

ASEM Forum on Lifelong Learning: 21st Century Skills

Thematic Summaries

Workshop A-G

21st Century Skills

Workshop A: Higher Education and Sustainable Development

- Importance of **multi-levels** of analysis in developing an understanding of complex interactions.
- Importance of dissemination of evidence base critiquing hegemonic view- even 'in principle'- of capacity to predict future skill and knowledge requirements.
- Challenge that market driven systems of adult learning (eg. by employers) can lead to **increasing** educational equality gaps (in terms of levels of participation in lifelong learning).

21st Century Skills

Workshop B: Preparing Educators for the 21st Century

- Adaption to the concrete situation is and was a core characteristic of educators.
- The requested cooperation between education and economy has to be enlarged with all sectors of a society.
- Defining common skills on a joint macro-level includes the risk of ignoring the local integration and interrelation of education.

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Workshop C: Assessment and Learning Culture

- Authentic Assessment is very much essential to understand the learning outcomes of the students as well as the merit of the academic programme.
- Alternative assessment practices are important that includes oral, portfolio assessments and other forms.
- Technology can be used to standardize the assessment process and can minimize the academic dishonesty among the students during examinations.

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Workshop D: National Strategies for Lifelong Learning

- Availability needs to be linked with other kinds of evidence, from qualitative methods, which illuminates different aspects of the policy process.
- The drift to focus on the economic purposes is understandable but ultimately short-sighted.
- The need for national policies to be inclusive and to recognise diverse ways of knowing, thinking and doing.

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Workshop E: Educational Challenges for E-learning

- Learners = Active organizers of knowledge.
- What we call 21st century skills might have been existed in the past; however, what is important is important to find, use and process them.
- It is our role to educate innovative students across the countries by building a common innovation environment.

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Workshop F: Core Competences for an Unknown Future

- Use and develop models of partnership between educational institutions and industrial/social partners in order to provide learning experiences through, at and for work.
- Be careful and precise when using terminology because meaning may differ between fields, cultures and institutions.
- Students need support and guidance in order to be able to develop self-awareness and personal development.

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Workshop G: Workplace as Learning Space

- Educated attributes including the ability to read work and life situations critically and with good (attuned judgment) together with the abilities to put all forms of knowledge (including those informally acquired) to work, productively and ethically.
- Digital technologies are driving changes in workplace learning, expanding the scope for accessing learning resources and making new kinds of connections, but also creating dangers of marginalisation for some categories of workers (digital divide).
- Asian learning cultures emphasise self-knowledge and shared social responsibility; European learning cultures are emphasising creativity and innovation at work. Both have to be kept in view for 21st century skills that are holistic and future-oriented.