ASEM Forum on Lifelong Learning 2016: 21st Century Skills

Workshop “Preparing Educators for The 21st Century”

4 October 2016

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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
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 20th century:

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

Education in the 21st 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 21st 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

Diagram: Triangular structure representing the components of a learning organization with columns labeled Organization, People, Knowledge, and Technology, and foundations labeled Environment, Economy, Society, Polity, and Technology.
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
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

<table>
<thead>
<tr>
<th>Ways of thinking</th>
<th>creativity, critical thinking, problem-solving, decision-making</th>
</tr>
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<tbody>
<tr>
<td>Ways of working</td>
<td>Communication and collaboration</td>
</tr>
<tr>
<td>Tools for working</td>
<td>ICT and information literacy</td>
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<tr>
<td>Life skills</td>
<td>citizenship, life and career, and personal and social responsibility</td>
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</tbody>
</table>
### 3. HNUE as a Learning Organization

#### 21 Century Skills for the Educators

<table>
<thead>
<tr>
<th>Critical Thinking and Problem Solving Skills</th>
<th>Innovation and Creativity Skills</th>
</tr>
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<tbody>
<tr>
<td>Life and Career Skills</td>
<td>Information, Media and Technology Skills</td>
</tr>
<tr>
<td>Leadership skills and Classroom management skills</td>
<td>Networking skills and Negotiating skills</td>
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<tr>
<td>Counselling skills and Research skills</td>
<td>Resource discovery skills and Resource management skills</td>
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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 21st Century
3. HNUE as a Learning Organization

Curriculum Design and Review

<table>
<thead>
<tr>
<th>Know the Learners</th>
<th>Know the Curriculum</th>
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</thead>
<tbody>
<tr>
<td>Leading Change</td>
<td>Know the Community</td>
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</tbody>
</table>
A Learning Organization

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