

THE IMPACT OF POLICY RESPONSES ON EDUCATION INNOVATIONS

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FROM EDUCATION 1.0 TO 5.1 AND BEYOND





FROM XVII C. TO XXI C.



1760
Industry
1.0



Mechanisation
water & steam
power

1870
Industry
2.0



Mass
production,
electricity

1969
Industry
3.0



Computers,
automation,
robotics

2000
Industry
4.0



Internet
data analytics
connectivity

2020
Industry
5.0



Mass
customisation

ED TECH

- Digital text readers
- 3D printing
- Virtual reality
- Video games
- Cloud tech.
- Artificial intelligence
- Smart mobile tech.

ED INNOVATION

- “Forest” kindergarten
- Free higher education
- 3D learning
- Autonomy of a teacher/professor
- A class without a paper
- Community decision making
- Students unions

**Education
1.0**

**Education
2.0**

**Education
3.0**

**Education
4.0**

**Education
5.0**

**Education
5.1**

teaching

teacher centred

teacher-student
approach

student-centred

cooperating

inclusive

CREATIVITY

learning

exam-based

formal

formal
informal

developing

life-long-
learning

ADJUSTING

knowledge

facts

information

transmitted

innovation
based

socially
oriented

**GLOBALLY
ORIENTED**

teachers
academics

authoritative

authoritative
experts

experts

coordinators

guiders

GUIDERS

learners

passive
recipients

recipients

apprentice

clients

collabor
ators

**INDEPENDENT
RECEIVERS**

learning
outcomes

educated

qualified

qualified degree

enabling to
start practice

multiple
careers

**MULTIPLE
CARRIERS**

technology

forbidden

random

fixed

social
networking

easily
accessible

**DAILY
THING**

learning
location

school-based

home and school-
based

flexible

flexible and
interactive

enabling
chosen
everywhere

EVERYWHERE

Source: created by the Author

CROSS COUNTRY AND CROSS EDUCATION SYSTEMS

WHAT DOES SCIENCE SHOW?

DIFFERENCES ACROSS COUNTRIES IN TERMS OF:

- initial phases of problem definition;
- how new education policies are implemented: agenda setting, policy design, and official adoption of quality-enhancing reforms, etc.

SIMILARITIES IN THE EXPERIENCES ACROSS COUNTRIES LIE IN:

- the nature of the political benefits and costs of distinct policy rules;
- the ways in which national education problems become recognized.

IMPACT OF STAKEHOLDERS TO EDUCATION



NEW DRIVERS SINCE 2000s

New groups steps into education policy forming

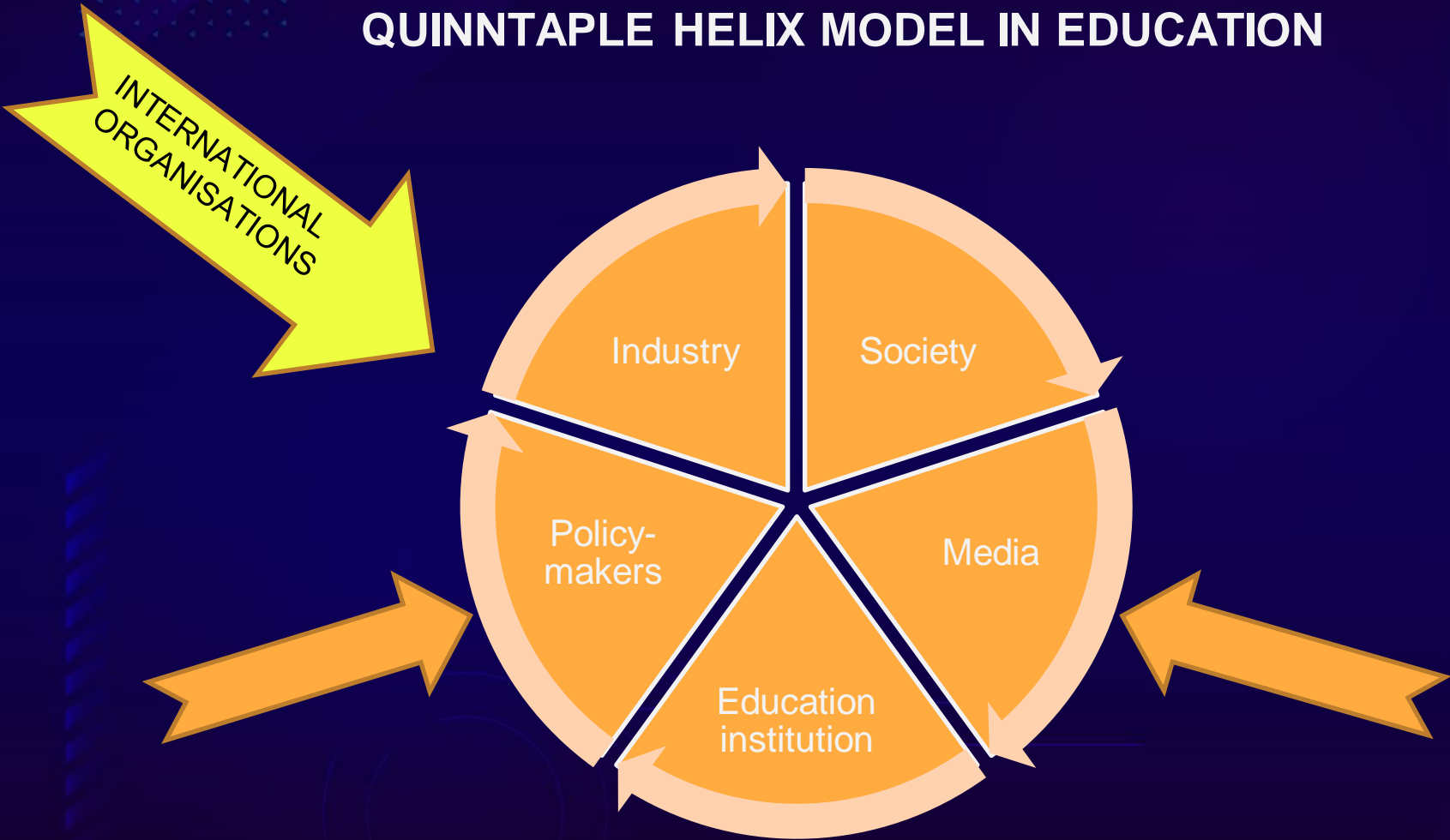
Direction of international discourses on education

Available data about failures of prior policies

Comparative data across countries

Pressures from groups favoring change

QUINNTABLE HELIX MODEL IN EDUCATION



INFLUENCE OF INTERNATIONAL ORGANISATIONS ON EDUCATION HOW IT WORKS?

No formal set of rules

No formal hierarchy of relations

Only dynamic relations

EDUCATIONAL CHALLENGES BECAME GLOBAL AND THERE IS NO ANSWER

NO SUFFICIENT DIFFERENCES IN CHALLENGES BETWEEN 2000 AND 2021

Social exclusion in all levels of education

Differences in achievements among students (schools, vocational and higher education institutions)

Inefficient use of funds in education and science area

The mismatch between skills demand and supply

NO SUFFICIENT DIFFERENCES IN STRATEGIC GOALS

Equality in all levels of education

Quality and market orientation in vocational education

Higher education institutions are strong in diversity but similar in scientific potential

Sources: EC, OECD, UN, World Bank

OPEN, DISTANCE AND DIGITAL EDUCATION

IMPACT OF INTERNATIONAL ORGANISATIONS



EDUCATION IN A GLOBAL SETTING

Even before the interconnected digital society - strong arguments to view the educational practice as an international playing field, where practices and norms are being discussed and renegotiated

The emergence of the “standard model” for schooling, universities and for the framework of science

OECD’s annual publication “Education at a Glance”, UNESCO’s “Global Education Monitoring Report”, European Commission “Country Reports”, “Framework Programmes” and now RRF

HOW TO HELP COUNTRIES AND REGIONS BECOME A LEARNING SOCIETY

PRODUCE THE “WORTHY CITIZEN,” CAPABLE OF CONTRIBUTING TO ECONOMIC PROSPERITY

UN SDG4: “ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL.”

- will not be reached unless innovative solutions are designed
- limitations in educational provision versus demands for higher skill levels for career development,

In 2018, some 773 million adults, two-thirds of them women, remained illiterate in terms of reading and writing skills. The global adult literacy rate, for the population 15 years of age and older, was 86% in 2018, while the youth literacy rate, for the population 15–24 years of age, was 92%. (Orr, 2021)

UN SDG9 – INDUSTRY, INNOVATION, AND INFRASTRUCTURE

Qingdao Statement (UNESCO, 2017). Although neither distance education nor online learning was mentioned explicitly as terms, “fostering digital innovations for education”

In 2016, medium-high and high-tech sectors accounted for 48% of the global manufacturing value added. Medium-high and high-tech products continued to dominate manufacturing production in Northern America and Europe, reaching 47% of the manufacturing value added in 2016 compared with 10% in least developed countries. • Almost all people around the world now live within range of a mobile-cellular network signal, with 90% living within range of a 3G-quality or higher network.(Orr, 2021)

GLOBAL POLICY PATHS TO EDUCATION INNOVATIONS

IDEATION: stimulate national or regional initiatives through ideation and policy exchange (recommendations and consulting on national or regional policy)

DIGITAL INFRASTRUCTURE PROJECTS: contribute to the development of digital solutions, which are by their nature global, but can be harnessed in a local setting (digital learning platforms, African Virtual University, etc)

MULTI-STAKEHOLDER NETWORKS: orchestrate a mixture between local and global solutions through international partnerships (United Nations Development Programme, etc.)

INTERNATIONAL NETWORKS: endorsed by international organisations (Erasmus plus, etc.)

A NEW DYNAMIC TO THE EXPECTATION OF DIGITAL LEARNING BY THE COVID-19 PANDEMIC

online learning was really seen as the only game in town

a way to fast-track digital technologies as part of the “new normal” for learning delivery

policy response remains playing a key role in service delivery and the formation of digital learning as a public good

private players in the market are not dominating

GLOBAL IMPACT AND NATIONAL AGREEMENTS ?

SECONDARY EDUCATION IS COMPULSORY



COUNTRIES AFTER 2040 MISSION (IM)POSSIBLE

AT LEAST SECONDARY EDUCATION

AT LEAST TWO PROFESSIONS

UNIVERSITIES WITHOUT BORDERS- EUROPEAN
UNIVERSITY

DUAL LEARNING (FORMAL, NON-FORMAL, WORK-BASED)

PROFESSIONAL DOCTORAL STUDIES



THANK YOU

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