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Malcolm Field read Education at the University of Cambridge. Understanding how individuals make sense of their worlds has always driven his interest in learning and how people learn. He has published several edited works on education. He has also published on technology's influence in education and on learning outcomes. He is currently investigating and comparing learning outcomes in science-based programs in collaboration with one of the best universities in Thailand.

Dr. Field currently works at Kyorin University in Tokyo, Japan where he is involved in the Global Career Program. He has worked in Japan's higher education sector for nearly twenty years. He has been involved with Vietnam's education sector for more than seven years. He is passionate about developing educational opportunities in developing economies that are based on sound advice and are evidence-led.

Dr. Ian H. Frank
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Ian Frank holds a Ph.D. from the University of Edinburgh (Artificial Intelligence) for which he won a doctoral dissertation of the year award. He has been working in Japan's higher education sector for many years, with a broad CV both in teaching and in administration. He has researched and published extensively in areas including computing, game theory, cognitive science, psychology, education and the performing arts. He has facilitated numerous workshops in countries including Japan, Australia, England and Vietnam.

He is also the founding and current Festival Director of the "World Music and Dance Festival (WMDF), which has brought over 1750 artists from 46 countries to Japan. By co-incidence, in 2018 WMDF is reflecting on ten completed years and planning the future decade under a theme of "New Beginnings".

BUILDING CAPACITY FOR A SUSTAINABLE FUTURE IN VIETNAMESE EDUCATION

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ABSTRACT

For governments, capacity is measured in potential or realized economic development. In Vietnam, educational training seminars abound, but what evidence is there of transfer: operationalized knowledge in real-world contexts?

Vietnam's recent progress is a South East Asian success story. Between 1990 and 2016, GDP grew by more than 3000% (WENR, 2017), and the 2015 PISA results - 8th in science, 17th in math and 19th in reading - outstripped countries with much higher GDP output and wealth (Vietnamnet, 2017, Pfeiffer, 2016). The incredible rise is not guaranteed into the future. Much is dependent upon a combination of complex factors, including government policy, sustained foreign direct investment, infrastructure development, and the modernizing of systems and services.

Some, notably including the World Bank, have attempted to attribute Vietnam's performance to factors related to education, both cultural (focus on school work, time studying outside classrooms) and systemic (centralized education, school resources, connectivity, more children in early and primary education). Continued growth would then require the expansion and development of the education and vocational training sectors.

We believe that quality of teaching is a reflection of the quality of the teacher training and the institutional support that teachers receive. Further, we believe that capacity development goes beyond practice and policy implementation: it extends to the changing of mindsets and of attitudes that lead to quality of life, and to the empowerment of individuals, leaders, organizations and society. "The training of educators is a pillar of sustainable development and national capacity building" (AIAI, 2018).

This paper reflects on our many years (well over a decade combined) of working with educators and of leading seminars in Vietnam. Using theoretical understandings of capacity development, we reconcile our participant observations and experiences against the literature, and draw conclusions about building sustainable future capacity in the Vietnamese education sector.
