webber pointed out that in the past a large amount of informal learning took place although it was not recognized as lifetime learning. Mr Yapp said that this was true but the point was the culture viewed learning as finished when you left formal training and didn't appreciate that it was lifetime learning.