

**ASEM Forum on Lifelong  
Learning 2016: 21<sup>st</sup> Century  
Skills**

**Workshop “Preparing Educators  
for The 21<sup>st</sup> Century”**

**4 October 2016**

**Dinh Quang Thu**

**VIETNAM**

# **Educators Preparedness for a Lifelong Learning World:**

## **Educators at the Transition and HNUE Experience**

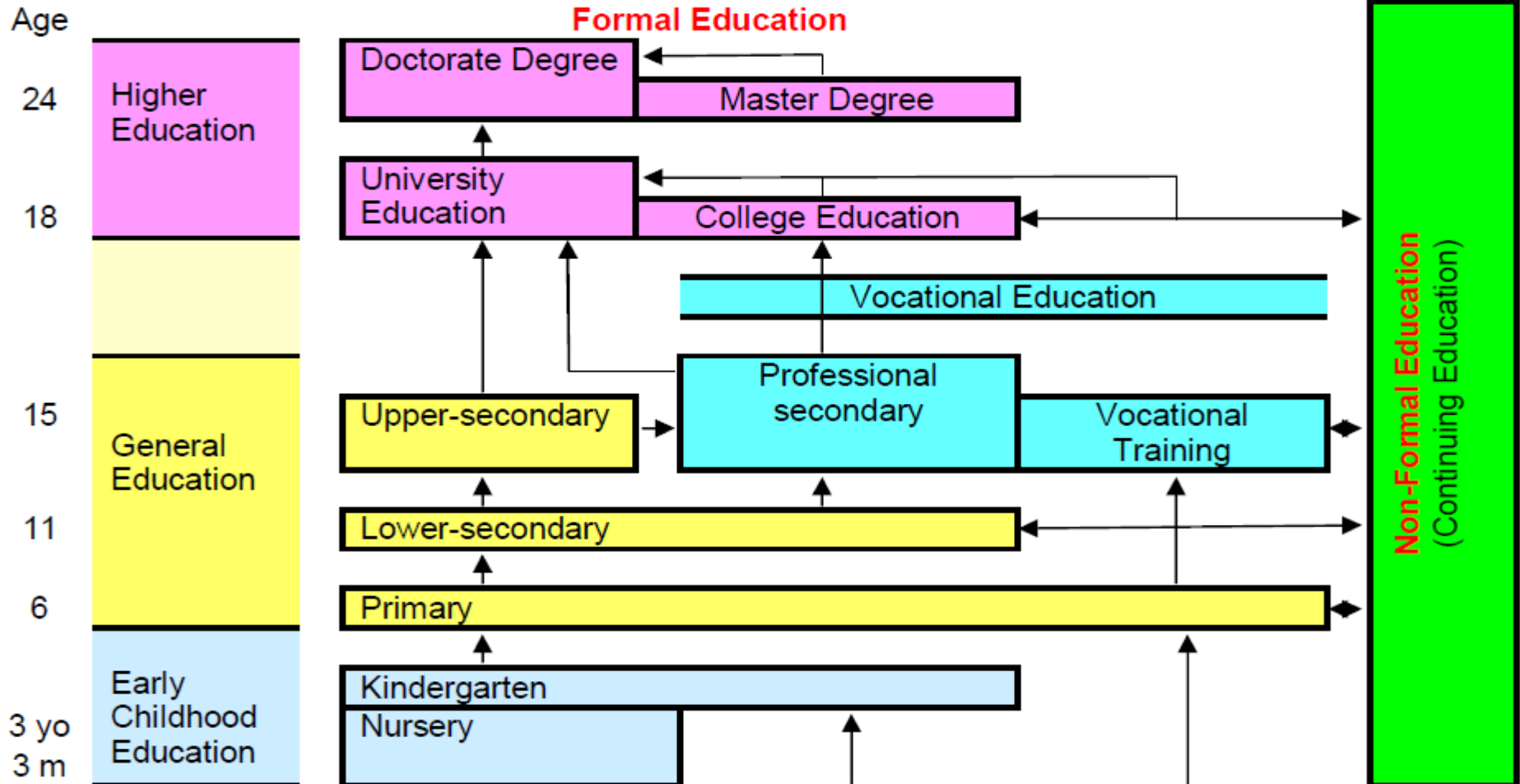


# Overview of the Talk

- 1 The Vietnamese LLL Perspectives**
- 2 A Grand Transition**
- 3 HNUE as a Learning Organization**

# 1. The Vietnamese LLL Perspectives

## National Education System of Vietnam (2016)



# 1. The Vietnamese LLL Perspectives

LLL

refers to continuing education

belongs to the non-formal education sector  
separated from the formal education system

# 1. The Vietnamese LLL Perspectives

- ❖ distance learning
- ❖ vocational training
- ❖ non-formal schooling programs
- ❖ literacy and post-literacy courses
- ❖ foreign language and IT courses

# 1. The Vietnamese LLL Perspectives

## The Priority Orientations for Education until 2020 and beyond

Vietnamese education oriented towards

- ❖ standardization
- ❖ modernization
- ❖ socialization
- ❖ democratization and
- ❖ international integration

# 1. The Vietnamese LLL Perspectives

The aim is to improve the quality of education and diversify education to include

- ❖ moral education,
- ❖ life skills,
- ❖ creativity skills,
- ❖ practical abilities,
- ❖ language and information technology skills



# 1. The Vietnamese LLL Perspectives

- ❖ To meet society's needs,
  - ❖ especially the need for high-quality human resources
  - ❖ To support the industrialization and modernization of the country, and
  - ❖ To build a knowledge-based economy

# 1. The Vietnamese LLL Perspectives

- ❖ To ensure social justice in education
- ❖ To ensure equality of opportunities in lifelong learning for every citizen,
- ❖ gradually to form a learning society.

## 2. A Grand Transition

### Education in the 20<sup>th</sup> century:

- learning-about
- build stocks of knowledge
  - some cognitive skills

### Education in the 21<sup>st</sup> century:

- learning-to-be
- collateral learning
- learning by creating, sharing, and acknowledging...

## 2. A Grand Transition

- ❖ The shift from a supply-push to more of a demand-pull basis of learning
- ❖ The Shift from Students as Consumers to Creators
- ❖ The shift from education and training to lifelong learning

## 2. A Grand Transition

The pace of change in the 21<sup>st</sup> century continues to increase




The world is becoming more interconnected and complex, and

The knowledge economy is craving more intellectual property

## 2. A Grand Transition

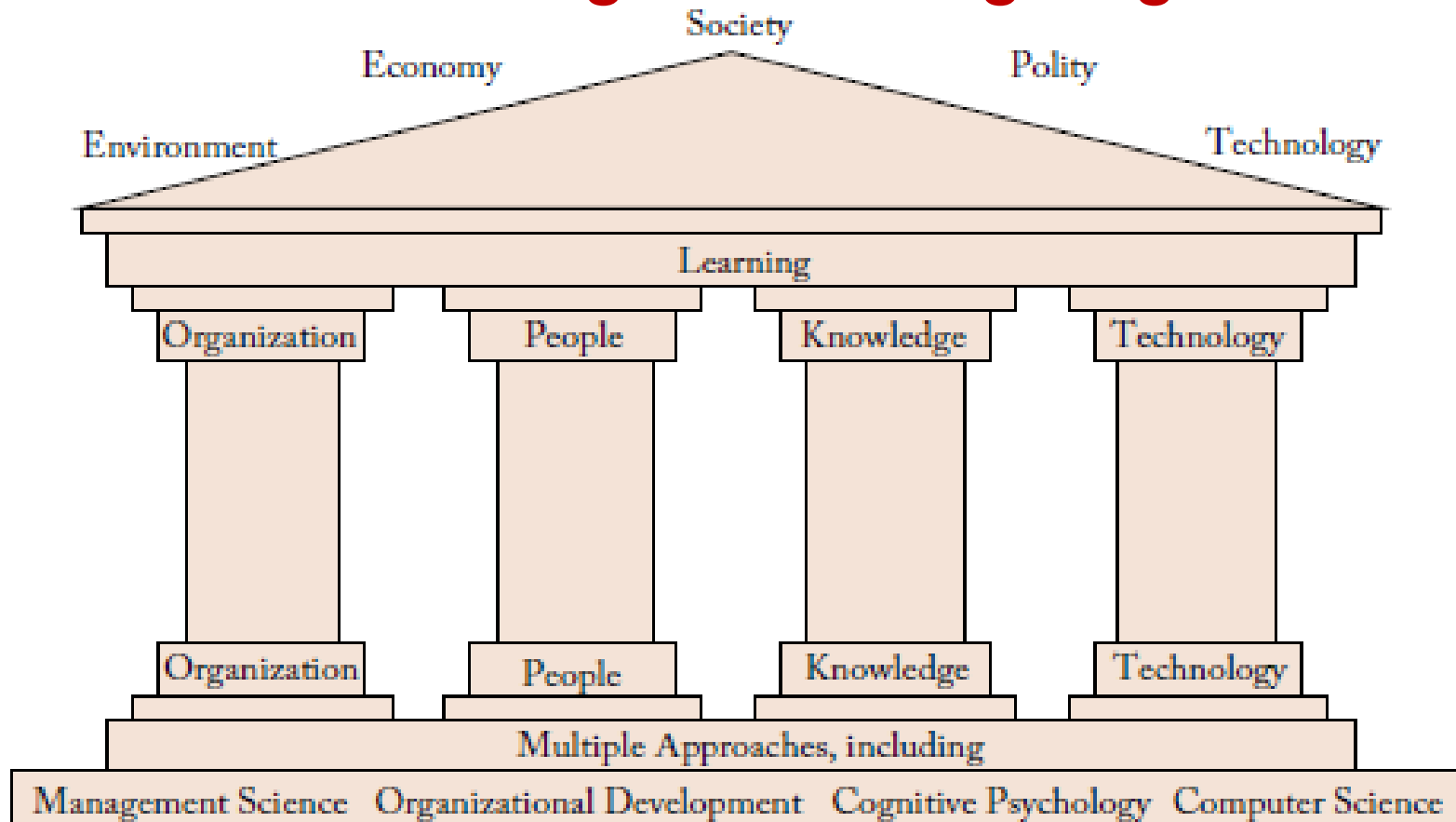
Transition + fast-growing economics



**3 paces**   **Economical**   
**of**   **Educational**   
**reform**   **Institutional** 

# 3. HNUE as a Learning Organization

## HNUE on Building a Learning Organization



# 3. HNUE as a Learning Organization

## MISSION

to prepare students for LLL in order to establish a learning society on transferring from “an educated society” or “a learning market” into “learning networks” where learners actively participate and use “a learning approach to life” for practicing different learning activities.



### 3. HNUE as a Learning Organization

#### **Lifelong Learning - More Than Training**

**Training:** Learning new skills and acquiring new knowledge cannot be restricted to formal educational settings.

**Lifelong Learning:** Learning needs to promote effective educational opportunities in many learning settings.

# 3. HNUE as a Learning Organization

## Educators Preparedness for a Lifelong Learning World

Key indicators of individual competences at the transition points during the lifespan:

More competences-based vision;

Adoption of a common language between institutions and companies/ professional bodies

# 3. HNUE as a Learning Organization

Focus on learning outcomes not content and disciplines

<b>Ways of thinking</b>	creativity, critical thinking, problem-solving, decision-making
<b>Ways of working</b>	Communication and collaboration
<b>Tools for working</b>	ICT and information literacy
<b>Life skills</b>	citizenship, life and career, and personal and social responsibility

# 3. HNUE as a Learning Organization

## 21 Century Skills for the Educators

Critical Thinking and Problem Solving Skills	Innovation and Creativity Skills
Life and Career Skills	Information, Media and Technology Skills
Leadership skills and Classroom management skills	Networking skills and Negotiating skills
Counselling skills and Research skills	Resource discovery skills and Resource management skills

# 3. HNUE as a Learning Organization

## **Educators Preparedness for a Lifelong Learning World**

The transition from education and training to lifelong learning

a new culture of learning

career-centered learning as LLL strategy  
(ASEAN labor market orientation)

# 3. HNUE as a Learning Organization

## Implementation of 21st Century Skills: Approaches

Added to the existing curriculum  
new subjects

New content within existing subjects

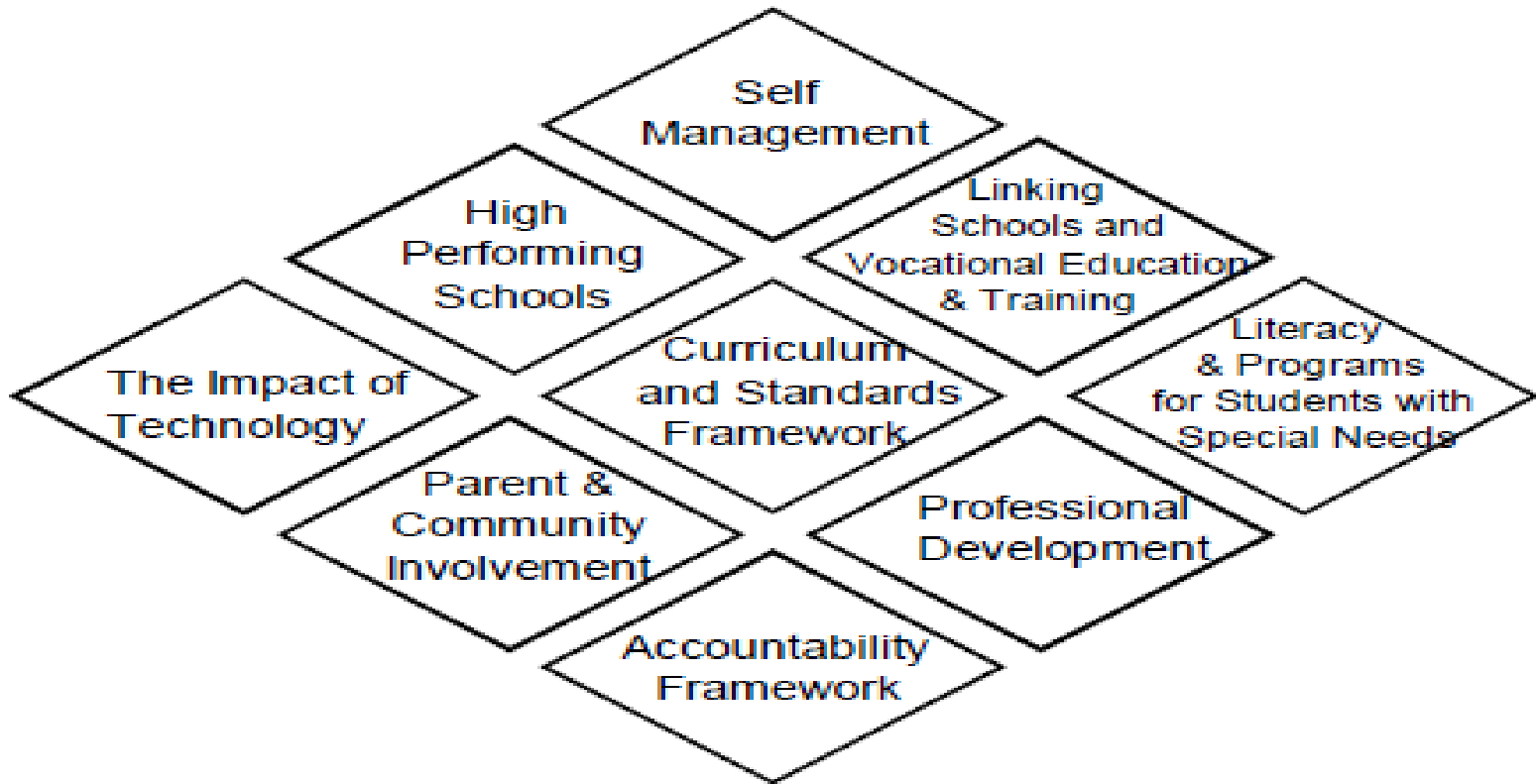
Integrated across the existing curriculum

Cross-curricular competences underpinning school subjects

Part of a new curriculum

Structure no longer based on disciplines

# 3. HNUE as a Learning Organization



Lifelong Learning to be Educators in the 21<sup>st</sup> Century

# 3. HNUE as a Learning Organization

## Curriculum Design and Review

**Know the Learners**



**Know the Curriculum**



**Leading Change**



**Know the Community**



# A Learning Organization

	TRADITIONAL ORGANIZATION	LEARNING ORGANIZATION
APPROACH TO CHANGE	No change once it works	If we do not learn, we will extinct
APPROACH TO IDEAS	If it is not our idea, we do not welcome it	Let us not reinvent the wheel
RESPONSIBILITY FOR INNOVATION	Department of research and development	Each and every member of the organization
MAIN CONCERNS	Making wrong decisions	Inability to learn and adapt
COMPETITIVE ADVANTAGE	Products and services	Ability to learn and exploit knowledge and experience
DUTIES OF MANAGERS	Controlling others	Supporting others

# CONCLUSION

Nevertheless, a change is needed in the organization of learning, to provide formal learning slots for the new curriculum, which designed and revised for lifelong learning. As a learning organization, HNUE is in its transition shifting from teacher education & training to educators preparation for lifelong learning.

# 3. HNUE as a Learning Organization



**THANK YOU**  
for your attention

