

# Lifelong learning and influencing on the quality of the society

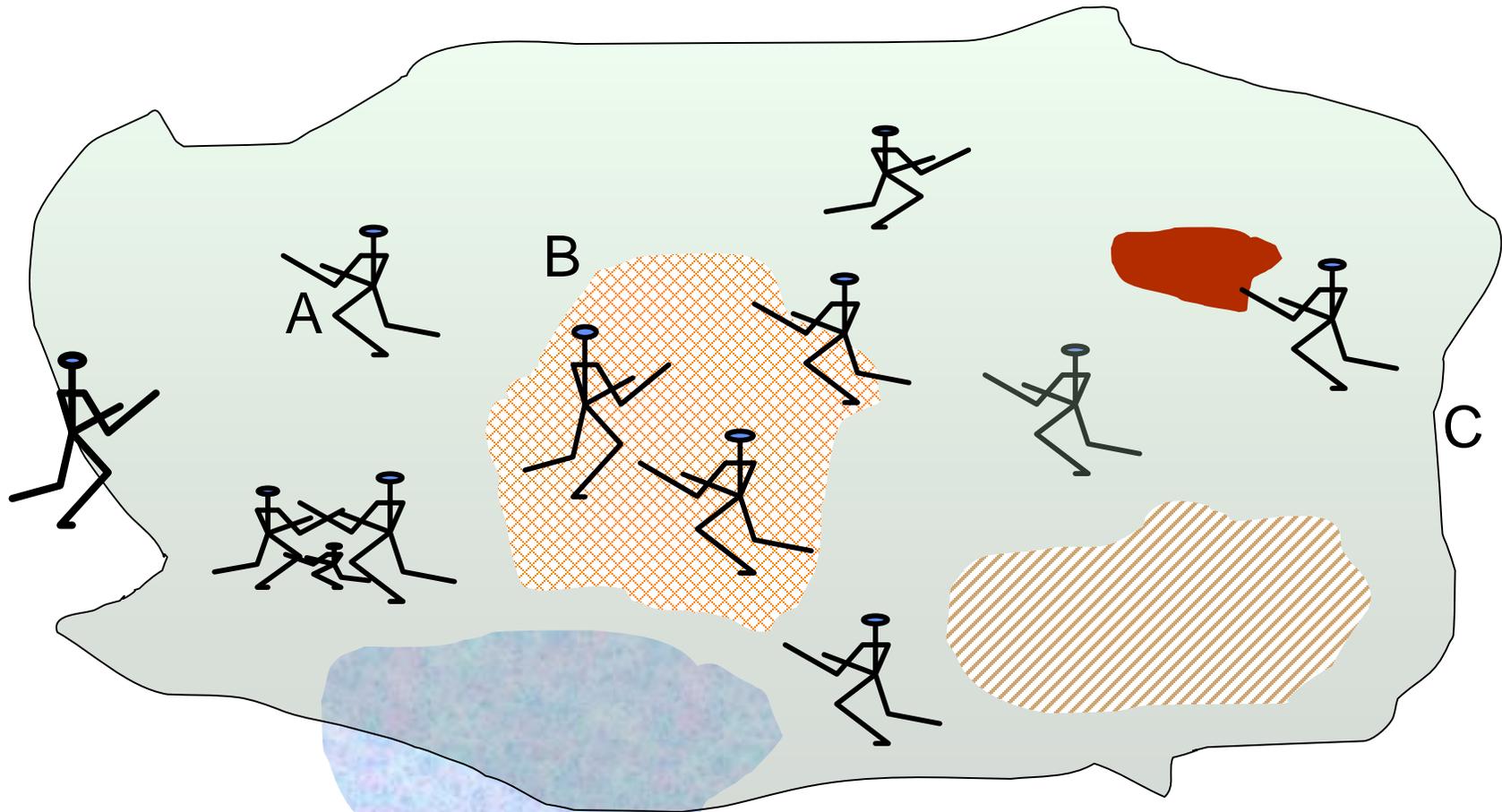
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# Distinguishing the interacting societal entities



A = Individual

A society consists of people => B = Organization (= A group of people with a mission and objectives)

C = Society as a whole (= Individuals and organizations = People)

# Lifelong learning consists of mutual interactions of the members of the society

Learning in all phases of life through two persons' interactions

13. **Posthumous**: Life reference
  12. **Death**: Final enlightenment
  11. **Late adulthood** (Age 80+): Wisdom
  10. **Mature adulthood** (Ages 50-80): Benevolence
  9. **Midlife** (Ages 35-50): Contemplation
  8. **Early adulthood** (Ages 20-35): Enterprise
  7. **Adolescence** (Ages 12-20): Passion
  6. **Late childhood** (Ages 9-11): Ingenuity
  5. **Middle childhood** (Ages 6-8): Imagination
  4. **Early childhood** (Ages 3-6): Playfulness
  3. **Infancy** (Ages 0-3): Vitality
  2. **Birth**: Hope
  1. **Pre-birth stage, embryo**: Potential
- Working life



A challenge: Creating a universal quality model for learning at all life stages

# Archetype of the teaching / learning phenomenon: Learning as the result of interaction of human processes.

Plato's Academy from ca. 387 BC  
(for teaching and learning,  
knowledge transformation):

Interlinked teaching and learning  
**processes** in a certain **structure**  
for fulfilling the **needs and**  
**expectations** of the participants  
(i.e. interested parties)



Plato's Academy. Mosaic from Pompeii (Villa of T. Siminius Stephanus). Naples, National Archaeological Museum

# Provision of lifelong learning through teaching and learning processes



Learning channels of the educating process:

- HW: Hardware\*
- SW: (Interactive) software\*
- MW: "Man-ware"\*\*\*

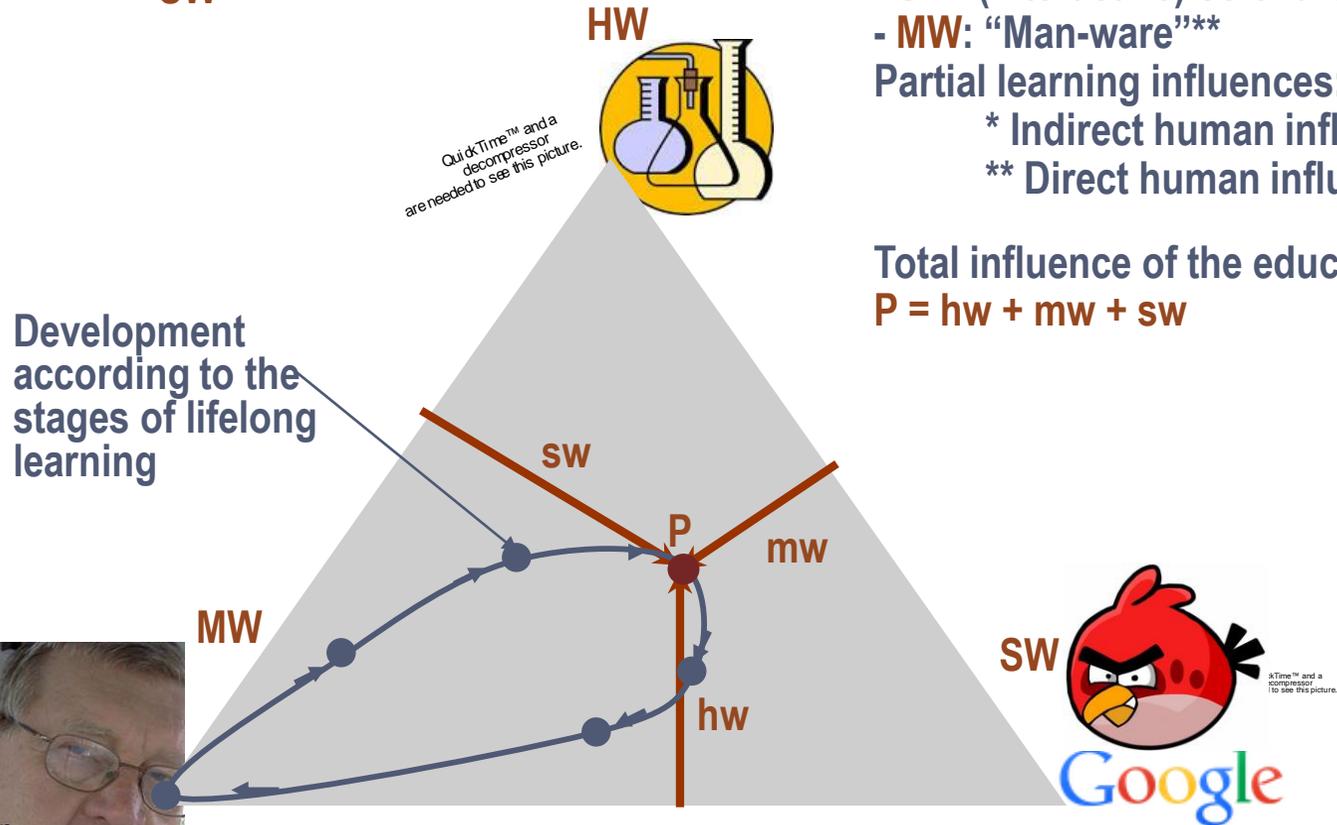
Partial learning influences:  $hw, sw, ja, mw$

\* Indirect human influence

\*\* Direct human influence

Total influence of the education:

$$P = hw + mw + sw$$



# Applying professional standard concepts for the quality of society and the quality of education / learning

Standard concepts form the foundation for the professional quality approach:

**Quality (Q):** *degree to which the object fulfils needs and expectations*

- The object may be (a) education, (b) learning, and (c) the society.
- Needs and expectations (requirements) are originated from the different interested parties with regard to the object

**Quality management (QM):** *management of an organization with regard to quality*

- Management consists of coordinated activities to *direct and control an organization*.
- The concept QM relates to manageable organizations, e.g. education providers (e.g. a school or a teacher). Societies cannot be managed; they are not organizations but networks of independent actors.

**Quality improvement:** *increasing the ability to fulfill the respective needs and expectations*

- Quality improvement can be applied in teaching / learning processes of people, organizations, and societies as whole

# Learning societal entities

## **Learning individual:**

- A person learns during his/her entire lifetime for his/her good life as an individual and as a member of organizations and societies through formal and informal educational and societal processes.

## **Learning organization:**

- An organization learns through learning of its individual members, in particular through collaboration and organized arrangements. Learning of the organization is directed and controlled by the organization's management for the purposes of the organization.

## **Learning society:**

- Learning of the society takes place through the influence and activity of many different independent individuals and organizations in the society.

**Learning individual, learning organization, and learning society are very different learning domains.**

# Understanding the “quality society”, extending quality profession from organizations to people and society

An individual	An organization	A society
<b>Entity:</b> A rationally, non-rationally and irrationally behaving human being with paradoxical existential freedom and tied to the surrounding environment and other individuals	<b>Entity:</b> A systemic group of people with functions, responsibilities, authorities and relationships to be managed for its objectives with its interested parties	<b>Entity:</b> A more or less ordered aggregate of independent people and organizations interacting with its own members and external parties as a non-systemic network
<b>Quality:</b> Faith, hope and love, but the greatest of these is love (1 Cor 13:13); A good life	<b>Quality:</b> Fulfilling all interested parties' needs and expectations; Sustained successful business of the organization	<b>Quality:</b> “Quality society”; Well-functioning and well-developing community for all its members; Competitive with other societies
<b>Quality management:</b> Love your neighbor as yourself. (Mat 22:39); Self-leadership	<b>Quality management:</b> Management of the organization with regard to quality; management outside the business system	<b>Quality management:</b> Quality management within the individual societal actors (Societal quality diffusion)
<b>Responsibility:</b> The person him/herself (or the guardian)	<b>Responsibility:</b> Top management of the organization	<b>Responsibility:</b> Nobody or everybody

People and their learning are always in the central role in the development of societal quality, which also is very much culture-dependent.

# World-wide societal performance evaluations and comparison

**WEF Technological Advancement**

**Finland #1**

**United States #9**

**WEF Economic competitiveness**

**Finland #3**

**United States #5**

**WEF Sustainable Competitiveness**

**Finland #2**

**United States #4**

**TI Corruption Perception Index**

**Finland #3**

**United States #19**

**OECD Global Innovation Index**

**Finland #4**

**United States #10**

**UN Happiness Index**

**Finland #2**

**United States #11**

**WEF Political Empowerment of Women**

**Finland #2**

**United States #55**

**STC Mother Index**

**Finland #1**

**United States #31**

**UNICEF Child Wellbeing**

**Finland #4**

**United States #26**

**WB Child Poverty Rate**

**Finland 4%**

**United States 22%**

**WEF Global Gender Gap Index**

**Finland #2**

**United States #22**

# Evaluating the quality of a society

We have **no well-established practices** for evaluating societies from the overall quality point of view. Society evaluations and comparisons are **very fragmented** into many specialized local, regional, and national topics, including aspects of:

- ✓ Municipality operations, environment, nature, culture, family issues, feminist issues, migration, employment, education, industry, agriculture, tourism, innovation, welfare, wellbeing, aging, healthcare, sport, communication, food supply, security, religion, etc.

## An example: Social progress index<sup>1</sup>

- ✓ Basic human needs
  - Nutrition and basic medical care
  - Water and sanitation
  - Shelter
  - Personal safety
- ✓ Foundation of wellbeing
  - Access to basic knowledge
  - Access to information and communication
  - Health and wellness
  - Ecosystem sustainability
- ✓ Opportunity
  - Personal rights
  - Personal freedom and choice
  - Tolerance and inclusion
  - Access to advanced education

Are these quality evaluations?

These evaluations strive for getting objective and standards based information. Quality is, however, per definition fulfilment of the needs and expectations of individual society members. Quality is based on individuals' rational, emotional and spiritual perceptions.

Some **research<sup>2</sup>** is ongoing on evaluating the quality of a society based on networking theory.

# Quality of society starts from the personal abilities and engagements and ends with people's benefits

## Human role for the high quality society implies:

- "Qualitative revolution" that starts with the man's own heart, and requires the transformation of the human person and moral renewal of religious perfection directions(**Dostoyevsky**)<sup>1</sup>.
- Basically it is a spiritual conversion (**Deming**)<sup>2</sup>.
- Professional success that fundamentally depends on the genuine activity, skills, and good co-operation of leaders and employees. (**Nevanlinna**)<sup>4</sup>
- ... that first of all we must prepare ourselves for quality service to our native land; prepare our character, reason, and feelings with a strong-will idea. (**Ivan Ilyin**)<sup>3</sup>
- Creating people living with beauty and wisdom, and loving the mutual good. (**Pericles**)<sup>5</sup>

Individuals

Organizations

Societies

# Challenges of 'society versus individuals'

## The society for the individuals

- ✓ Individuals institute the society, and individuals are influenced and developed by the instituted society (\*). However, we have a gap between the **private and the public, ethical and political**, as well as between the individual and the general. In society, politics overcomes ethics.
- ✓ **Welfare ideology (economics)** has emphasized in our society. It is based on the belief that, when basic human needs are met and adequate education and freedom of self-realization are provided, a person begins to live a good and dignified life. However, that does not happen in practice (\*\*).
- ✓ **Values** have been dismissed in freedom, and only a few people are capable to independent judgment, healthy and dignified life. Welfare without **civilization and morality** is nothing more than a primitive good feeling. Ideologies have come to the end, and it is only a matter of time when their value finally collapse in the eyes of the thinking people.
- ✓ There is a risk that the society become the **community of the haves and the strong people (\*\*\*)**.

# The elite\* in Finland

The traditional elite has a rather small importance in Finland.

- One of the basic principles of the Finnish **national educational system** is that all citizens have equal access and opportunities to the high-quality education irrespective of the ethnic origin, age, wealth or where they live.
  - Education is also free at all levels from primary education to the university level, and students can get financial aid and affordable student loan.
- **Democracy** has been regarded as a positive factor in people's participation for the society development. In Finland we have the satisfactorily functioning democracy and minimal corruption (and severe punishment for it); all citizens have in principle the same opportunities to influence in the society.
- **Income inequality** is low, and the amount of the **top rich people** is small.
- We do not have **social nobility or aristocracy**.

## \* Elite:

1. A select group that is superior in terms of ability or qualities to the rest of a group or society
2. A group or class of people seen as having the most power and influence in a society, especially on account of their wealth or privilege

# Confronting the power of the “new elite”

Due the significant role of the strategic **foresight planning** of the whole society or nation, we have got into the the social influencing, discussion and decision-making:

- The **new elite** of experts, policy-makers and politicians, top representatives of the trade unions, business sectors and the cultural life
- The **usage of language**, words and terms, which differ from the ordinary use of language and highlight the specificity of the work

Hence, the citizens’ capabilities have been ignored, and the majority of the **societal members** are viewed as being passive and incapable of taking part in political action and discussion.

Even extraneous “**trolls**” and **extremists** are present in the social networks that was made possible by the new and effective technology.

**This development is a challenge to the principles of democracy.**

A long term reaction to this development could be people’s lifelong education and learning to more inventive and collaborative knowledge based society and the effective use of the new open interactive communicational means that also have direct positive influence on the creativity, inventions, societal capital, and the quality of society.