

## Seminar C: “Professionalisation of Adult Teachers and Trainers”

Venue: Room Thang Loi 4

Time: 1300- 1630, 7 December 2010

Chair: Professor S.Y. Shah, Jawaharlal Nehru University, New Delhi, India

Co-Chair: Susanne Lattke, German Institute for Adult Education, Bonn, Germany

### Schedule

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|--------------------|--|
| 13.00-13.15        | <b>C1: <i>Exploring Rural Women’s Learning Motivations</i></b><br>Nguyen Thi Mai Ha, Viet Nam National Institute of Education Sciences,<br>Vietnam   |
| 13.15-13.30        | <b>C2: <i>Enhancing cross-cultural Competence among Southeast Asian Teachers in Adult Lifelong Learning</i></b><br>Professor Atanacio Panahon, Ateneo de Malina University, the Philippines      |
| 13.30-13.45        | <b>C3: <i>Concept of Citizenship and Enhancing Cross-cultural Competence among Teachers in Adult Lifelong Learning</i></b><br>Professor Vaiva Zuzeviciute, Vytautas Magnus University, Lithuania |
| 13.45-14.00        | <b>C4: <i>Raising Professional and Research Qualification of Academic Staff: the Key Issue nowadays in Latvia</i></b><br>Assoc. Professor Svetlana Surikova, University of Latvia, Latvia        |
| 14.00-14.30        | Discussion   |
| <b>14.30-15.00</b> | <b>Tea/coffee break</b>  |
| 15.00-15.15        | <b>C5: <i>Non-formal Adult Education in Viet Nam 2001-2010</i></b><br>Professor Pham Tat Dong, Vietnam   |
| 15.15-15.30        | <b>C6: <i>Are we Nurturing Lifelong Learners through our Higher Education System?: Malaysian Experience</i></b><br>Professor Kamisah Osman, National University of Malaysia                      |
| 15.30-15.45        | <b>C7: <i>Strategies of Professionalisation of the Lifelong Learning Teachers in India</i></b><br>Dr. P. Adinarayana Reddy and Dr, D.Umadevi, India  |
| 15.45-16.00        | <b>C8: <i>Lifelong learning for Professionals at Zhejiang University</i></b><br>Professor Shanan Zhu, Zhejiang University, China   |
| 16.00- 16.30       | Discussion   |

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### C1: Exploring Rural Women’s Learning Motivations

**C1- Abstract:** Viet Nam’s socio-economic progress presents the agricultural workforce, particularly women, with lifelong learning challenges and opportunities. In Vietnam, women account for 70% of the workforce. Currently, men in rural areas often migrate to urban areas for employment opportunities and as a result female agricultural laborers must play key roles in raising their children and developing rural communities. A recent survey on the learning motivations of female agricultural laborers in Ninh Binh, a Northern Delta province of Vietnam, has indicated the following:

1. Female agricultural laborers identified learning needs in terms of improving life skills necessary for modern life and of learning new techniques to meet changing agricultural production requirements. Increased efficiency would allow them time to create additional income.
2. However, the identified learning needs of the respondents are still focused on reinforcing traditional gender roles and expectations. The respondents have not actually considered learning as a resource to increase agricultural production in the market-oriented economy.
3. Female agricultural laborers have less time for learning or rest; they are busy with traditional gender roles in the family. Therefore, they have not actually spent time for self-learning and updating knowledge.
4. Local communities have not met the learning needs of female agricultural workforce. (community learning centres fall short of facilities and capacities).

**C1- Presenter:** Ms. Nguyen Thi Mai Ha serves as a researcher for the Research Centre for Non-formal Education at the Vietnam National Institute for Educational Sciences (VNIES). She has worked in the field of gender and education, specifically on enhancing learning opportunities for women and girls, especially for those in disadvantaged circumstances. She is currently working on a project titled “Exploring learning motivation and factors affecting on motivation of adult learning”.

### C2: Enhancing cross-cultural Competence among Southeast Asian Teachers in Adult Lifelong Learning

**C2-Abstract:** The rise of the borderless world and networked organizations coupled with an almost irreversible phenomenon of increased movement of workers, students, visitors, and retirees to overseas destinations has made cross-cultural competence a compelling proposition.

A review of existing body of research on cross-cultural competence points to a limited discussion on the topic in reference to adult and lifelong learning in Southeast Asia. In the past 30 years, there has been a general push among higher education institutions (HEIs) in Europe and some parts of

Asia, especially among business schools, to structure teaching, research, and service activities to international level (Stone, 2006; Beerkens & Derwende, 2007). Admittedly, while the capability of HEI faculty in handling cultural diversity in the classroom is being addressed through formal training and faculty exchange, the issue of cross-cultural competence among teachers (and trainers) in adult education in Southeast Asia is subject to debate.

The paper clarifies the definition of cross-cultural competence in the context of adult and lifelong learning and discusses the essential elements for one to become culturally competent. How cross-cultural competence relates to the new construct called cultural intelligence (CQ) is likewise discussed in the paper.

The paper outlines the basis why teachers (and trainers) in adult education have to be culturally competent. Among the reasons expounded pertains to the need for teachers themselves to be culturally savvy so as to be more capable in facilitating the learning process of adults in handling cultural conflicts. TVET which is part of adult learning in Southeast Asia has to provide better equipping for would-be workers in overseas posting. And such training includes learning modules in handling cross-cultural dynamics.

**C2-Presenter:** Atanacio Panahon II is both an academic and a practitioner. He is an international



investment banker with years of experience working as a senior officer for several financial institutions in Asia and Europe. Prof. Panahon graduated from Ateneo de Manila University (MBA) and the University of the Philippines (MTM) and currently teaches at the European Studies Program and the Graduate School of Business of the Ateneo de Manila University. He is a contributing author to three (3) internationally-published books, namely “The Future of European Studies in Asia” (Singapore, 2008), “Frameworks for Supporting Lifelong Learning”

(Beijing, 2010), and “Teachers and Trainers in Adult and Lifelong Learning” (Frankfurt, 2010). Prof. Panahon sits in the Board of Trustees of Alliance Graduate School and acts as the President of a Philippine financial consultancy firm.

### **C3: Concept of citizenship and enhancing cross-cultural competence among teachers in adult lifelong learning**

**C3-Abstract:** Contemporary society, is a globalised one, and, even, if there are some countries, such as Lithuania, which is a nation based country, there is a need to start planning facing multicultural context. Teachers, as adults comprise a major group that has to be approached for this task. Because, a culturally sensitive and supportive atmosphere in class almost totally

depends on the activity of a teacher. Teachers, as adults have to acquire intercultural education competence and, for Lithuanians, this is a difficult task, with no traditions in the field. Citizenship has a major impact in this process, because respecting rights, respecting other cultures and religions is at core of authentic and rewarding intercultural interactions. This presentation aims at presenting data from an empiric study (qualitative, focus group and written reports of the discussions in focus group) that was aimed at identifying what meaning of citizenship did respondents attribute to citizenship. Three different groups of respondents participated, one of the group represented adult educators from several countries: Lithuania, Germany, Finland, another group was comprised of students at vocational school, and the last group was comprised of unemployed adults. The major limitation of the study is the low number of respondents, which is a characteristics of almost all qualitative studies. However, the limitation is counterbalanced by comparison of contribution of three groups of respondents.

### **C3-Presenter:**



**Vaiva Zuzevičiūtė** is Professor (PhD in Education in 2005, Habilitation procedure completed in 2008) at the Department of Education at Vytautas Magnus University (Kaunas, Lithuania). Her professional experience includes teaching of undergraduates, graduates and supervision of doctoral studies. Vaiva Zuzeviciute is a member of BARAE (Baltic Association for Research in Adult Education); member of the editorial Board of the journal “Studies for Learning Society “, and member of ESREA (European Society for Research on the Education of

Adults), also, national delegate of the Lifelong Learning Committee, World Committee of Education and Lifelong Learning. Main research themes include adult education, didactics of higher education, development of e-learning and education towards social cohesion and citizenship. Relevant publications include Zuzevičiūtė V., Teresevičienė M. (2009). Towards the Professionalisation of Adult Educator’s Activities: Challenges and Perspectives. Monography. Institute for International Cooperation of the German Adult Education Association-dvv international, Germany- Poland, Warszawa ISBN 978-83-7204-812-7. More information: <http://www.vdu.lt/edukologija/?q=node/2>

### **C4: Raising professional and research qualification of academic staff: the key issue nowadays in Latvia**

**C4- Abstract:** The gap between supply and demand of labour skills remains a key problem for Latvia, leading it to focus more than ever on education and training. The ESF Priority 1 in Latvia is

Higher education and science with modernising universities and retraining academic staff. In the National Strategic Reference Framework for 2007-2013 and operational programme 'Human Resources and Employment' the analysis of the current situation identifies the following problems in the development of higher education: ageing of academic staff (especially, among professors and associate professors) and its unsatisfactory activity in the qualification improvements as well as shortage of new graduates of Doctor's degree who could qualify for positions of professor or lecturer in Latvian universities and who could be involved in the education of young specialists. The goal of the paper is to study the challenges and opportunities of raising professional and research qualification and competence of academic staff in Latvia (2006-2010). Latvia's national strategic documents such as the National Strategic Reference Framework for 2007-2013, the operational programme "Human Resources and Employment" 2007-2013, the National Development Plan for 2007-2013; Action Plan for Necessary Reforms in Higher Education and Science for 2010-2012 have been studied in order to analyze the current situation, to identify the problems in the development of higher education and determine the main tasks of solution.

**C4-Presenter: Svetlana Surikova** is Doctor of Pedagogy (Dr.paed.), a researcher at the Institute of Pedagogical Sciences of the Faculty of Education, Psychology and Art of the University of Latvia. She is a consultant (tutor) in the interuniversity Master's programme "Educational Treatment of Diversity". Her scientific interests encompass formal, non-formal and informal education programmes for university staff professional development, effectiveness and quality assurance in higher education, new generation learning quality, and educational treatment of diversity in inclusive contexts. She has experience in international and local research projects. The findings of the research were presented in various Latvian and international conferences and published in more than 35 papers.



### **C5: Non-formal adult education in Viet Nam, 2001-2010**

#### **C5-Abstract**

**C5 -Presenter: Professor Phạm Tất Dong**

### **C6: Are we nurturing life-long learners through our higher education system? Malaysian Experience**

**C6-Abstract:** The world around us is constantly changing, evolving, and most belief that it is changing in unprecedented speed caused by globalization. As part of this ever changing society, we must also be able to adapt and learn new skills to keep up with these changes. Therefore,

modern universities can no longer be content in imparting well established and current knowledge and skills to their students, but must be able to equip students with the generic ability to guide their own learning, throughout their lives and in the wide variety of situations they will encounter after leaving formal education. This is particularly important in the developing country like Malaysia, striving to gain a footing in the world. Having human capital that is adaptable and proactive in learning new skills are essential in being able to be competitive in the world. This paper aims to discuss if Malaysian universities are nurturing life-long learners, and to what extent. Besides, factors that are associated with the characteristics of life-long learning among Malaysian university students will also be explored

#### **C6 - Presenter:**



Associate Professor Dr. **Kamisah Osman** is currently the Head of Quality Management at the Faculty of Education, The National University of Malaysia. She obtained her Masters in Science Education and Phd in Science Education from the Centre for Science and Technology Education, The University of Manchester, United Kingdom. Currently she is actively involved in maintaining the Quality Assurance processes at the university as well as national level. Besides, she is also actively conducting research and hence publication in her area of interest; science education and thinking skills. She is an Editorial Board member of the Eurasian Journal of Science and Mathematics

Education, Science Education Review as well as Review of Journal of Research in Science Teaching. She is also an active member of European eLearning Think Thank (eLTT) Group and play a major role as evaluator of students' learning and retention. This project is fully funded by under the auspices of EDUCAUSE project funded by Bill and Melinda Gates Foundation

#### **C7: Strategies of Professionalization of the Lifelong Learning Teachers in India**

**C7- Abstract:** The term Lifelong learning is used in India to denote the education acquired through all forms of education by the clientele voluntarily to improve their knowledge, skill and competencies in their profession, and further education to improve their occupational status throughout their life. The major source of lifelong opportunities is formal and non formal streams of education. India being the second largest country in the world in terms of population also possessed large number of illiterates, low educated and skill less. Viewing that these are obstricals for the faster growth of the country, to improve the resourcefulness of the population with

different levels of competencies and make use them in the economy it has created educational opportunities through different steams of education at various levels suitable to all sections of the population and also created conducive environment for promotion of lifelong learning.

The programmes designed for promotion of lifelong learning are of broadly of four categories viz., Adult literacy programme, skills and competency promotion programmes , orientation and refresher courses and Continuing education. The teachers involved in the above sectors have been professionalized to discharge their functions. The present paper deals with the strategies adopted in India for professionalization of the teachers involved in area of lifelong learning

### **C7- Presenters:**

**P. Adinarayana Reddy** is the Director, Department of Adult and Continuing Education and Principal, Institute for Advanced Study in Education at Sri Venkateswara University in Tirupati –



517 501, Andhra Pradesh, India. He received his masters and doctoral degrees in Adult Education. In addition, he possess Masters in Education. He has been working in the field of Adult Education for the last 28 years and has published 106 papers, 40 books on various themes of adult education, completed 28 research projects, awarded with Sardar Patel Literacy Award (2003). Presently working on factors affecting the participation and performance of the tribal girls studying tribal and non-tribal institutions



**D. Uma Devi** is formerly worked as Research Associate and presently working as Assistant Director, Centre for the Study of Social Exclusion and Inclusive Policy, S.K. University, Anantapur, India. She had her masters degrees in Adult Education and Sociology and doctoral degree in the discipline of Adult Education. She has published 54 papers, 15 books and completed 2 research projects. Presently she is working on Impact of Continuing Education Programme on Social Transformation of Socially Exclusives.

### **C8: Lifelong learning for professionals at Zhejiang University**

#### **C8-Abstract:**

Since 1956, Zhejiang University had begun its adult education. Only recently the adult education at Zhejiang University gradually transforms into lifelong learning to catch up with the new global trend in adult education. The lifelong learning for professionals is based on the following facts: (1) new

role of the lifelong education in the country's education system; (2) universities especially the research universities have their advantage and obligation in lifelong education; (3) the need of the professionals and marketplace.

Professionalization is the most important factor in ensuring the high-quality of lifelong education programs taken at the university. To improve its ability to maintain the lifelong education programs to be sustainable and actually serve the local and national social and economic developments, Zhejiang University tries to do the following things:

- To set up an new administrative system for lifelong education management;
- To change training contents;
- To change the training models ;
- To introduce quality assessment in lifelong education.

We have some successful examples to share with.

#### **C8-Presenter:**



**Dr. Shan'an Zhu** received both his B.S. in Jan. 1982 and M.S. in Dec. 1984, in electrical engineering and his Ph.D. in mechanical engineering, in Dec. 1987 from Zhejiang University. From 1990 to 1992, he was a Postdoc, in the Department of Mechanical Engineering at UMIST and an RA in the Department of Engineering Science at University of Oxford in UK.

From 1992 to 1995, he worked as a visiting scholar at Argonne National Laboratory, and as a research associate in the Department of Electrical Engineering at the University of Utah in USA. During 1995 and 1998, he was a research fellow in Department of Electrical Engineering at National University of Singapore. His research work includes adaptive control, signal processing, biomedical functional imaging and source imaging.

In Aug. 1999, Dr, Shan'an Zhu was a professor and the vice dean of the College of Electrical Engineering at Zhejiang University. In 2005, he served as the dean of the School of Continuing Education. From 2006 to the present, he is the director of the Administration of Continuing Education at Zhejiang University.