Building a Learning Society

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This is not a perfect storm

CLIMATE CHANGE IS COMING TO EDUCATION
Globalization is Transforming Learning

- The world isn’t flat, it’s spiky
Learning to Learn is Critical to Lifelong Prosperity

Figure 2: The Widening Technological Gap and Increasing Returns to Education

Technological Gap (Percent) vs. Returns to Education (Percent)

Demographic Change Demands Lifelong Learning

- Aging populations increase dependency ratios
- ‘Hourglass’ populations mean large numbers of students, and very few teachers
- Faster change and longer working lives mean that multi-jobbing and reskilling will become the norm
- A global need for increased workforce participation – a loss of $45bn per year
An Endless Demand For Learning Throughout Life

5. Meeting Latent Demand – edutainment, informal learning

4. Lifelong learning, retraining, upskilling

3: Quality: 21st Century skills for all

1: Catch-Up: Access, quality, equity

Today: A spectrum of educational provision

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This much we know

LEARNING IS CHANGING
Meeting Learners’ Changing Needs

- Learning is an **active, social process**
- **Motivation** is critical to effective learning
- Learners bring **different knowledge** to a new learning challenge and follow **different routes** to the same learning outcome
- To be effective, knowledge should be discovered as an **authentic, integrated whole**
- **What does a truly personalised learning environment look like?**
- **How do we harness data and technology to build it at scale?**
The Power of Informal Learning: Looking Beyond the Classroom

Informal learning is everywhere

- Students only spend 14% of their time in school
- 60% is with parents, friends and in the community
- At work, employees learn 70% of their job from colleagues
- Every hour of formal training is matched to 4 hours of informal learning
- In school: Powerful peer effects for good and ill...
- How do we harness this to personalise learning and reduce bottlenecks?
Technology is (Finally) Ripe for Education

Automation

Quality of experience

Transformation

Online/ blended learning

New Technologies
- Ubiquitous connectivity
- Mobility
- Collaboration
- Security
- Video
- Presence

Traditional classroom

Time
You can’t get there from here

WHY INCREMENTAL REFORM WILL NOT WORK
Reaching Our Limits

“Business as usual” will leave 56 million children out of school by 2015.

Equity, internationally test-score improvements are tailing off.

A permanent national recession is a global problem.
Bigger ≠ Better

- Increased ‘schoolification’ cannot succeed
  Ten million new teachers will be needed to get an additional 260 million students into education systems in China, India, Indonesia, and Nigeria

- We’re fighting the wrong battle
  More years in school does not improve economic performance – improved learning does

- Internal, incremental reform is challenged by education systems’ complexity and interdependence
“The future is here, it’s just not widely distributed” – William Gibson

EARLY SIGNALS OF THE LEARNING SOCIETY
A Learners’ World

- A World of Free Content
  Need to discern, not just know
  Alternatives to school & teacher

- Living in a Social Network
  Drawn by the presence of their friends and peers, and the freedom offered by unmoderated, adult-free public spaces

- Technology is Pervasive
  Own several devices (cell phones, music players, etc)
  One third do not use a landline
Leading-Edge Learning Practice (1)

- **New partnerships delivering authentic learning**
  - In Indonesia, local companies and leading universities have partnered with Cisco Networking Academy to deliver the Industry Attachment Programme, providing strategic ICT advice to companies and providing authentic learning experiences to students.

- **Engaging students using gaming technologies**
  - Risk-taking encourages motivation & learning
  - Scotland has pioneered a games-based curriculum through its Consolarium initiative, with positive effects on student achievement, engagement, motivation and attendance.

- **Blending together a more sophisticated learning mix**
  - Integrate learning that takes place outside traditional classroom settings, whether at home, within local communities, or within the global community.
  - Learning can be formal or informal, reflecting either standard curricula or learning that is learner-initiated.
  - In the UK, NotSchool has used blended models of learning to re-engage excluded students, achieving a 98 percent success rate.
Leading-Edge Learning Practice (2)

- Richer assessments and evaluations
  - New forms of assessment, including development of e-portfolios, simulations, and formative assessment with immediate feedback
    - Cisco, Intel and Microsoft have partnered with the University of Melbourne and the OECD to launch ATC21S, a global effort to develop new tests and standards for 21st century skills
    - Denmark is piloting the use of computers in examinations, measuring the use of knowledge rather than simply the ability to recall

- Data at all levels to deliver informed decisions and personalised learning
  - In New York City, the Achievement Reporting and Innovation System (ARIS) tracks detailed student progress
  - Internationally, the OECD PISA tests and their output have started driving more informed education decision making at all levels of government
Building a Learning Society

AN ACTION PLAN FOR ALL
New Roles for Existing Players

Government:
Become the regulator of The Learning Society

School Systems:
Move to Education 3.0 and effectively manage innovation

Higher Education:
Play a full role – Extend reach and preserve quality
Putting Schools at the Heart of the *Learning Society*

**Education 1.0**
- Traditional Education Systems

**Education 2.0**
- Curriculum
- Teachers
- Accountability
- Leadership

**Education 3.0**
- 21st Century Learning
- Supported by Adapted System Reform
- Achieved in Holistic Transformation
- 21st Century Curriculum, Pedagogy & Assessment
- High-quality Infrastructure & Technology
- Leadership, People & Culture

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New Roles for New Players

Social innovators:
RSA Academy,
YF Studio Schools,
Pratham,
Hole-in-the-Wall

Businesses of all sizes

Social investors:
Major global foundations & philanthropists

Informal learning providers and cultural institutions:
NMOLP,
Smithsonian,
British Library
Opportunity & Challenge

- Considerable promise and opportunity
  - *Improved* results for *more* people with *fewer* resources.
  - *Re-professionalize* teaching
  - Possibility of effective, *data-driven* decisions

- Transforming systems to meet need
  - How does school learning have to change to become a *foundation*, not an end?
  - *Where else* do students learn? How do we embrace those modes?
  - How do we *safely share* physical and virtual spaces?
  - How do we *innovate*?
  - How do we do this *all at once*...?
What Does it Really Take…?

1. Build a **new coalition**
2. Embrace a mixture of **learning providers**
3. Provide access to a shared learning **infrastructure**
4. **Invest** more time and money in learning
5. Develop **new funding models**
What Does it Really Take…?

6. Adopt legitimate, **standard credentialing** systems

7. Agree a standard framework for assessing the impact of **innovations** in learning supported by substantial funding

8. Reform global **assessment** regimes

9. Develop new ways of managing **lifelong support** relationships with the learner

10. Fund a **diversity of innovators**
Join the Dialogue on Transformation

GET Informed
GET Inspired
GET Involved

Share ideas, stay informed, challenge old methodologies, and become a catalyst for education transformation.

Resources
• Library and Research
• Conversations on Global Education
• Education 3.0
• Case Studies-Best Practices

Connection and Collaboration
• Blogs
• Wikis
• Discussion Forums
• Live chat connections
• Find and connect with peers