

ASEM Forum on Lifelong Learning

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- Keynote speech.
- The education system – what to do? How to tune into future trends.

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I. A. How does the future look?

The world is changing. Human beings interaction with technology (tools) changes all the time.

- 1) Competences must therefore be enhanced all the time → LLL.
- 2) Education system must provide skills needed several decades ahead. How?
- 3) Integrate education more with society.
- 4) A social contract between education system – business – the public sector. Share costs & benefits.

No silo thinking.

I. B. How does the future look?

Jobs extinct year

2030

Utility company engineers.

Delivery and taxi drivers.

Some teachers replaced by online courses.

Travel agents.

Air traffic controllers and pilots.

Book keepers and accountants.

Interpreters and translators.

Newspaper reporters.

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Repetitive tasks OUT.

I. C. How does the future looks? Jobs in demand

year 2030

Aquaponic fish farmer.

Garbage designer.

Healthcare navigator.

Nostalgist.

Rewilder.

Robot counsellor.

Solar technology expert.

Telesurgeon.

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Creative tasks IN. Think. Try.

I. D. How does the future looks? Jobs. Determining

elements. 2030

- Human improvement – maintenance – leisure.
- Demographics and wealth.
- But even more important:
 - 1) Learn to live with technology, use technology, integrate in society.
 - 2) Counselling and coaching. Human factor. We cannot cope ourselves.
 - 3) Top job. Help people to cope with change - stress, adaptation, adjustment, run risks, new environment plus
- Keep human contacts in a technological world.

II. Why is education LLL important?

- If the education system does not get it right skills needed will not be available.
 - 1) Economy will operate below capacity.
 - 2) People with 'wrong' skills will be unemployed.
 - 3) Educated people unemployed → social unrest.
 - 4) Waste of money in education sector, dissatisfied business sector, government 'unhappy'.
 - 5) **INEQUALITY.** People with skills in demand ask for and get higher remuneration. Feeling of **UNFAIRNESS.**

III. How - how do we get it right?

- Education is not a sector in itself.
- Bring in industry to map out education for the future.
- Realize that it takes time to build a 'good' education system. Not quantity but quality.
- Education becomes a business whether we like it or not but draw a line between business and society.
- Education is how to meet challenges – not to perform well-defined functions.
- Therefore: Education is for life – LLL.

IV. A. How - how do we get it right? Learning.

- Learning is by watching and observing – this is nature's prescription.
- In particular we learn by mistakes – our own and other peoples. How NOT to do it.
- Trial and error. Encourage doing/trying something.
- Allow mistakes and encourage risk taking.
- Ambition is to create people with a mix of
CREATIVITY – INDIVIDUALISM – TEAM SPIRIT.
- Sharing with others in the era of knowledge.

IV. B1. How - how do we get it right?

Teaching.

- Teachers should be more like a coach. Encourage pupils to work on their own and make own mistakes.
- The education system becomes much more teacher-student on an equal basis; not the teacher as boss.
- Sometimes teachers can learn from students.
- This is especially true for LLL.
- An interactive way of teaching. Asking WHY – HOW – ANOTHER WAY OF DOING THIS?

IV. B2. How - how do we get it right?

Teaching.

- Always remember > Objective is to build competences. Not factual knowledge.
- Factual knowledge is available at databases. Teach how to look for it, retrieve it, systematize it, the best search-words. How to find it. How to use it. How to store it.
- Objective: Ability to solve problems. Options. Combine options according to problems. Choose input from a variety of sources.

IV. C. How - how do we get it right? Communication.

- ICT incredibly instrument for communication but bring in the human factor – human relationship.
- If learning – teaching as mentioned above shall be successful: FEED – OUT and FEED – BACK. Only possible with equal basis. Constantly.
- FEED – OUT: Teacher tells the purpose. Student what he/she looks for/needs.
- FEED – BACK. Teacher tells the student what wrong/good. Praise works better than criticism. Student tells teacher about methods and effects.

V. The future management.

- Management is different from leadership. Opt for qualities embedded in leadership even if we cannot all be leaders. Command – control – values.
- Command. No initiative. Wait for somebody to tell you what to do.
- Control. Rely on the supervisor and after control – do not trust yourself because you do not need to.
- Values. Act on your own, believe in your own qualities, common and shared values.
- Education must teach VALUES.

VI. The five core functions.

We can take a step towards managing change by teaching five core functions.

- Core business. What kind of business are we in.
- Core value added. What is it that makes our product preferable for the consumer.
- Core message. How do we want the outside world to look at us.
- Core working methods. Why do we do things the way we do – any better ways of doing it.
- Core need. What is the underlying demand.

VII. Three guidelines.

- Autonomy. Teach people to work on their own. Experience + studies show creativity goes up.
- Mastery. Teach people to master their profession. If so they get proud. If so they become more creative and productivity goes up.
- Purpose. Teach people to search for and ask – and leaders to reply – what are we doing and why?
Motivation.
- These three guidelines are better incentives than money, but are they taught and in LLL?

VIII. A. Interdisciplinary. Once? Always?

Retirement?

- Industrial age education system. One angle. One sector. Once and at your young age.
- Now instead of preparing for life we lift education into a permanent phenomenon. LLL.
- A new perspective. LLL after retirement! Maybe retirement will belong to the past.
- Studies of when to start teaching or coaching. How much do children understand and when are they ready to learn.
- Age is no longer relevant.

VIII. B. Interdisciplinary. Combine – Flexibility – Complexity.

- Ask questions instead of providing answers/solutions to questions asked by somebody else.
- That cannot be done within a silo – one disciplinary thinking.
- Combine several disciplines irrespective of how the initial issue looked.
- Lead us to complexity. What matters is the solution.
- Not how we get to it.
- Combination – flexibility – malleability.

IX. Pedagogy.

- Pedagogy is the ultimate answer to achieve what is enumerated above.
- OCW and similar tools via ICT turns curriculum into the same globally.
- But pedagogy determines how good we are to turn students into masters of adaptability and adjustment – control and use change.
- Interaction between teacher and student!

X. Conclusion. The future beckons.

- Keys to master/ survive in a changing world are:
 - 1) Teacher – Student relationship.
 - 2) Pedagogy. How to learn – how to teach.
 - 3) Constant upgrading – LLL. Total lifespan.
 - 4) Interdisciplinary – intersectoral – complexity.
 - 5) Creativity by asking questions – why and how – combine – trial and error – risk taking.
 - 6) Factual knowledge? Retrieve – combine – store.

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1) HOW ASIA CAN SHAPE THE WORLD – from the era of plenty to the era of scarcities. 2011.

2) The global economy in Transition, Debt and Resource scarcities. 2013.

3) Political Economy in the Globalized World. 2009.

Article of special interest: **Leadership 2.0**: The Need For **A** New Type Of Leadership. Catalyst Asia 01-06/2015.

<https://catalystasia.wordpress.com/page/10/>