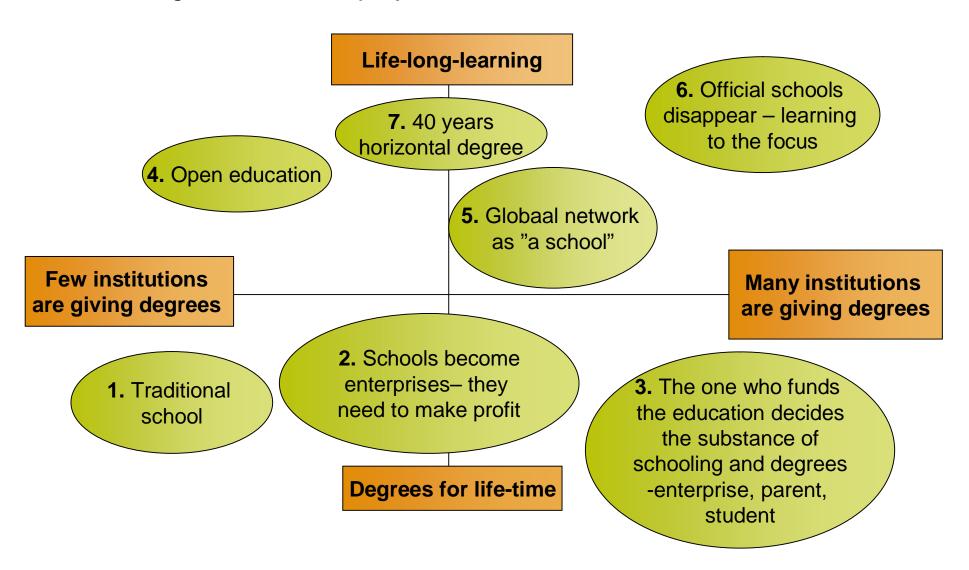
# Alive network model as the forthcoming paradigm of adult education.

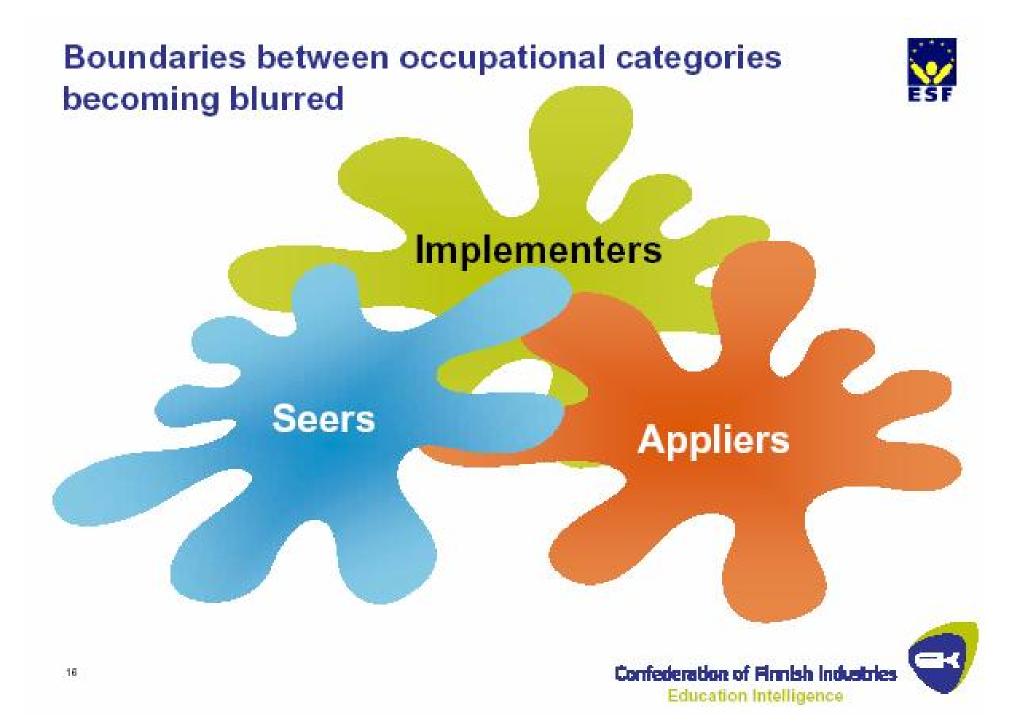
Tuomo Kuosa Researcher Finland Futures Research Centre TSE/FFRC/CID

#### Seven alternative directions for schooling systems,

Schooling for Tomorrow projects OECD/CERI



#### Figure 12: Summary of report results Competence challenges: **Ethics** Safety · Basic and applicable Ageing competences in population Environmental mathematics and Sustainable intelligence natural sciences development Specialised technical Changing business models: competences Risk Virtuality management Customer-orientation Business competences Networking Specialisation Product and · Creativity and service concepts New Lifecycle innovation materials management Service competences Design competences Change Experience in global National and ICT as key distribution international network of labour production competences structure



### What is expected of implementers?



#### Responsible business

 Understanding responsibility and its practical implementation

# Creativity and innovation

- Perfection of existing procedures
  - Problem-solving

# Management of multiculturalism

- Language skills
- Knowledge of other cultures

# Strong professional competence/ multiple skills

# Technological competence

Core competence

#### Service competence

- Technological competence
- Interactive and inter-personal skills

#### Business competence

- Customer-orientation
- Financial performance
  - Entrepreneurship



# What is expected of appliers?



Responsible business Involvement in the creation of a responsibility strategy and its practical implementation

Creativity and innovation Inspiring people, enthusiasm for new ideas.

Management of multiculturalism Knowledge of other cultures

Interaction skills

#### Business competence

- Competence management
  - Customer orientation
    - Entrepreneurship

Technological competence

 Creative application of technologies

#### Network competence Cooperation with new sector

- · Working in networks
- Sharing of knowledge and competence

Design competence

 Interaction with other advisers from the beginning of the innovation process

#### Service competence

- Value creation for customers
- Conceptualization of services
  - Interaction and interpersonal skills



# What is expected of seers?



Management of multiculturalism

 Interaction skills; dialogue, argumentation, debate

Design competence

 Inclusion of design as part of strategy Responsible business
Involvement in the creation of
a responsibility strategy
and its practical
implementation

Business competence / Competence management Creativity and innovation

- People management
  - · Risk-taking ability

Technological competence

 Anticipation and development of technology

Service competence

 Identification of new business opportunities Network competence

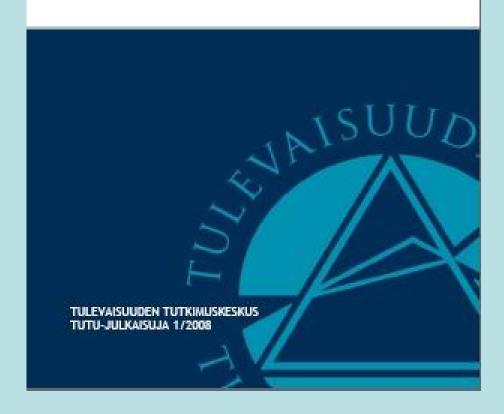
 Creation and management of networks
IPR



Hanna-Kaisa Aalto, Ira Ahokas & Tuomo Kuosa

YLEISSIVISTYS JA OSAAMINEN TYÖELÄMÄSSÄ 2030 - MENESTYKSEN EVÄÄT TULEVAISUUDESSA

Hankkeen loppuraportti



# Liberal education and competence in labour markets 2030 report:

http://www.tse.fi/FI/yk sikot/erillislaitokset/tut u/julkaisut/tutujulkaisu ja/Pages/default.aspx

Orders: tutu-info@tse.fi

Finland Futures
Research Centre,
FFRC Publications
1/2008

# Biggest drivers of change

- Globalisation (globalising markets, global division of labour, global value change)
- ICT's and networks development
- NBIC
- Need of flexibility in dynamic society
- Increasing role of social networks
- Network competence is required
- Role of information is changing
- Individual expertice is bluring

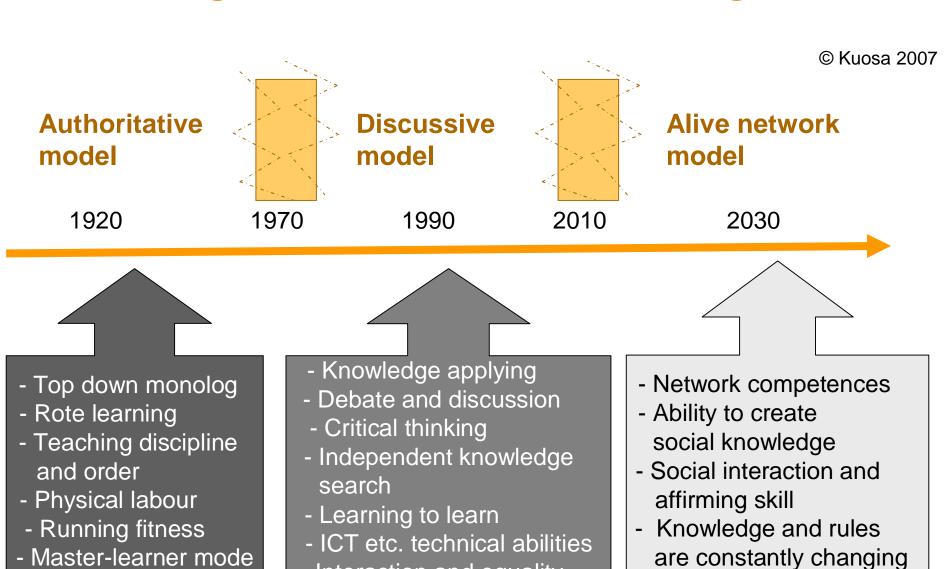
# Other drivers of change:

- Information is exchanged faster and it ages faster (autopoiesis in dynamic society)
- New technology's utilizing is becoming a natural part of new employers competences
- Population is ageing in developed countries
- Increasing prosperity in developed countries

# Future of Adult Education

- More personalised solutions to learning (pedagogy and substance)
- Relationship between society, school and labour markets is bluring
- Learning will be synchronised with real life problem solving
- Assessing and accepting earlier learned skills and knowledge as base one
- In dynamic labour markets, degrees and competences are not assets for lifetime – adult education will be a standard

### Paradigms of education and learning



- Interaction and equality

- Planning and experties

- Monotonic

- Team Academy model

#### © Kuosa 2007

Nano, Bio and Geene-Tech. facilitates new functional models Alive network model

Built environment (Ubi) communicates with tech. attached to humans

Modern societalism changes the social world

Ability to create social knowledge

Tech. becomes a part of the cultural environment

2030

Well-being tech. as a facilitator in increase of well-beinng

Spesialists and planners role is diminishing

Ability to educate network agents

Computers become thousands of times more effective

Responsibility

of individuals

increases

Intelligence

and talent are understood as

qualification

which can be

practiced

Freelancer enterprenership increases

Hacker ethics

Web 3.0

Classroom teaching

must be justified

2020

Team Academy model Horizontal degrees

degrees

Generalist and

holistic understanding is emphasized

Modular

Discovery of the world where knowledge and rules are constantly changing

Technology liberates people to creative thinking and social participation

All workforce is needed

Need for more flexibility

Gemes as leaning tools

Social communities become more effective

2010

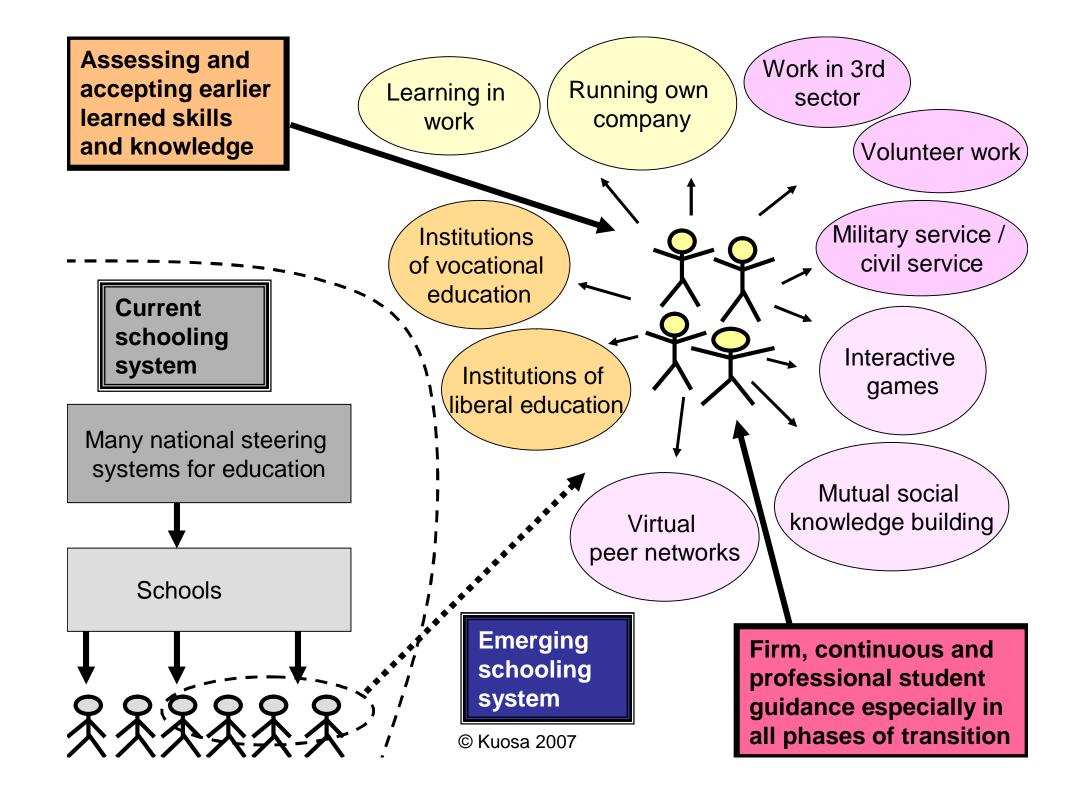
Average IQ is increasing

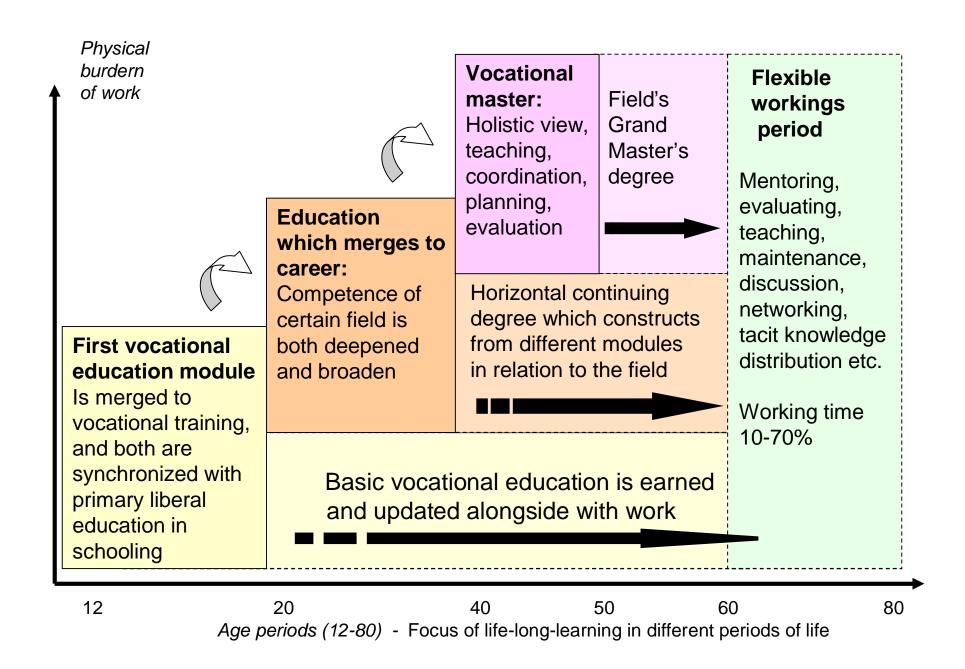
Prevention of youths dropping out

Competence needs are changing faster and faster

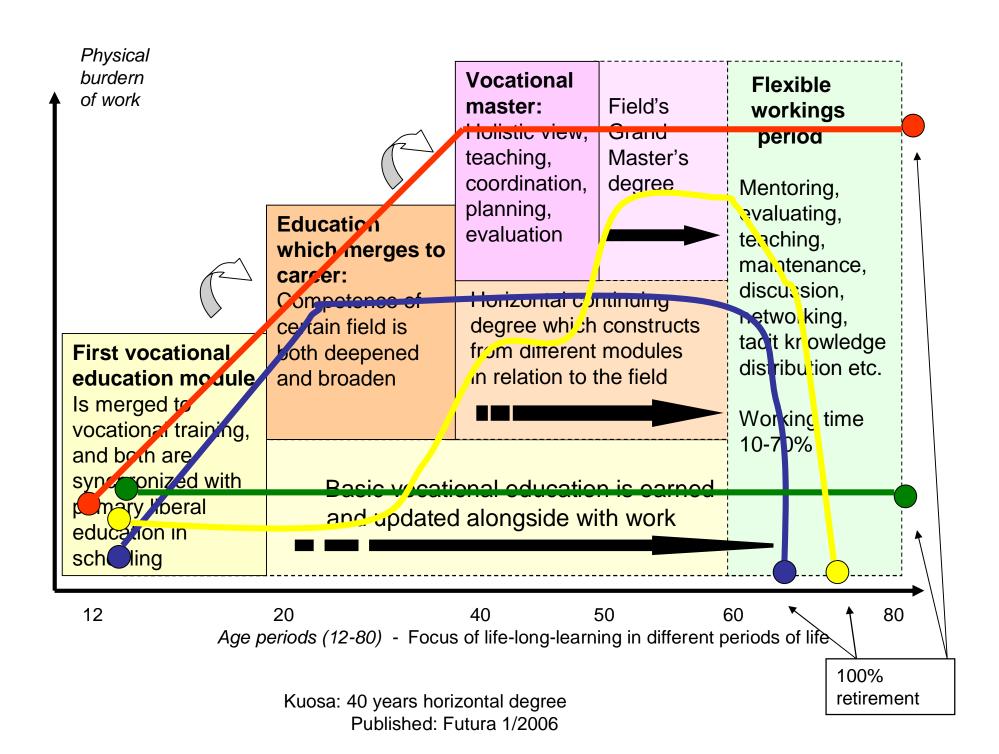
Faster knowlege ageing

ICT networks are developing





Kuosa: 40 years horizontal degree Published: Futura 1/2006



# Links

- Tuomo Kuosa's lecturer presentation:
- http://www.tse.fi/EN/units/specialunits/ffrc/contac t/Pages/kuosa.aspx
- www.freewebs.com/tuomokuosa
- Email: <u>tuomo.kuosa@tse.fi</u>
- Mobile phone: +358 50 3060389
- Organisations:
- http://cid-lab.org
- http://www.tse.fi/Fl/yksikot/erillislaitokset/tutu/Pages/default.aspx