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# The Situation Analysis of Lifelong Learning in Vietnam 2010

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## 1. Executive Summary and Recommendations

Vietnam is on the way to build and sustain a well-functioning society and secure its sound socio-economic development in the future. This report suggests to give top-priority to lifelong learning in Vietnam, to upgrade and up-skill the adult population across the age span and develop its human resources to its full potential.

A large part of the report draws on existing materials produced by the Vietnamese government, other national and international agencies, and academic sources. It also draws on over 40 group meetings and individual semi-structured interviews with relevant key stakeholders at different levels from 4 ministries, businesses in public sector, private sector, social partners, civil society, NGOs, CLCs and CECs, universities, libraries and museums. It includes a range of field visits to DOETs and educational establishments in 6 cities and provinces in the Northern, Central and Southern regions of Vietnam: Hanoi and Thai Binh in the North, Hue and Danang in the Centre, Binh Duong and Ho Chi Minh City in the South. And finally it has taken into account the feedback on preliminary findings and recommendations in a one-day consultation workshop with 46 Vietnamese policy makers, academics, and practitioners.

The intention has been to support the MOET in undertaking a situational analysis of opportunities and challenges for building a lifelong learning system in Vietnam, informed by international knowledge and experience.

After five years with the initiative of building the learning society, much has been done, but not all achieved. Vietnam has done a very good job in basic education; much has improved in secondary, technical and vocational as well as tertiary and higher education. This provides strong foundations to move forward in lifelong learning. The experience from many countries like Korea, Thailand, UK and Denmark reveals, that passing of a law on lifelong learning and deciding on a national strategy for lifelong learning gives focus and resources to the area. Therefore this report suggests that a law on lifelong learning should be passed together with a lifelong learning strategy to be

added to the Education Law 2005 with very detailed regulations, especially on inter-sectoral cooperation and budget, a clear implementation plan with guidelines, and methods of evaluation of the implementation.

The concept of lifelong learning is present and well developed in many policy documents, but is still not implemented to the full potential in practice. One of the biggest obstacles is lack of awareness of the concept of LLL among many leaders and in the public, and as a consequence of this, also lack of inter-sectoral cooperation. Therefore it is suggested to support promotion raising measures like annual Lifelong Learning Festivals, campaigns at radio and television, and to establish an intra-governmental permanent coordinating body for LLL to secure inter-sectoral cooperation at the implementation level. It is suggested that the Continuing Education Department/MOET could take this role. It should be strengthened and changed to Bureau of LLL with new tasks of coordinating the new era for LLL in VN at the implementation level. Likewise there could be a steering committee for LLL at provincial and district level, for information and experience sharing for promoting inter-sectoral cooperation.

One of the key strategic decisions to promote learning society and strengthening LLL in Vietnam could be to appoint learning cities and regions, which would function as movers and drivers in national and regional development, develop competences of the workforce and attract investment in new workplaces. This would also create opportunities for cross-sectoral cooperation.

The establishment of the proposed SEAMEO Centre for LLL in Vietnam will attract experience from the ASEAN region and has the potential to make Vietnam one of the leading countries in LLL in Asia.

There are many devoted teachers in the field of non-formal education, who have achieved remarkable results, and the teaching profession is highly respected. However there is often insufficient relevant training for staff working in the lifelong learning sector.

The teaching methodology should be more flexible and diverse. It is suggested to engage in cooperation between education institutions and the world of work to develop new curricula, and to establish a number of Regional Lifelong Learning Resource Centres to train adult teachers at local and province level. CLCs could function better with at least one permanent staff, improved regulations and infrastructure. Some universities could establish Faculties of Continuing Education and Training – or Lifelong Learning - and develop a BA-programme in continuing and adult education, for qualifying adult learning professionals working full time in LLL, like the future leaders of CLC and CEC, educational leaders, managers and planners in ministry, province and district levels, and in HR divisions in public and private companies. Further it is suggested to explore possibilities for establishing a MA programme in Lifelong Learning to be offered by VNIES to train top leaders and managers in the field, eventually in cooperation with SEAMEO Centre for LLL.

Strengthening the National Qualifications Framework and a quality assurance system for non-formal learning would further secure the relevance of the training system for lifelong learning teachers and professionals. A recognition and validation system for non-formal and informal learning, based on learning outcomes, also for crafts – linked to national qualifications framework, would further allow for qualifications, skills and competences developed at all levels, including workplace learning, to be recognised.

There are many providers of lifelong learning, and the number of Community Learning Centres is reaching 10.000, with one in almost every commune, and a Continuing Education Centre in almost every district or province. However the CLCs are functioning on a very low budget and suffer weak infrastructure. Many social organisations are involved in the educational provision, but both CLCs and CECs would profit from more inter-sectoral cooperation with NGOs and also with enterprises at the local level. New types of providers could add to the scale of provision – universities and colleges could offer short courses at high level and secure transfer of knowledge from universities to society, and play a stronger role in LLL. At the same time the providers would profit from better identification of the learning needs in the different districts, and from forecasts of

the future need for especially skilled workers and managers at the middle level. Much could also be gained from improving NGOs influence and participation.

NGOs have played and continue to play a paramount role at the local, district and national level in supporting and developing inter-sectoral cooperation and supporting study opportunities for adults. They will be important partners for MOET in building the learning society, in communicating the concept of lifelong learning, awareness raising, and stimulating peoples motivation to learn.

There is some research in non-formal education that allows for MOET to build new initiatives on an evidence base, but still little research on LLL. Research in this field would necessitate revisiting the roles and functions of Research Centre for Non-Formal Education under VNIES as well as other relevant research institutions, to form a research base for to support the LLL system.

Access to lifelong learning for broader layers of the whole population could be strengthened by supporting higher quality in guidance and counselling, developing more ICT-supported learning, and using also libraries and museums as LLL arenas.

There is a very well planned strategy for gender equality in Vietnam, but women participation in lifelong learning is not very well reflected in the key documents. Targets for womens access to and participation in LLL could be added to the National Target Program on gender equality from 2011 to 2015.

New financial models could be explored with international inspiration, in order to create models that would be productive and relevant in the Vietnamese context. A tripartite public-private financing system with contributions from state, trade unions of employers and of employees, and from the individuals could be explored. Likewise for models based on tax deduction for investments in human resource development, and models based on learning accounts. There is a need to work on policy level to find a financial system with funds from various sectors including the private sector, and to analyse the

financial foundation for the CLCs, considering also the possibility of taking fees. Another model to work on could be a mechanism to give loans for LLL, parallel to credits to student to study in university. Public investment in human resources development is today only 3% of the education budget, but could be increased to 6-10%. As part of the analysis of financing models, a research project on the return on investment in education could be very important. There could eventually be a partnership with Vietnam Chamber of Commerce and Industry, as well as mobilisation of resources from different organisations and institutions. Enterprises could be requested to earmark a certain percentage of the salary or the profit of the company to LLL.

Furthermore a system of incentives could be explored with focus on study leave programmes, tax reduction, or free access to training facilities at different institutions, Also worth consideration is mobilization of international partners to support LLL initiatives.

### **Short version of recommendations**

- 1. Make a law on LLL*
- 2. Develop a national strategy for LLL with implementation guidelines for the coming decade*
- 3. Strengthen the Continuing Education Department and change it to the National Bureau for LLL tasked with coordinating the implementation of building the learning society in Vietnam. Set up a Communication Office within the National Bureau for LLL, such as a website on LLL and learning society, lifelong learning festivals, learning cities, spread a culture of LLL, LLL programmes on the state broadcasting system*
- 4. Raise awareness about the concept of LLL through Lifelong Learning Festivals*
- 5. Select some Learning Cities to attract investment and establish inter-sectoral cooperation*
- 6. Strengthen Guidance and Counselling to maximise information impact*



7. *Establish 3 Regional Lifelong Learning Resource Centres to raise quality in CLCs and CECs, and employ at least one permanent staff in all CLCs to develop capacity and support infrastructure*
8. *Create Faculties of Lifelong Learning at some universities to offer BA-programmes or modules in continuing and adult education, for qualifying adult learning professionals in Vietnam*
9. *Offer at VNIES a MA-programme in lifelong learning*
10. *Establish SEAMEO Centre for LLL to increase research capacity and international cooperation in LLL for knowledge production*
11. *Promote workplace learning and cooperation with enterprises*
12. *Improve the National Qualifications Framework to facilitate LLL and linking to a Scheme for Recognition and validation of non-formal learning*
13. *Involve libraries and museums, and workplaces, as new learning arenas*
14. *Supplement the National Target Program on gender Equality from 2011 to 2015 with targets for women participation in LLL*
15. *Build a Tripartite Financing system for LLL with state, employers and employees*
16. *Fund more research on LLL and statistics, with new organisational structure*
17. *Demand a stronger role of universities and colleges in LLL and knowledge transfer*

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## 2. Introduction

There is a clear understanding at the international level that in today's societies and economies, education plays a vital role for social, economic, and human development. While the role of formal education and training has been central in agricultural and industrial society, the recent development of knowledge-intensive new technologies together with rapid knowledge production and its transfer in agriculture, fishery and industry, the globalization of economies and the ensuing pressure on competitiveness, has necessitated people to continuously learn new skills, upgrade qualifications and develop competencies. In all countries in the world, there is a growing understanding, that this situation also calls for continuing education and training, and for learning throughout life through formal, non-formal and informal learning. Many countries have worked to change their education system into a lifelong learning system, most notably the European Union, whose otherwise sector-specific education and training programmes since 2007 are collected under the overall concept of Lifelong Learning.

As Vietnam gradually moves from primarily being an agricultural society towards a manufacturing, industrial and service society and with new trends and features of a knowledge society, it will require that all people of Vietnam will be provided the opportunities and support to continuously upgrade their knowledge and skills, for living and working in Vietnam.

While formal education is highly regarded in the Vietnamese cultures and traditions, the concept of lifelong and lifewide learning is still abstract and ambiguous, albeit it being present in many law texts. The draft Education Development Strategy 2011-2020 (MOET 2010b) calls for diversification, standardisation and specialisation of the national education system to provide lifelong learning opportunities for learners, with a new decree for restructuring the education system. However in the implementation there is still much to be done, and linkages between formal and non-formal education, as well as the role of informal learning need to be recognised and clearly articulated.

Furthermore, the 3 year review of the implementation of the Decision on Building Learning Society (The prime Minister, 2005), revealed that the Ministry of Education and Training together with civil society so far is the sole provider to be recognised in the process. Contributions to lifelong learning from other ministries and sectors while exist have not been recognized due to the lack of understanding of the linkages, and to a too narrow understanding of the concept of lifelong learning. Accordingly, the Government has now established a Steering Committee on Building Learning Society for the period 2011-2020 and will involve various stakeholders in the process. Identification of key actors and their role in lifelong learning as well as the coordination and collaboration amongst them is thus of high priority. There is also a need to research on financial models so as to better mobilize resources.

The profound socio-economic reform, known as 'Doi Moi'- Renovation- which was introduced in 1986 has brought about changes in every aspect of Vietnamese people's lifes, especially in education and training needs, and learning opportunities. Vietnam is integrating into the international arena and reshaping its education policies and human resource development strategy in order to respond to new challenges of the country's development and globalisation. The government of Vietnam recognised already many years ago the increasing importance of lifelong learning (LLL) for individual, community and country development, therefore lifelong learning and non-formal education were institutionalised in the Constitution of S.R of Vietnam in 1992 and in the National Education Law 1998 and 2005, in the Law on Vocational Training 2006, and in many important documents of the Vietnam Communist Party. However, LLL is still a relatively new and ambiguous concept among leaders, professionals and people of Vietnam. Against this background, this report will provide an analysis of the current LLL situation in Vietnam and put forward some recommendations for the Ministry of Education and Training and other concerned organisations to further develop a LLL system in the next decade.

Recognizing the importance, benefits and opportunities of Lifelong Learning in enhancing education and training for the overall socio-economic development of

Vietnam, The Ministry of Education and Training also wishes to develop an overall Lifelong Learning Strategy under the umbrella of the Socio-Economic Development Strategy 2011-2020, the Socio-Economic Development Plan, and the Education Development Strategy 2011-2020.

As a first step the present Situational Analysis of Lifelong Learning in Vietnam aims at providing MOET with a deeper understanding of the concept of Lifelong Learning, and how it is applied in Vietnam, including opportunities, challenges, and potential barriers for promoting lifelong learning in the country. This will enable MOET to raise awareness and initiate dialogue among the different stakeholders on the different aspects of lifelong learning.

### 3. Research Methodology

This report draws on a range of existing documentary data, fieldwork and expert knowledge to map and analyse the current situation of lifelong learning in Vietnam.

The present report is built on

- Examples of good practices on LLL from selected countries;
- a thorough review of existing policies and reports on programmes and mechanisms in place to support lifelong learning;
- over 40 group meetings and individual semi-structured interviews with relevant key stakeholders at different levels from 4 ministries, businesses in public sector, private sector, social partners, civil society, NGOs, CLCs and CECs, universities, libraries and museums;
- a range of field visits to DOETs and educational establishments in 6 cities and provinces in the Northern, Central and Southern regions of Vietnam: Hanoi and Thai Binh in the North, Hue and Danang in the Centre, Binh Duong and Ho Chi Minh City in the South;
- a one-day consultation workshop with 46 Vietnamese policy makers, academics, and practitioners to discuss the major issues and receive feedback on preliminary findings and recommendations.

The same set of questions were used for group meetings in all six locations to keep the focus of meetings consistent and obtain information on a group of issues related to LLL across the three regions. Further semi-structured interviews with key individuals were used to seek insights and comments on specific issues. These combined methods enabled the author to identify overarching similarities and differences between locations and highlight the distinctive features and perspectives of different types of stakeholders. Further details about the meetings, set of questions, participants and workshop can be found in the appendices of this report.

### ***Scope of the report***

A large part of the report draws on existing materials produced by the Vietnamese government, other national and international agencies, and academic sources. The current research is not able to survey all LLL issues in all areas of Vietnam and the developments and scopes of lifelong learning addressed here are complex and dynamic, therefore the report can only offer some snapshots of the key issues. The intention was to support the MOET in undertaking a situational analysis of opportunities and challenges for building a lifelong learning system in Vietnam, informed by international knowledge and experience.

## 4. Current structure of lifelong learning in Vietnam

### ***Section 4.1: Overview on the education system***

Vietnam's education system is structured in sectors of pre-school education (kindergarten), general education (primary, lower secondary and upper secondary schools), professional education (or vocational and technical education), higher education (college and university) in the formal system, and continuing education as a supplementary component/branch, which should be developed in a parallel path of the national system.

In the field of continuing education, the Education Law, article 45 stipulates four main types of programmes:

- a) Illiteracy eradication and continuing post-literacy education;
- b) Educational programme responding to the needs of learners, updating of knowledge and skills, transferring of technology;
- c) Training and upgrading programmes, programmes for enhancement of qualifications and professions.
- d) Programmes leading to diplomas of the national educational system.

In 2003 the Vietnamese government approved the project "Building a learning society for the period 2005-2010" with a view to achieving the Millennium Development Goals. Illiteracy eradication and continuing post-literacy education was identified as one of the priorities (article 45, Education Law 2005). Vietnam has over the last years successfully outperformed these goals. The provision of continuing education has increased significantly. For example, the Continuing Education Centers have given 11-18 years old access to continuation classes in numbers of 220.000-280.000 every year. By 2008 there were 66 Continuing Education Centers at provincial level and 583 at district level. The number of students in language and IT-centers have increased four times from 2001-2007, and universities have started to undertake distance learning courses, with the number of students attending distance learning classes increasing four times from 2001-2008. The Community Learning Centers are approaching 10.000 in numbers and have created opportunities for many workers to have further training and attend short-courses to improve work productivity, increase income or change job. The number of workers enrolling has increased 50 times from 200.000 in 2001 to 10 million in 2008.



Most teachers however function on contract basis, and their number is insufficient. (Vietnam Education, 2009). The aim is by 2020 to reach 98% literacy rate from 15 years and above, and pay special attention to ethnic minority peoples.

A special focus will also be on improving the quality of complementary education in continuing education centers. Vietnam's workforce has been growing by an average of 1.06 mil. during 2000-2007, but despite some advances, almost two-thirds of the labor force remains unskilled. Wage employment has grown steadily in recent years, however 76,7 per cent of all workers were engaged in vulnerable employment in 2007, and a majority of women (53,5 per cent) were unpaid for their work as contributing family workers (MOLISA, 2009).

The current situation is that Vietnam has achieved the Millennium Development Goals as well as the Education For All in terms of enrolment and literacy. There is a big increase in continuing education in all sectors, from non-formal education to continuing vocational education and training, and in-service training (MOET, 2009b). However there is a lack of skilled workers and middle managers, and there is a big need for high quality LLL at all levels, as expressed by some of the interviewed enterprises.

The 3 year review of implementation of Building the Learning Society reveals that MOET is recognized as the biggest provider of LLL. Although LLL in other sectors exists, it is not conceived as LLL and therefore these sectors are not tuned into the cause. Further, there is weak cooperation and coordination between different stakeholders, and there is insufficient funding as well as an inefficient financing model to foster the growth of LLL.

Lifelong learning however has a favourable situation when it comes to its legal framework, even though there is no law on lifelong learning. The concept of LLL is present in several policy documents, and the concept is in alignment with international understanding. There seems none the less to be a distance between theory and practise – sometimes there is weak implementation and lack of guidelines, there is also very little research base – the little standardised statistical data that exists is sector specific and makes it difficult to get the real picture of LLL in Vietnam.

The general feed-back from the meetings with stakeholders tells, that some of the obstacles are conceptually different understandings of the concept of non formal education, but also that inspite of some coordination between line ministries, there is room for much more. It also tells, that there is some cooperation between the education and the employment sector, but no mechanism for in-company training. Here is a big potential.

Based on the general feed-back from the meetings with stakeholders, the following can be summarized:

**Challenges:**

- Not a clear understanding of the definition of LLL
- Too little inter-sectoral cooperation
- Weak infrastructure
- Limited/ inadequate financing

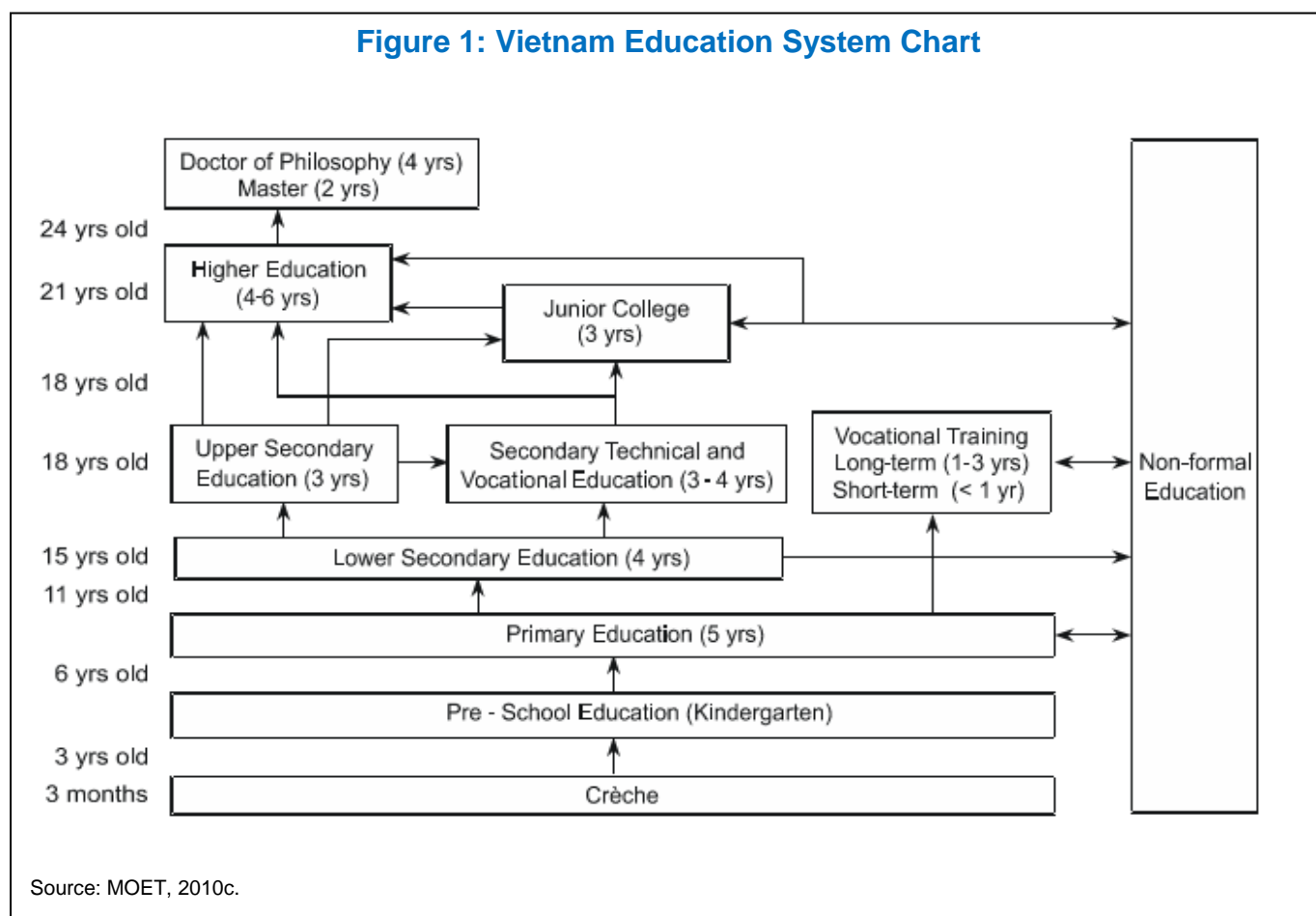
**Opportunities**

- The efforts by Government at central and local levels to provide a good framework for LLL as part of the Building Learning Society Strategy
- The efforts by civil society, mass organisations and employers to take responsibility
- The efforts by individuals to express their learning needs and seek new learning opportunities

***Section 4.2: Awareness and understanding***

The feed-back from meetings with stakeholders also reveals that there is awareness among many enthusiastic stakeholders about the importance of LLL. Many mention, that LLL is the future of the education system and of the learning society. Furthermore Vietnam has a historical tradition for scholarship and studies, and therefore a great potential for LLL. The mass organisations do good promotion work. However, many mention, that LLL is still a new and vague concept among many leaders and in the public, and that promotion of the concept and culture of LLL is needed. LLL is still in its beginning as a common concept in other sectors than education, and for instance school does not yet see its role as the foundation for LLL.

Lifelong learning in Vietnam is mainly equated to continuing education and non-formal education for adults. It was recognised in the Education Law 2005 as one of the two components of the national educational system (see the chart below). Although school education, family education and society education, roughly equivalent to three forms of learning: formal, informal, and non-formal, are encouraged, in practice the education system in Vietnam does not accredit or validate informal learning. Non-formal learning may be accredited through examinations, which are similar or identical in the formal education strand, or accredited through other forms of assessment. In other words, institutionalisation of LLL in Vietnam is still in its initial stage and has not yet been perceived as a new paradigm of education development.



### Section 4.3: Historical context and concept of LLL

The history of lifelong learning in Vietnam can be tracked back to 1945, when the illiterate rate of Vietnamese people was 90% (MOET, 2009b). At the first session of the provisional government of the Democratic Republic of Vietnam on September 3, 1945, President Ho Chi Minh pointed out the urgent need to defeat three enemies: hunger, illiteracy and foreign invaders. He said that an illiterate and ignorant nation is a “weak nation” and that priority must be given to eradicating illiteracy first and then driving out foreign occupiers (VOV, 2010). As of 2004, Vietnam has achieved 95.54% literacy rate in the age group of 15 to 35 (Living Household Standard Survey 2004 in World Bank, 2007).

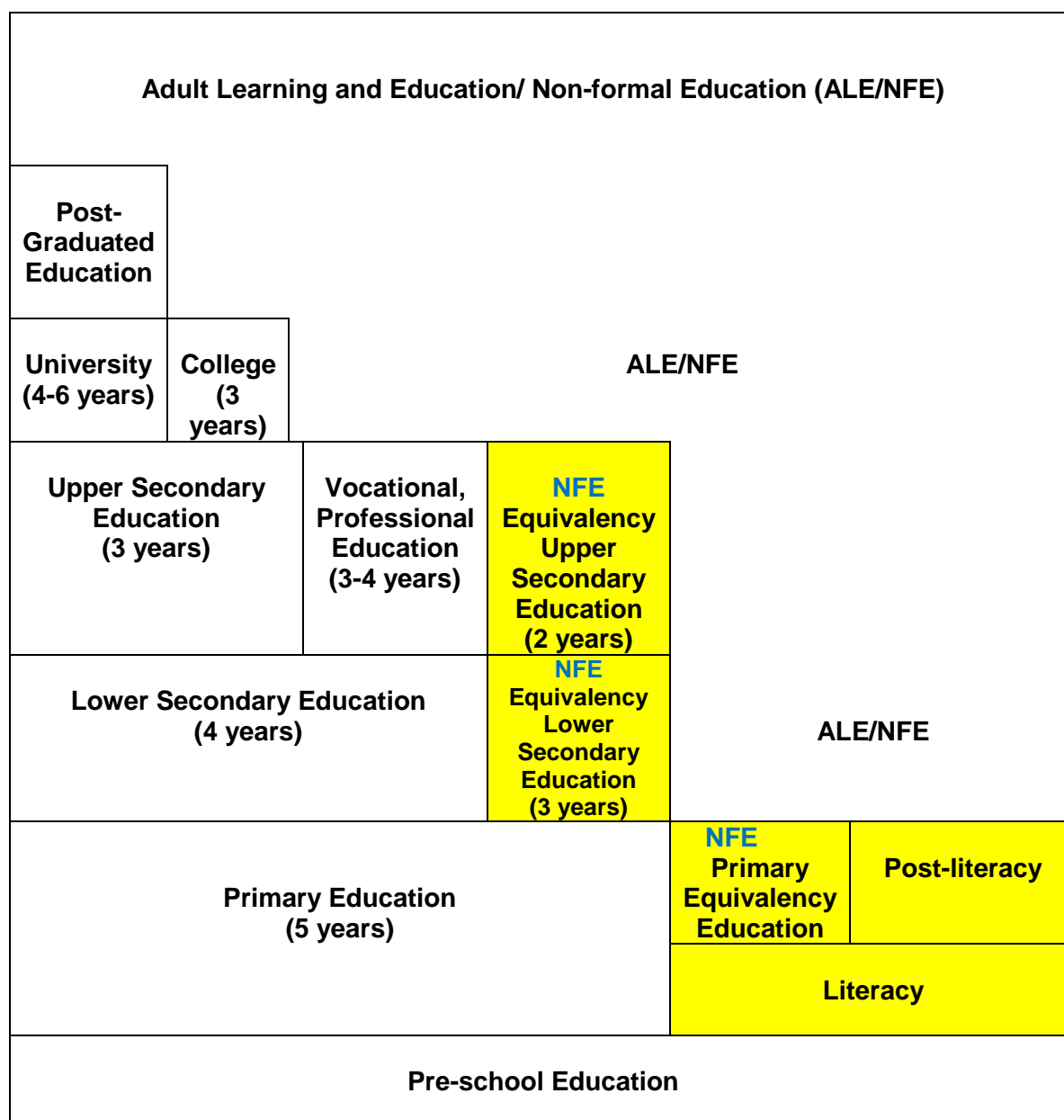
Until 1990, the concept of lifelong learning was limited to adult education and initially covered only literacy for adults and later included also equivalency education programmes for educationally disadvantaged children/youth and adults who have no access to or drop out from the formal schooling. The equivalency programmes are provided at Continuing Education Centres throughout the country and they are perceived in the Vietnamese context as ‘Non-Formal Education’ (MOET, 2009b). Curricula of equivalency programmes were developed based on the curricula of formal education, but they were more practical and usually simpler, shorter than those of formal education. Before 1990, students of equivalency programmes had different textbooks which were developed specially for them, relevant to their needs and their learning ability. From 1990, the government decided that the same textbooks must be used for both formal education and equivalency programmes. Not only the premises but also the teachers of formal schools are mobilised for literacy and equivalency programmes. In short, this second- chance education provision was, in essence, a **supplementary formal education**, which led to formal qualifications and curricula that were centrally controlled by the Ministry of Education and Training and partially by the Ministry of Labour, War Invalids and Social Affairs.

Since 1990, the lifelong learning concept has had a broader meaning and included not only literacy, equivalency education programmes for drop-out youth and adults, but also diverse learning opportunities and programmes for all people in various settings. For example, adult learners go to foreign languages classes, or in-service training university degree programmes in a formal setting to achieve qualifications, or adults participate in

non-formal and informal education, which provides them with functional contents and life skills, such as income generation, social-cultural contents, human rights, peace, gender, healthcare of mothers and children, nutrition, drug, HIV/AIDS prevention, family planning and environment education.

The chart below illustrates the situation and evolving concept of LLL in Vietnam. It also depicts the links between formal education and supplementary adult learning and education, which is understood as 'non-formal education' in the Vietnamese context. It is worth noting that in principle students with NFE qualifications are eligible to take entrance examinations to higher education level, in practice ALE/NFE doesn't continue beyond upper secondary. Courses for adults in open universities or in-service courses in universities belong to the formal system. For instance, ALE/NFE programmes are shorter in length, students often have lower academic entry point, lower motivation and simplified curricula, but the entrance examinations to higher education are uniform and very competitive. There is also little link between formal education and other kinds of learning, such as workplace learning as well as the role of industry and the business community.

Figure 2: Formal Education System and its link with ALE/NFE in Vietnam



Source: adapted from MOET, 2009b.

In official government documents, in-service education and training or part-time education at university level are mentioned as part of adult continuing education. There is a confusion of the mode of learning or mode of delivery (part-time or full-time,

distance learning) with the form of learning (formal: intentional, organised learning leading to formal qualifications, or non-formal: intentional, organised learning, but does not lead to formal qualifications). Generally, all part-time (in-service) education and training programmes in Vietnam are considered 'non-formal education' because they are outside the mainstream formal education system. The practice in the country shows that most formal education courses leading to qualifications, require full-time study, whereas the newly introduced part-time mode of study, which also leads to qualification, has not been widely recognised as formal and of the same quality.

The below tables below in the government's official report to the UNESCO World Conference on Adult Education 2009, Confintea 6 (p.20-21) (MOET, 2009b) depicts the increase in number of part-time learners and the ratio of part-time learners and full-time learners at universities and colleges.

**Table 1: Part-time learners in universities and colleges 1999-2006**

| School year             | 1999-'00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05   | 2005-06   |
|-------------------------|----------|---------|---------|---------|---------|-----------|-----------|
| In Colleges (total)     | 173.912  | 186.723 | 210.863 | 215.544 | 232.263 | 273.463   | 346.891   |
| Full-time               | 133.236  | 148.893 | 167.476 | 166.493 | 183.551 | 188.346   | 240.553   |
| Part-time               | 11.398   | 19.819  | 24.478  | 25.504  | 32.703  | 47.036    | 65.988    |
| In Universities (total) | 719.842  | 731.505 | 763.256 | 805.123 | 898.767 | 1.046.291 | 1.016.276 |
| Full-time               | 376.401  | 403.568 | 411.721 | 437.903 | 470.167 | 501.358   | 546.927   |
| Part-time               | 205.906  | 223.837 | 251.600 | 259.396 | 285.726 | 311.659   | 410.753   |

Source: <http://www.edu.net.vn/Data/ThongKe/dhcd.htm>, from MOET, 2009b, p.21.

**Table 2: The ratio of part-time learners and full-time learners 1999-2006**

| School years    | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|-----------------|-------|-------|-------|-------|-------|-------|-------|
| In colleges     | 9%    | 13%   | 15%   | 15%   | 18%   | 25%   | 27%   |
| In Universities | 55%   | 55%   | 61%   | 59%   | 61%   | 62%   | 75%   |

Source: <http://www.edu.net.vn/Data/ThongKe/dhcd.htm> from MOET, 2009b, p.21.

It is important to clarify the conceptual understanding of part-time education at university level in Vietnam. Part-time students are generally in employment and take courses at universities to top-up their qualifications (full-degree students) and/or upgrade their knowledge and skills (short-course, non-degree students). All part-time full-degree students have to take entrance examinations. In practice, the part-time full-degree students are considered to be in the formal education system, whereas the part-time short-course students are considered to be in the non-formal branch. Distance learning mode falls into part-time study, which can be full-degree or non-degree education programmes.

It is also noteworthy that in order to meet the increased demand for higher education, since early 1990s Vietnamese universities were allowed to recruit students who did not pass the national university entrance examinations. These students are full-time and they enter university extended programmes, whose contents are identical to the formal programmes. However, these students have to pay higher tuition fees and their programmes are called 'he B', which means 'line B' (as opposite to line A, which is for students who pass the entrance examinations) or 'he phi chinh quy', which literally means 'non-formal' or outside the mainstream university education. This term also causes confusion and complication in the conceptual understanding of formal and non-formal education in the Vietnamese context.

#### **Section 4.4: The international concept of LLL**

The development of the concept of lifelong learning at the international level has much to do with humanistic values and socio-economic development. UNESCO took the lead in the 1960es and 1970es when forging a humanistic ideal of the learning society founded on expanding and developing economies. The OECD integrated the concept in



economic theories in the form of recurrent education as human capital in the beginning of the 1970es, and the EU-commission from 1990es saw lifelong education and learning as a tool for securing economical growth and competitiveness by allowing the competences of the labour force to adapt to the requirements of a fluctuating labour market. Education and knowledge became closely related to socio-economic development, as knowledge was increasingly seen as the major single factor to sustain the developing knowledge society and knowledge economy. The national employment plans got betitled lifelong learning plans, and employability was seen as the most important aspect of lifelong learning. However both UNESCO, with the report “Learning – the treasure within” stressed learning to live together, learning to know, learning to do and learning to be, and with the EU Memorandum of Lifelong Learning from 2001 also social inclusion, personal development, and active citizenship were seen on an equal par with employability, so for the last 10 years there has been more or less consensus on the definition:

“that lifelong learning must cover learning from the pre-school age to that of post-retirement, including the entire spectrum of formal, non-formal and informal learning.

Furthermore, lifelong learning must be understood as all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. Finally, the principles in this context should be: the individual as the subject of learning, highlighting the importance of an authentic equality of opportunities, and quality in learning.

*(Council Resolution of 27 June 2002 on lifelong learning (2002/C 163/01))*<sup>1</sup>

Also in the EU Memorandum on Lifelong Learning the concept of lifewide learning was introduced, as part of lifelong learning, and there is today equally more or less consensus that:

“**Formal learning** takes place in education and training institutions, leading to recognized diplomas and qualifications.

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<sup>1</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2002:163:0001:0003:EN:PDF> accessed in November 2010.

**Non-formal learning** takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trades unions and political parties). It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations).

**Informal learning** is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.

*(European Commission Memorandum of 30 October 2000 on lifelong learning [SEC(2000) 1832 final])<sup>2</sup>*

Based on the discussions above, the international concept of LLL would be:

- All learning from cradle to grave, including formal, non-formal and informal learning
- Developing employability, personal development, active citizenship and social inclusion
- Focusing on competences in the triangle of knowledge, skills and competences

The definition of lifewide learning in the international understanding

- Formal learning is organised, has a curriculum, and is leading to a certificate, acknowledged by competent authorities
- Non-formal learning is organised, has a learning content, but is not leading to a recognized certificate
- Informal learning is not organised and not leading to a recognized certificate

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<sup>2</sup> <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf> accessed in November 2010

Adult education is therefore seen as part of lifelong learning, and as people are adults a longer time than they are children or young people, adult education takes up the largest part of lifelong learning. Lifelong learning however focuses on all learning from cradle to grave, and within adult education equally focusses on learning in voluntary social movements, on the job training, leisure time learning, labour market training, supplementary courses, and human resource development from the basic to the highest level for professionals.

In summary, although the scope of education provision has already encompassed formal and non-formal learning, the content of programmes is still based on curricula of formal education programmes with emphasis on acquisition of knowledge. The majority of programmes are delivered by formal education institutions under the central management and control of line-managing ministries. The level of understanding of LLL concept in Vietnam can be summarised in table 3 below :

**Table 3 : Conceptual Understanding of LLL in Vietnam**

| <b>Terms</b>         | <b>International concept</b>   | <b>Vietnamese concept</b>   | <b>Rationales and implications</b>  |
|----------------------|--|---|---|
| Formal education     | Organised, intentional education and training leading to formal qualifications.  | Full-time education in mainstream education leading to formal qualifications.   | Curricula and qualifications decided by the government. Education subsidised by the government.   |
| Non-formal education | Organised, intentional learning, education and training , not leading to qualifications, but to increased competences. | Education provision outside the mainstream education system (supplementary, part-time, distance mode of learning, fee-paying adult education at higher education institutions), leading or not leading to qualifications. | Vietnamese concept reflects : <ul style="list-style-type: none"> <li>- Inadequate recognition of non-formal education</li> <li>- Shortage of attention to quality</li> <li>- Financial contribution of learners.</li> </ul> |
| Informal education   | Unintentional learning for example in the family, at leisure time, not leading to qualifications.                      | Not yet recognised.   |   |

Source: Arne Carlsen.

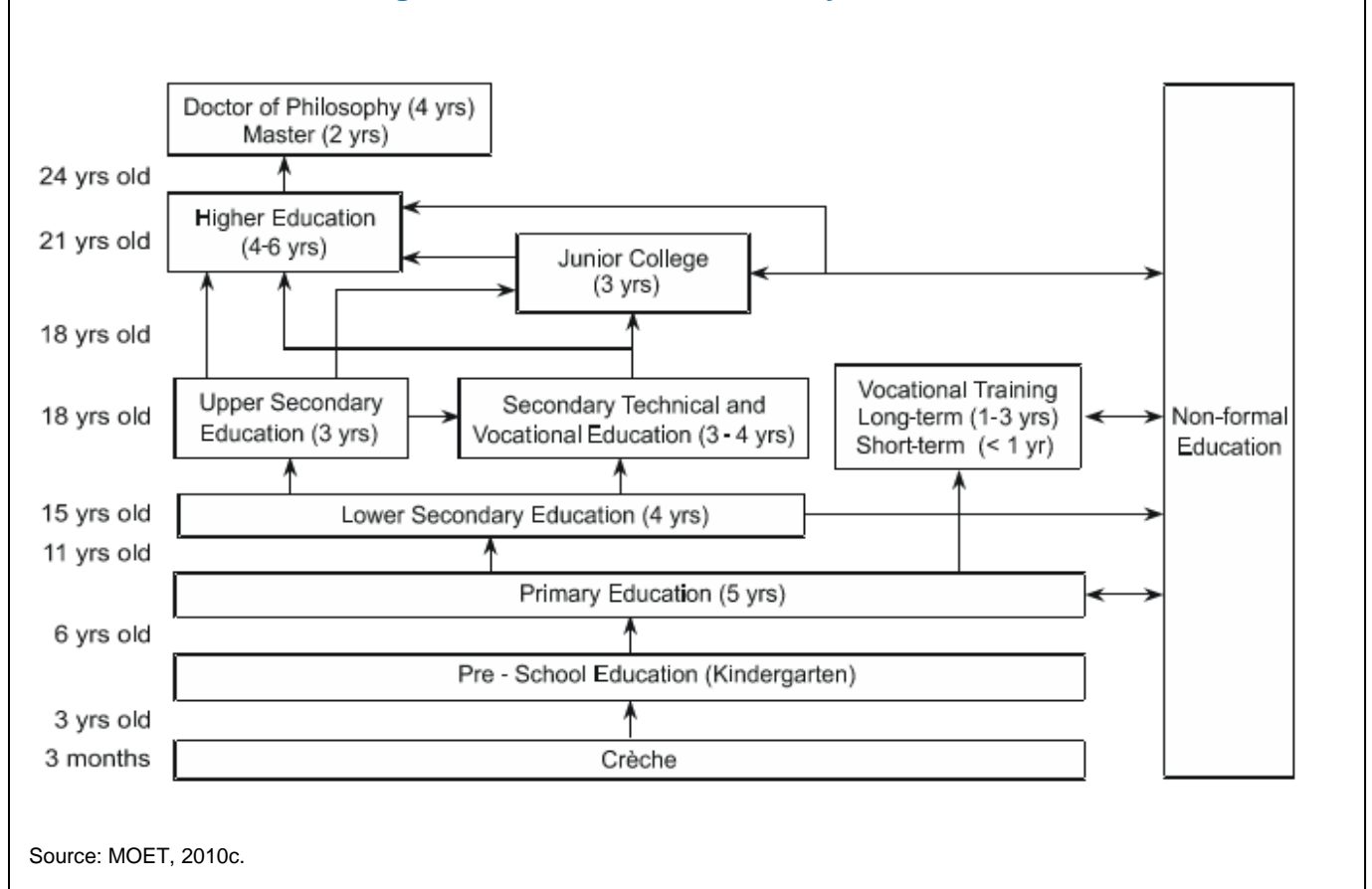
## 5. Governance of LLL system in Vietnam

This chapter analyses the current organisation and management structure, legal framework and priorities, and cross-sectoral partnerships for continuing education in Vietnam to explore the linkages between governing bodies at different levels, different actors, stakeholders and the educational establishments. The chapter also draws some implications and put forward some initiatives for MOET's future strategy for building a lifelong learning system and a learning society in Vietnam.

### ***Section 5.1: Organisation and management structure***

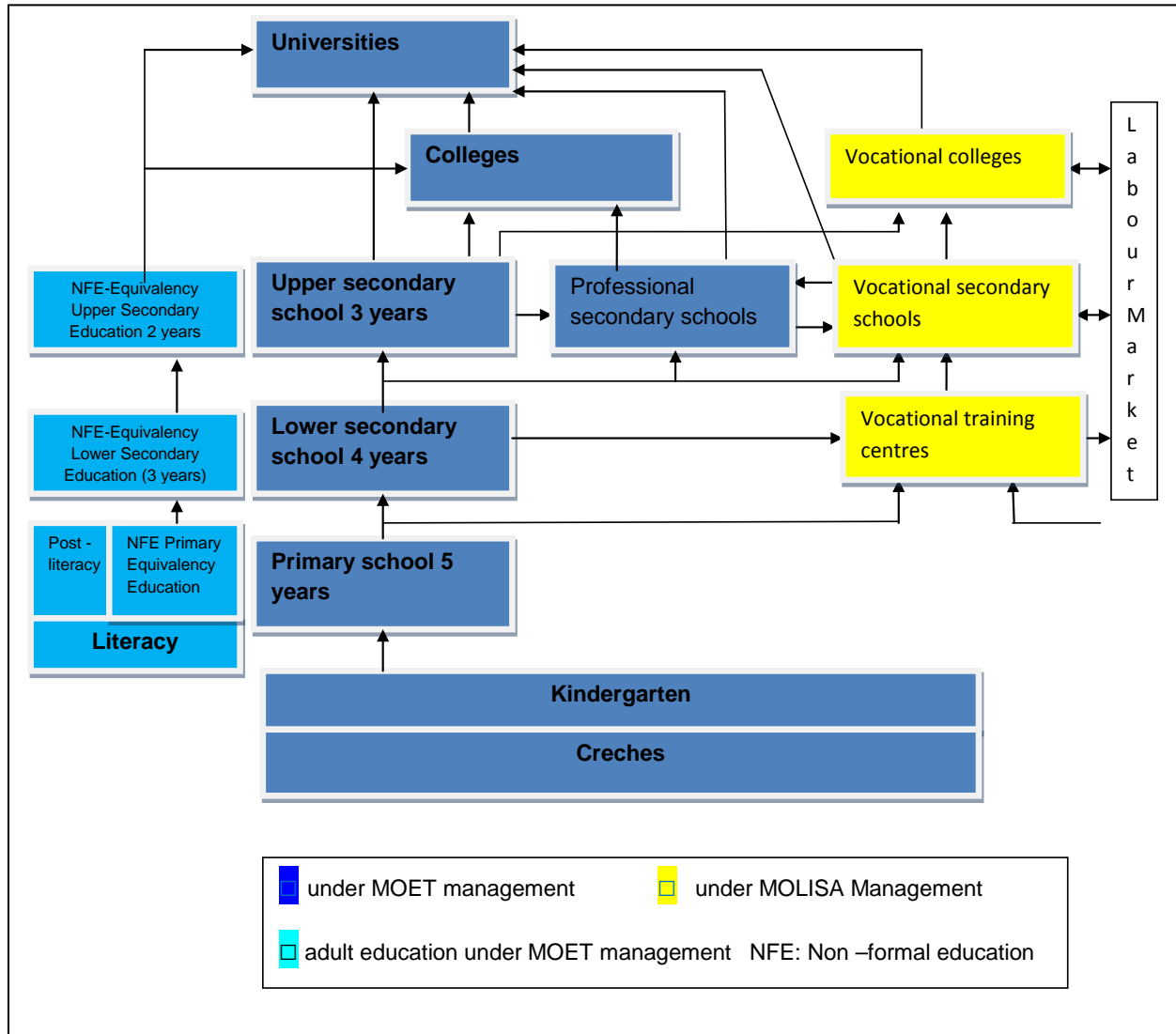
The Ministry of Education and Training (MOET) is the main government body that oversees the national educational system, funds and manages the majority of educational establishments in direct or indirect manners through its arm-length offices throughout the country (DOET). For example, MOET controls the national school curricula, teaching timetable, examination content, single set of compulsory textbooks for all school levels from primary to upper secondary education in the entire country. MOET also appoints rectors of universities and colleges, and award 'professor' title. MOET inspects and assesses all educational establishments.

**Figure 1: Vietnam Education System Chart**



As part of the ongoing reforms of the education system, one part of the education and training system is under direct management of the Ministry of Labour, Invalids and Social Affairs (MOLISA). In parallel with the academic route, this vocational route provides alternative training opportunities at vocational training centers, schools and colleges shown in the chart below.

**Figure 3: Education System of Vietnam: MOET and MOLISA Management 2010**

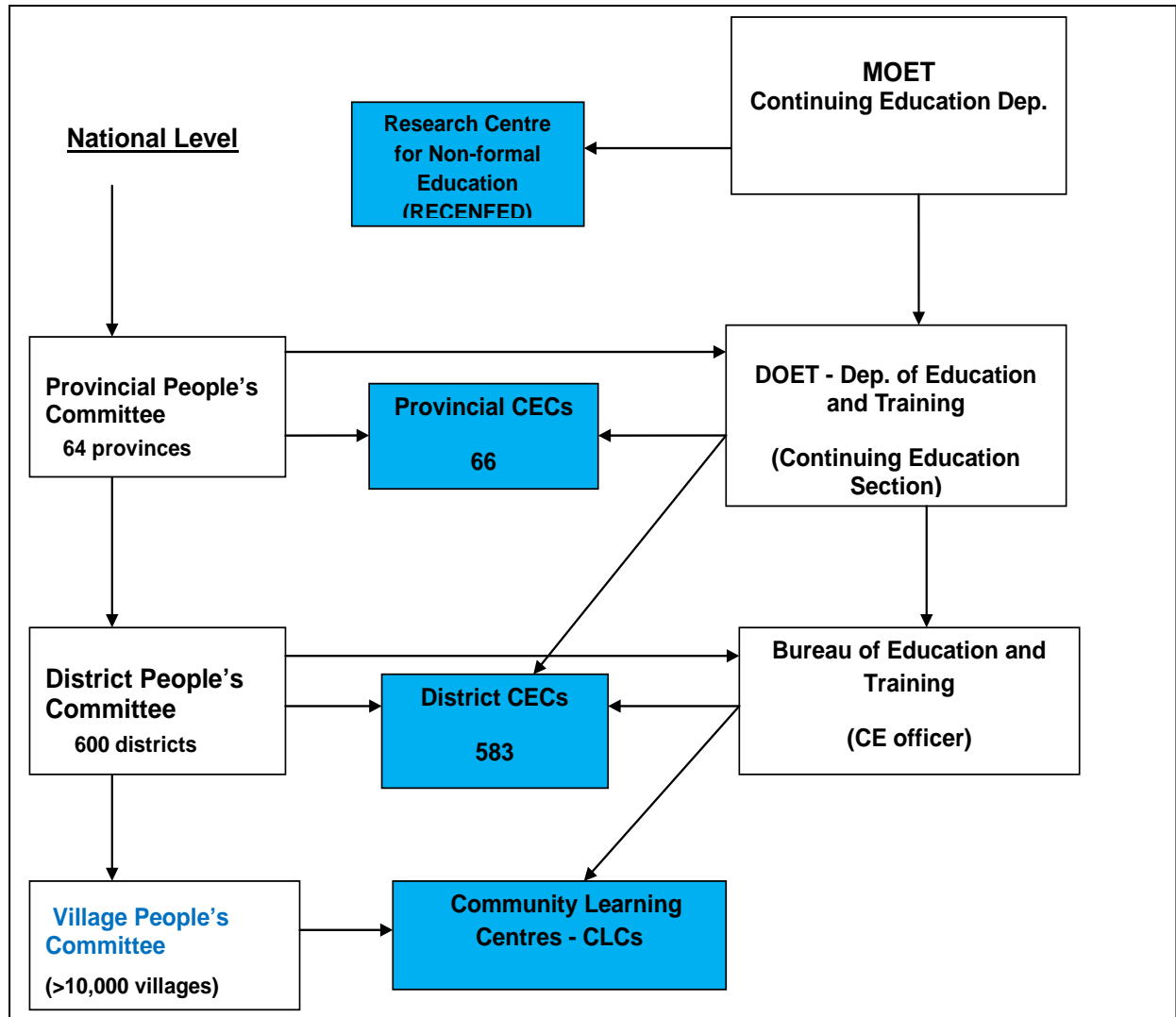


Source: adapted from MOET, 2010c and MOLISA, 2010b.

The chart below illustrates the line management of continuing education institutions under MOET. The Continuing Education Department (CED) at MOET is responsible for making policies, funding, managing, monitoring and evaluating continuing education in the whole country. CED together with the Research Centre for Non-Formal Education (RECENFED) located within Vietnam National Institute for Education Sciences (VNIES), is in charge for conducting research in the field of adult education and non-formal

education, as well as developing curricula and designing teaching and learning materials for continuing education.

**Figure 4: Management structure of continuing education under MOET**



Source: Adapted from VNIES, 2009:p68-69 and MOET, 2009b.

Noticeably, the governance model has two types of line management: 1) vertical line management through 4 governmental levels; 2) horizontal line management led by the People's Committees at each level. The Provincial People's Committees (PPC) and District People's Committees (DPC) approve funding and make their local development plans, decisions and guidelines on education in general and on continuing education in



particular, on building the learning society in their localities. Those plans, decisions and guidelines also identify roles and responsibilities of different actors in providing non-formal education for the people. PPCs have the authority under MOET guidelines<sup>3</sup> to approve the establishment, closure, merger of continuing education centres, to manage the recruitment and appointment of CECs managers and teachers, to control all international cooperation activities in continuing education in their respective province. The District People's Committees have the authority to approve the establishment and closure of CLCs in the district based on the proposals of Village's/Commune's People's Committees (CPC) and DPC appoints a CLC management team consisting of 1 village administrative manager taking on additional role as director, 1 manager from the local primary school or lower secondary school taking on additional role as vice director. At grassroots level, Commune's People Committees (CPC) control finance, monitor the activities of CLC and coordinate partnerships among development agencies and NGOs, projects or programmes through CLC Management Committees (VNIES, 2009 and MOET, 2008b).

**In summary**, there are several issues regarding governance worth considering:

- 1) possible overlapping authorities and responsibilities of People's Committees and DOET (Continuing Education Section) in managing CECs and CLCs;
- 2) the structure of CED and its CE Sections at DOET in light of changed concepts of and new developments in, the continuing education and lifelong learning system by 2020;
- 3) the emergence of professional bodies, such as a potential future Association of Continuing Education Centres, Independent Agencies for Adult Education, for Validation and Accreditation of non-formal education similar to models in Europe;
- 4) continuing training and competence development for directors, vice directors of CECs and CLCs to become qualified and competent in managing adult continuing education institutions;
- 5) the sustainability and quality of CLCs as a recognised component in the national education system. It is necessary to develop a new model of recruitment and

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<sup>3</sup> in Decision on organisation and operation of CECs # 01/2007/QD-BGDDT issued on 02.01.2007.

employment conditions to replace the existing appointment of part-time leaders and unstable short-time employment contracts of teachers, educators, facilitators and curricula developers.

### **Community Learning Centres in Thailand**

The initiative of establishing CLCs started in Thailand in 1982 by launching the Hill Area Education and Community Development Centre. Later, the Department of Non-Formal Education set up the strategy “*One District One Community Learning Centre*” and initiated the Community Learning Pilot Project in Barnkog Village, Supanburi Province in 1991 (DNFE, 1995, pp. 50-51). The community learning centre provides equal access to education for out of school learners through literacy programmes, post literacy programs, basic education, continuing education, and vocational and life skills training, etc. The CLCs have been devised as a mechanism to provide lifelong learning in rural communities. It is the turning point of non-formal education provision from bureaucracy-oriented to community-based approaches. The Department of Non-Formal Education (DNFE) has changed its role from organiser to facilitator. CLCs are set up and organised by the community and for the community while DNFE facilitates the implementation through collaboration with various sectors, both GOs and NGOs (Leowarin, 2010)

### **Section 5.2: Government regulatory framework and priorities**

The Education Law 2005 has 4 articles from 44 to 47 in section 5 on continuing education, which affirms the role, position and tasks of continuing education in creating learning opportunities for everybody. Continuing education perceived as non-formal education in Vietnam is one of the two important components of the national education system. However, the **definition of continuing education** in article 45 needs to be revisited to reflect the broader concepts and new developments in the field as well as the changing socio-economic context of the country.

There is an array of other policy documents that recognise the importance of non-formal education for individual's quality of life as well as for the community development, such as Decision nr. 201/2005/QD-TTg on "Education Development 2001-2010" issued by the Prime Minister on 28 December 2001, Decision Nr. 112/2005/QD-TTg on "Building a Learning Society in period 2005-2010", Decision Nr. 164/2005/QD-TTG on "Development of Distance Education 2005-2010", Law on Vocational Training (MOLISA) issued in 2006, "Vietnam Education Development Strategic Plan 2011-2020" draft in July 2010, Socio-economic Development Plans.

These legal documents and the experiences in the past decade provide a solid grounding for MOET /CED to systematically build a national strategy for lifelong learning for the coming decade.

### ***Section 5.3: Cross-sectoral Partnerships***

MOET has established partnerships with other ministries, civil society, NGOs, enterprises in public and private sectors in developing and implementing national plans for continuing education. This section is only analysing some samples of synergies and good practices across sectors in order to put forwards some initiatives for building a lifelong learning system and a learning society in Vietnam in the years to come.

### **Analysis of Decision on "Vocational Training Provision for Rural Labourers to 2020"**

Decision 1956/QD-TTg issued by the Prime Minister on 27.11.2009 stipulates concrete objectives and an implementation plan of the national scheme on providing vocational training for rural labourers until 2020 (The Prime Minister, 2009). MOLISA is taking the central responsibility to implement this Scheme. The scheme has two components, 1) to provide vocational training for 12 million rural labourers by 2020 (more than 1 million annually) and 2) skills upgrading for 100.000 batches of cadres and civil servants at village level. The total government budget is significant and amounts to 25.980 billion VND (1.33 billion USD), of which 24.694 billion VND for component 1 and 1.286 billion

VND for component 2. The Scheme's main objectives are to improve the quality and effectiveness of vocational training provision, create new jobs, increase income for rural labourers, contribute to occupation shift and labour restructuring, resulting from national economic renovation, modernisation and industrialisation.

The decision sets out specific policies for learners, teachers and institutions providing vocational training under the scheme. These policies detail the entitlements for learners, such as subsidies for short training courses at basic level, incentives and special loans for long term training at intermediate or diploma levels; entitlements for teachers, such as standard minimum wages, special incentives for teachers in remote, mountainous and disadvantaged areas. The policies for institutions stipulate specific amounts of the state investments in building infrastructure of the training institutions, such as lecture rooms, practice workshops, dormitories for students, equipment for training. All institutions from both formal and non-formal education strands, from communal level, such as CLCs to national level, such as universities and colleges, from the public entities to private enterprises, etc. can provide training to rural labourers and receive financial support under this scheme. The scheme launches a nation-wide communication campaign to disseminate the government policies, highlight the roles of vocational training and its positive effects on rural labourers and its impacts on socio-economic development of the localities and country at large.

Noticeably, the Scheme explicitly encourages investments from private sector in establishing training institutions and promotes the model of demand-led training provision, such as training contracts between provider institutions and learners under the roof of the 'socialisation' concept, which is, in essence, a public-private partnership model operating in accordance with the market rules.

The Decision sets out action plans with 7 key activities for component 1 and with 5 key activities for component 2.

The 8 key activities are:

1. **Communication strategy:** media information campaign, networks of well-trained promoters, career guidance counselors, rewards mechanisms.

2. **Training needs- surveys, analyses and trend forecast:** identify labour market's demands for and training needs in different trades and occupations, levels of training, locations; forecast trends and demands for labour force from now to 2020, review the capacities of training institutions.
3. **Roll out pilot models of vocational training for rural labourers:** 4 specific groups of rural labourers in specialized farming, craft villages, newly-created occupations in industrial and service sector and fishery in central coastal provinces.
4. **Improvement of infrastructure for public vocational training institutions**
5. **Development of curricula, training manuals, learning materials and supporting training equipment**
6. **Training for teachers, trainers and administrative personnel**
7. **Subsidies and incentives for learners undertaking vocational training**
8. **Monitoring and evaluation of the implementation:** develop methods, standards, tools, cycle and sequence, scopes, levels, objectives of evaluation exercises.

#### **Implications for MOET:**

- There is a clear need for MOET, especially the Continuing Education Department to incorporate in the national strategy for lifelong learning how continuing education contributes to the implementation of this Scheme and what roles vocational training for rural labourers play in building a lifelong learning system in Vietnam.
- There is also an opportunity for MOET/CED to develop a national action plan for all continuing education providers under MOET management at all levels throughout the country, such as create closer links between the networks of CECs and CLCs and this national Scheme and establish a joint action plan with other ministries and institutions.
- Although without explicit mention, the Decision 1956/QD-TTg above indirectly points to the need for research in a number of areas concerning vocational training in each and every activity of the Scheme. MOET/CED should consider

this as an opportunity for determining the participation and contribution of LLL research led by MOET in key fields, such as curriculum development, pedagogy, professionalization of adult teachers and trainers, motivation of learners, learning, teaching and assessment methods. Such kind of research and exchanging experiences with other countries will benefit the Scheme, give foundations for research-based policy making and further improvement of implementation.

- Coordination mechanisms between the MOET and MOLISA also needs to be developed and implemented.

## 6. Provision, demand and quality of LLL in Vietnam

### **Section 6.1: Current programmes and institutions**

#### **Current programmes**

The general continuing education in Vietnam provides two types of education: graded continuing education leading to formal qualifications in the national qualification framework (Giao duc thuong xuyen theo cap lop) and non-graded continuing education not leading to formal qualifications in the national qualification framework (giao duc thuong xuyen khong theo cap lop).

Within the **graded continuing education provision**, there are 3 main programmes:

- Literacy and Post-literacy equivalent to Primary School level (1290 hours)
- Education programme equivalent to Lower Secondary School level (4 years, 32 weeks/year)
- Education programme equivalent to Lower Secondary School level (3 years, 32 weeks/year)

These programmes can be organized in different modes of delivery: in-service part-time training, distance learning, guided self-learning, or combined modes of learning. In order to obtain formal qualifications, learners are required to sit examinations at the end of their programmes.

Within the **non-graded continuing education provision**, there are various programmes, courses ranging from life skills (healthcare for mother and new born, gender, domestic violence etc.) to short practical training (husbandry raising, cultivation, handicraft production, etc.) and other learning activities tailored to the needs of local people.

As mentioned in chapter 2, there is a **vocationally oriented education route** under MOLISA management, which also is part of the national education system. This vocational education route also offers courses leading to formal qualifications and courses that do not lead to formal qualifications.

The **formal vocational training programmes** are:

- Elementary level vocational training (3 months to 1 year) aims at equipping trainees with practical competences to perform certain tasks, and professional working attitude and disciplines.
- Intermediate level vocational training lasts 1-2 years for trainees having completed upper secondary school, or 3-4 years for trainees with lower secondary school qualification. This intermediate level training provide trainees with professional knowledge and develop practical competences, which enable them to apply technologies and work individually and in group or acquire further education.
- Advanced level vocational training lasts 2-3 years for trainees with upper secondary school qualification, or 1-2 years for those trainees with intermediate level vocational training qualification of the same vocation.

The **(non-formal) continuing vocational education programmes** include:

- Flexible programmes tailored to trainee's needs to upgrade skills, update knowledge, transfer technologies, vocational supervision and delegation, etc.

(Source: MOLISA, 2006)

### **System of Adult Education in Denmark**

The Danish Adult Education and Training system today comprises three sub-systems:

- General adult education (from basic literacy, special education to upper secondary school level);
- Vocationally oriented adult education (from basic to master education level);
- Liberal adult education (life skills, citizenship, hobbies, etc.).

*(Source: Milana (2010), Danish 'Prospective' Adult Educators are ... Adult Learners!)*

Adult education (AE) in Denmark consists of a variety of programmes and institutions, both in the formal and in the informal sector.

#### **Formal adult education**

The formal AE system comprises both vocational AE as well as general AE:

- Special education for adults with a physical or mental handicap.
- Danish as a Second Language courses.



- Preparatory AE (FVU): literacy skills in reading, spelling and writing as well as basic numeracy, arithmetic and basic mathematical concepts.
- General AE (AVU) provides qualifications relevant for further education and working life.
- Higher Preparatory Examination (HF): single-subject teaching preparing students for further education.
- Labour Market Training (AMU). Vocational programmes, including courses directly tailored to company competence requirements.
- Vocational AE (AVU) and Basic AE (GVU) for unskilled workers, who wish to become adult apprentices.
- Further AE (VVU): a short-cycle course of higher education
- Diploma level education: a medium-cycle higher education course

### **Non-formal adult education**

Today non-formal AE consists of:

- Evening schools (about 1.800) offer non-formal AE to increase the individual's overall subject-related knowledge and skills. These evening schools are local private institutions and most of them part of 5 national AE associations, of which 4 are linked to political parties.
- Danish University Extension: educative instruction and lectures by the extra-mural departments of the 4 Danish universities, organised by about 100 local committees.
- Day High Schools (about 50) offer teaching with an educative or job-promoting aim for adults with little formal education and people in a personally or socially vulnerable situation. These are private institutions.
- Folk High Schools (about 80) offers residential short courses (less than a fortnight) and residential long courses (of over 12 weeks). Private institutions, some of them linked to religious associations, trade unions or NGO's.

The Danish Adult Education Association ([www.daea.dk](http://www.daea.dk)) is the umbrella organisation for all non-formal education institutions and associations.

*(Source: Voss, 2007)*

### **Continuing education institutions**

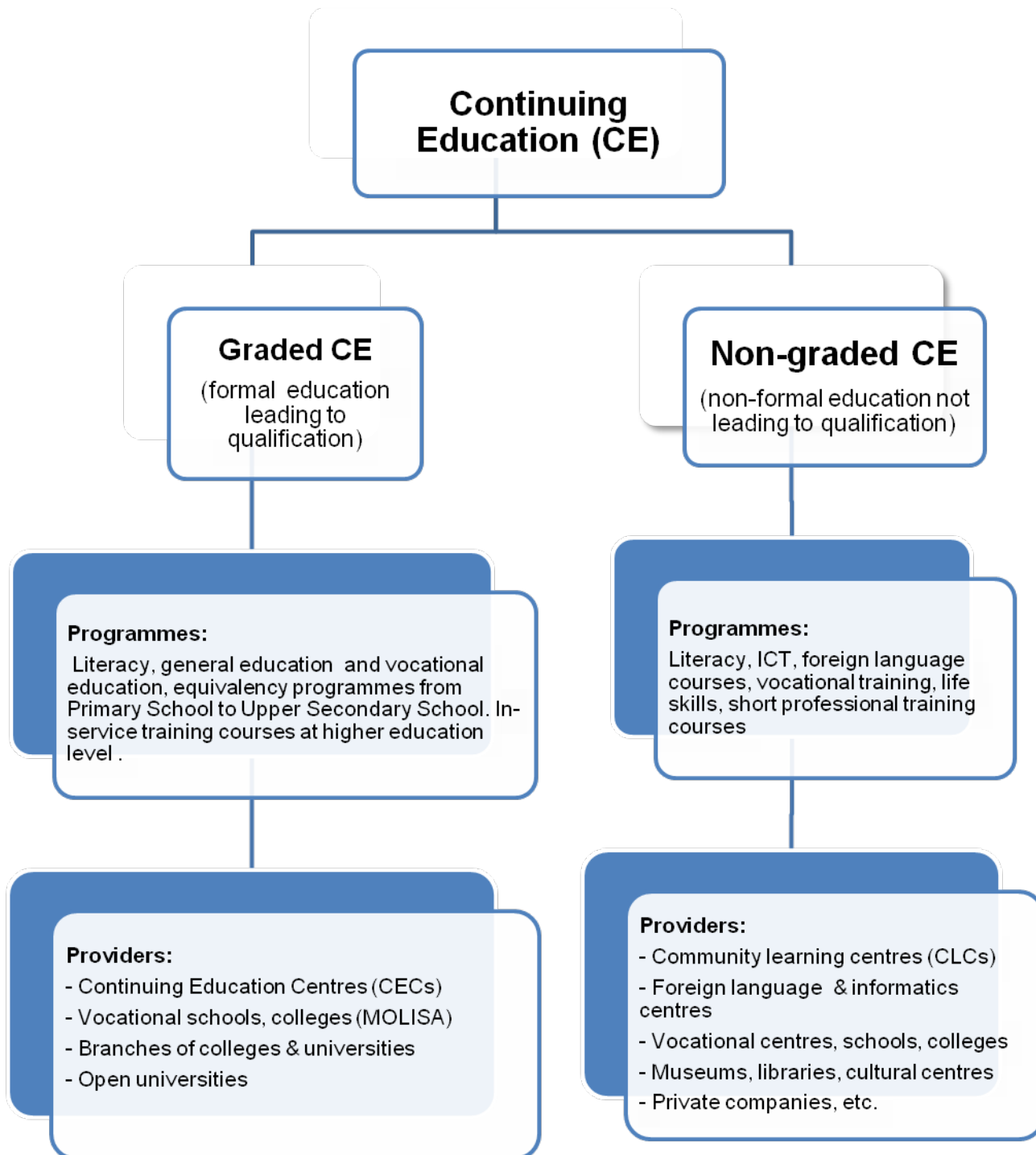
At **Continuing Education Centers** the major programmes in LLL are: literacy for illiterate people, equivalency education programmes for young adults at the age of 15 and above. CECs can also provide non-graded continuing education courses, such as

professional enhancement courses, skills upgrading courses for educational administrators, applied ICTs courses, ethnic minority language, foreign languages.

In the last decade, **Community Learning Centres** were established at district/village/commune level throughout the country. Their activities aim at “creating favourable conditions for everyone in the communities in communes, wards, towns to learn, to be equipped with multi-dimensional knowledge for higher labour productivity and employment... making social relationships in the community healthier” (MOET, 2005b). CLCs provide literacy, post-literacy programmes, life-skills education programmes, such as income-generating skills, healthcare skills, family planning skills, agricultural training on crops production and animal raising; cultural activities including traditional music and dance based on local indigenous cultures; sports activities for younger community members; reading corner to a library; and other community activities and meetings. CLCs are schools where local Party Committees and administrative authorities directly disseminate policies, legislation and new regulations to ordinary people on the largest scale and in the most effective way.

In response to learners’ needs and labour market demands, many **foreign language and informatics centres** have been set up, which provide an array of foreign language courses for different purposes and ICTs courses. Most of these centres are private, some are operated in public-private partnerships.

**Figure 5: Continuing Education Provision in Vietnam**



Source: Que Anh Dang, 2011 (forth coming)

It is worth noting that Non-graded CE may also lead to certain kinds of certificates (VNIES, 2009, p65). These certificates are issued by the providers to certify the learner's attendance and certain level of competences, but these certificates are not in the formal qualifications system, such as high school diploma, college diplomas or university degrees. As for the foreign language and informatics centres, MOET has issued some decisions on certificates of English language only (not other languages) and applied information technology competences, such as decision 66/2008/ QD-BGDDT for English language, decision 21/2000/QD-BGDDT for applied informatics, and decision 21/2007/QD-BGDDT for applied telecommunication technology. The training centres provide training and administer exams set by other institutions (either a university, ministry or a professional organization) which have authority to make exams. Often these certificates are granted by the exam bodies in questions. Furthermore, these certificates are sometimes accepted for employment, but not recognized as national qualifications, which give automatic access to formal education.

**Vocational training centres, schools and colleges** under MOLISA management provide short-term and long term training courses according to the labour market demands. An increasing number of targeted learners are farmers who have moved from farming/agriculture as a result of industrialisation policy of the government where agricultural land is used for the industrial projects. The main aim of such training courses is to provide semi-skilled or skilled labour for new factories or the service sector in the local area. Thai Binh gives an example of how vocational training helps farmers to change occupation and stabilise living conditions after their agricultural land is converted into industrial and residential land.

As the industrialisation and modernisation is expected to grow at a rapid pace throughout the entire country over the next decade, training programmes for the adult farmers need to be expanded and strengthened. It is recommended that good practices of adult education and learning in various places with different local contexts should be collected and disseminated by MOET and MOLISA.

### **Labour Market Training: the case of Thai Binh Province**

In the process of industrialisation and modernisation of the province Thai Binh began 432 projects in building new industrial factories, commercial zone, infrastructure and new urban housing areas. Consequently 2400 ha land had to be made available for these projects in 2009, which cuts down agricultural land and affected agricultural production of 18.367 farmer households (101.231 persons), of which 50.000 people at working age. Around 80% of these people were made jobless and 75% are low skilled and unqualified to enter the labour market<sup>4</sup>. Thai Binh worked with investors of the industrial factories, commercial centers to implement a 'training for occupation shift' project 2010-2015. This project provides the farmers with a 'training card' (the hoc nghe), which give financial subsidies to participate in vocational training courses and support them in changing occupation, learning to create jobs for themselves and others, or finding new jobs. In order to provide such subsidies, Thai Binh established a special 'Education and Training' fund with part of the money received from the transfer of land-use right to the investors.

*Source: Summary report on additional supports for farmers in Thai Binh after returning agricultural land to the state. Thai Binh People's Committee, July 2010<sup>5</sup>.*

Recently some new actors, such as **libraries** and **museums**, became more involved in providing learning opportunities. There is a gradual change in thinking of libraries, archives and museums as to how they can open up their spaces and contribute more to LLL. It is evident that they can co-operate with many other sectors to create learning opportunities: public libraries can act as local information centres on tourism, health, education offers, etc., mobile museum exhibitions can bring interesting ways to school children to learn history, geography, etc. or bring knowledge closer to ordinary people.

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<sup>4</sup> Summary report on additional supports for farmers after returning agricultural land to the state in Thai Binh, July 2010.

<sup>5</sup> Paper provided by the representative of Thai Binh People's Committee at the meeting in Thai Binh in July 2010. In Vietnamese: Bao cao tom tat du thao co che chinh sach bo sung ho tro nong dan khi nha nuoc thu hoi dat nong nghiep de phuc vu phat trien kinh te-xa hoi tinh Thai binh giai doan 2010-2015. Uy ban nhan dan tinh Thai binh. Thai Binh - 7/2010.

However, due to lack of financial resources only limited activities take place in some cities or large towns which are economically wealthier than others.

There is an increasing awareness and recognition of learning at the workplace although learning opportunities are still limited and often in the form of on-the-job training, learning by doing, learning through work. However, these LLL activities tend too often to be ignored or forgotten, when the picture of LLL is drawn. There is a huge potential to encourage employers both in the public and private sectors to realise the benefits of offering workplace learning to employees. There is also a strong motivation to enhance the role of trade unions for ensuring equal opportunity and social protection, including learning opportunity for employees. This could also lead to review of the Labour code and the current salary framework set up by the Ministry of Home Affairs to explore the possibility of establishing tripartite funding models for LLL with contributions from the government, direct employer and employee.

### ***Section 6.2: Participation in non-formal education programmes***

The table below shows the rapid increase in numbers of learners attending different programmes since 1997. Noticeably, the number of learners at Community Learning Centres has surged sharply over 8 years after CLCs being established and expanded throughout the country. However, it is worth noting that the increasing number of learners does not always mean increasing proportion of population, because the same learner can take part in many programmes or adult learning activities in CLC many times a year.

**Table 4: Learners of Different Continuing Education Programmes**

| <b>NFE programmes</b>                                 | <b>1999</b>   | <b>2000</b>    | <b>2001</b>    | <b>2002</b>    | <b>2003</b>    | <b>2004</b>      | <b>2006</b>      | <b>2007</b>       |
|---|---------------|----------------|----------------|----------------|----------------|------------------|------------------|-------------------|
| Literacy and post-literacy                            | 155,514       | 110,833        | 150,000        | 201,000        | 47,909         | 400,649          | 91,716           | 119,710           |
| Primary Education EPs                                 | 47,909        | 45,350         | 50,000         | 39,000         | 69,549         | 35,577           | 39,856           | 51,770            |
| Lower Secondary Education EPs                         | 74,195        | 79,137         | 86,399         | 110,990        | 151,667        | 183,514          | 209,170          | 143,163           |
| Upper Secondary Education EPs                         | 181,190       | 230,722        | 231,189        | 289,930        | 306,510        | 351,203          | 380,171          | 389,661           |
| <b>Learners at CLCs</b>                               | <b>11,206</b> | <b>150,000</b> | <b>200,000</b> | <b>250,000</b> | <b>416,667</b> | <b>2,333,656</b> | <b>6,297,194</b> | <b>10,217,048</b> |
| Learners of Foreign Languages and Informatics Centers | 117,125       | 220,117        | 250,000        | 442,000        | 303,094        | 550,000          | 807,225          | 1,132,340         |
| Distant education                                     | 7,020         | 35,000         | 50,000         | 90,000         | 100,000        | 76,602           | 127,768          | 206,527           |

Source: MOET Annual Statistics from MOET, 2009b.

In 2010, according to MOLISA<sup>6</sup> (2010b), there are 112 vocational colleges, 250 vocational secondary schools, 860 vocational training centers, and some 800 other institutions participating in vocational training throughout the country. The number of students in vocational training programmes has increased more than 7 times from 220.000 in 1991 to 1.535.000 in 2008, which makes up a significant part of the education system.

<sup>6</sup> Information obtained from the power point presentation by Deputy Director General of the General Department of Vocational Training, Dr. Duong Duc Lan, in July 2010.

However, a closer look at the figures will give a clearer situation where 73 % of students in 2008 are at elementary level (from 3 months up to 1 year) and only 27% of students are at intermediate and diploma level (from 1 to 3 years).

The sample of participation in adult education in Denmark in the box below provides interesting comparisons:

The Vietnamese statistics show absolute numbers of participants whereas in the Danish statistics, the participation rate shows the proportion of the adult population taking part in learning, which would give a clearer analysis of the lifelong learning situation in the whole country and in relation to other countries.

The reasons for different participation rate of different groups were explained in the Danish case, which could serve as inspiration for further research in the Vietnamese case.

Job-related non formal education proves to take an average of 80 hours per year per Danish adult. This could also partly explain why Danish employers make financial contribution to adult education. This is the basis to form a tripartite funding model for adult education in Denmark: state, employer and learner.

### **Participation in Adult Education in Denmark**

The Nordic countries are among the countries in Europe and within the OECD which have the highest participation rates in adult education. The proportion of the adult population (25-64 years) who participated in adult education in Denmark was 56% in 2004. The results from a comparative study, named Euro-barometer, shows that it was the highest proportion of the European countries in the study (Chisholm, 2004).

An OECD survey with figures from 2006 shows that 45% of the adult population in Denmark participates in formal and non-formal education within one year. The average for OECD was 40% (OECD, 2010).



Participation is characterised by:

- mainly young adults who attend. Young adults (aged 25-34) have a participation rate that is twice as high as that of older people (aged 55-64).
- a clear correlation between educational attainment and participation. 30% of adults with an education below upper secondary participate, compared to 63% participation by adults with a tertiary education.
- a clear correlation between work type and education. There are twice as many high-skilled white collar workers compared to low-skilled blue collar workers.

Denmark is among the countries with the most comprehensive job-related non-formal education. The average level of participation is more than 80 hours per participant per year. (*Wahlgren, 2010*).

### ***Section 6.3: Equity of access (Gender, geographical, economic barriers)***

Vietnam has experienced a rapid population growth over the last few decades – which is now stabilizing. So far, Vietnam ranks second in South-East Asia, seventh in the Asia-Pacific region and 13th in the world list with regard to the population number. According to the Vietnam Living Household Standard Survey (VHLSS) 2004, Vietnam's population was 82,689,518 of which adult population (above 15 years old) was 59,045,302 (71.9%).

Since 2000 literacy rates of the population in all age groups and literacy rates of women, of ethnic minority groups, and in rural area have increased. As of 2004, Vietnam has achieved 95.54% literacy rate in the age group of 15 to 35 (World Bank, 2007). But there was still a number of illiterates, especially people above 35 years old; women and girls, and ethnic minorities.

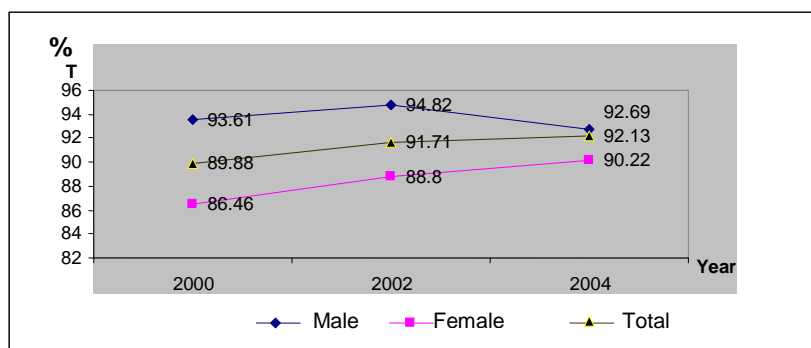
**Table 5: Vietnam Population in 2004**

|                               |            | %     | No of literates | Literacy rate (%) |
|-------------------------------|------------|-------|-----------------|-------------------|
| <b>Total adult population</b> | 59,045,302 |       |                 | 92.13%            |
| <b>Male</b>                   | 28,427,845 | 48.14 | 26,437,896      | 92.69             |
| <b>Female</b>                 | 30,617,457 | 51.86 | 27,555,711      | 90.22             |
| <b>Urban</b>                  | 16,529,307 | 28.00 | 15,868,135      | 96.06             |
| <b>Rural</b>                  | 42,515,995 | 72.00 | 38,869,555      | 90.76             |
| <b>Ethnic groups</b>          | 7,675,889  | 13.00 | 1,755,476       | 77.13             |

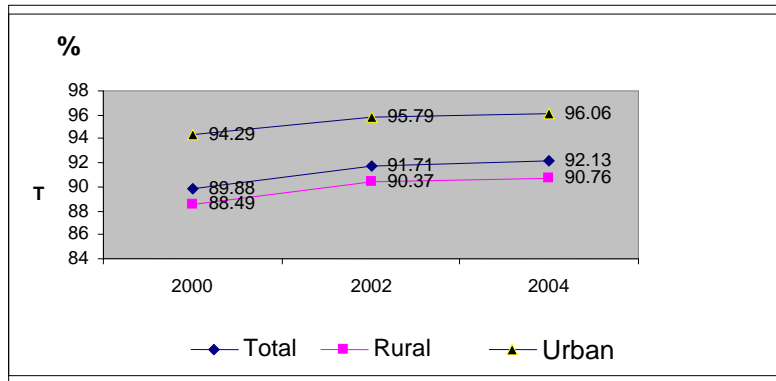
Source: MOET, 2009b.

As of 2008 enrolment rate to primary school was 100%, and the rate of women passing entrance examinations to university and college increased to 54%. In fact Vietnam is the country which has been closing the gender gaps at the fastest pace in the last 20 years (MOLISA, 2010c). As shown in section 1, there is increasing participation in continuous learning and LLL in Vietnam. This is due to increasing learning opportunities for low-income families, ethnic minorities, illiterates and the disabled, school drop-outs, HIV-Aids, prisoners, unemployed, women and for farmers who have lost their land. However there is still a lot to be done when it comes to removing of barriers and improving access for at-risk groups in rural, mountainous, remote and ethnic areas. In this regard there is potential for more focus on workplace learning and on distance education, supported by ICT.

**Figure 6: Adult Literacy rate of population aged 15 years and above by gender**



**Figure 7: Adult Literacy rate of population aged 15 years and above by rural and urban area**



Source: MOET, 2009b

In order to tackle the gender issue and maintain positive results achieved in the last several decades, the government of Vietnam has institutionalized the gender equality in a series of legal documents. For example, the Law on Gender Equality passed in 2006 and the Law on Domestic Violence passed in 2007 have marked a milestone, together with assigning MOLISA to be the inter-disciplinary state management agency, three decrees in 2009 to follow up on the law, the annual reports on implementation of national targets for gender equality, the national target program on gender equality from 2011 to 2015, and the national strategy on gender equality 2011-2010. Furthermore the UN-Government joint programme on gender equality results in outcomes such as evidence-based data, assistance to engender national surveys such as Population Change and the Household Living Standard surveys. The Law on Gender Equality also has a focus on equal opportunities for man and woman in human resources development, and rules on carrying out statistical work, provision of information and report on gender equality (The national Assemble, 2006). It states under gender equality in the field of education and training, that man and woman are equal in assessing and benefiting from the policies on education, training, fostering of professional knowledge and skills. It stresses as well the duty to give assistance to female officials and civil servants when bringing along the children less than 36 months of age when participating in training, and to assist female workers in rural areas in vocational training.

The government reported to the National Assembly in April 2010 on the implementation of national targets for gender equality 2009. The report bears witness that

mainstreaming gender into policy making, law drafting, socio-economic projects, creating legal premise to realize gender equality, is seen as the most effective approach to achieve gender equality targets. There was a number of initiatives taken. For instance, the Ministry of Planning and Investment has built gender-specific indicators into the Social Economic Plan 2011-2015, such as percentage of female laborers in total of new jobs, percentage of boys/girls in total of school children at all school levels, percentage of illiterate women aged under forty.

The 2009 Population and Housing Census shows that the literacy rate in 2009 was 91, 4% for women and 95, 8% for men, but also that the literacy rate of women aged 15 and over in urban areas was 96% and for women in rural areas 89, 3%, and that the proportion of the female population that has not completed primary school in rural areas was 19,7%, and 10,8% in urban areas (MOLISA, 2010d).

Vietnam is the ASEAN country with the best record in eradicating the gender gap over the last 20 years. The current gap is 0.680, measured by the World Economic Forum in the Global Gender Gap Index 2009 (MOLISA, 2010d). The percentage of women accounts for 49,4% of total employed workforce. Among the high skilled workforce women account for 47%. However, in the total of female workforce untrained female laborers is at 80,9%, and only 3,65% of female laborers in rural areas have obtained a vocational certificate (MOLISA, 2010d). The rates of women with Ph.D and master degrees were 17,1% and 30,5% in 2007 respectively. To improve this situation, the national target programme on gender equality from 2011-2015 has set the target by 2015, that at least 40% of female labourers aged under 45 in rural areas will obtain vocational and technical training. It also has set the target of eradicating the gender gap at primary and intermediate secondary school levels in ethnic minority and disadvantageous regions by 2015. In the National Strategy on gender equality 2011-2020 it is stipulated that the creation of a female human resource with high qualification is seen as a strategic breakthrough.

However gender issues in relation to participation in LLL are not fully reflected in the above documents. Therefore, it is suggested to supplement the national target

programme on gender equality 2011-2015 with additional targets for women's participation in lifelong learning. This particular issue would have to be further researched and based on gender sensitive statistics in Vietnam. Such a research could look into the women's constraints to participation in lifelong learning. The types of constraints could be analysed in the form of individual constraints as dispositional (internal resources) and liquidity, and structural constraints in the form of family, job, institutional, liquidity, and information, as suggested by Desjardins and Milana (2007).

#### ***Section 6.4: Teachers, Curriculum, Pedagogy and Teacher Training for LLL***

##### **Teachers of continuing education programmes**

According to the Decision 01/2007/QĐ-BGDĐT (MOET, 2007b), CECs teachers, who participate in teaching graded continuing education programmes must possess standard qualifications as for teachers at the same level in the formal education system.

- a) Teachers of literacy programmes must possess pedagogical post-secondary diploma (12 years schooling +2 year junior college);
- b) Teachers of equivalency programmes at lower secondary school level must possess pedagogical college diploma or university degree and certificate of pedagogy training;
- c) Teachers of equivalency programmes at upper secondary school level must possess pedagogical university degree or university degree and certificate of pedagogy training;
- d) Teachers of vocational programmes must possess diploma from professional post-secondary schools, vocational training colleges or must be highly skilled technical workers or artisans
- e) Teachers of foreign languages and ICT programmes must possess college or university diploma specialising in foreign languages or applied informatics.

Teachers at CECs include teachers in permanent full-time employment and teachers in short-term part-time contracts. The latter group is mainly teachers from the formal schools or retired teachers who take on additional teaching job

at CECs. There is a significant growth (156%) in the number of teachers at CECs from 12.494 teachers in 2000 to 19.464 teachers in 2008 due to increased number of learners. However, the permanent full-time teachers only account for less than 50% of total number of teachers. In other words, CECs are dependent on teachers with short-term part-time contracts, who teach children in schools and teach adults at CECs.

**Table 6: Teachers at CECs in Vietnam 2001-2008**

| Academic year | Total of teachers | Permanent posts | Proportion of permanent posts (%) |
|---------------|-------------------|-----------------|-----------------------------------|
| 2001-2002     | 12.494            | 5.979           | 47,8                              |
| 2002-2003     | 13.129            | 6.197           | 47,2                              |
| 2003-2004     | 16.262            | 7.916           | 48,0                              |
| 2004-2005     | 16.863            | 8.099           | 48,0                              |
| 2005-2006     | 18.152            | 8.992           | 49,5                              |
| 2006-2007     | 15.096            | 7.019           | 46,5                              |
| 2007-2008     | 19.464            | 8.789           | 45,1                              |

Source: VNIES, 2009.

According to the Decision 09/2008/QD-BGDĐT (MOET, 2008b), there is no specific requirement for teacher's qualifications at CLCs. The teachers of literacy and post-literacy programmes are selected by the District Bureau of Education and Training. Facilitators, trainers, presenters, educators, etc. of other learning activities or educational programmes are selected by the CLC Director on contractual agreement.

According to the law on vocational training (MOLISA, 2006):

- a) Trainers of theory at elementary level vocational programmes shall have at least intermediate level certificate in the vocation, trainers of practice shall have at

least the intermediate level certificate in the vocation or be artisans or highly skilled workers

- b) Trainers of theory at intermediate level vocational programmes shall have at least bachelor degree on technical teacher training, or vocationally specialised bachelor degree, or subject-specific bachelor degree with certificate in pedagogy; trainers of practice shall have vocational diploma or be artisans, or highly skilled workers.
- c) Trainers of theory at advanced level shall have at least bachelor degree on technical teacher training or vocationally specialised bachelor degree, or subject-specific bachelor degree with certificate in pedagogy; trainers of practice shall have vocational diploma, or be artisans or highly skilled workers.

For the implementation of the Scheme “Vocational Training for Rural Labourers towards 2020”, the number of teachers in all vocational centers, schools and colleges is predicted to increase by 170% from 34.400 teachers in 2010 to 58.300 teachers in 2020, according to the Deputy Director of the General Department of Vocational Training (MOLISA, 2010b).

### **Teacher training**

The above situation suggests a great need for training new teachers and re-train teachers for continuing education, especially adult education. Therefore, it is necessary to review the current teacher training programmes and revise or design new programmes to train adult education teachers.

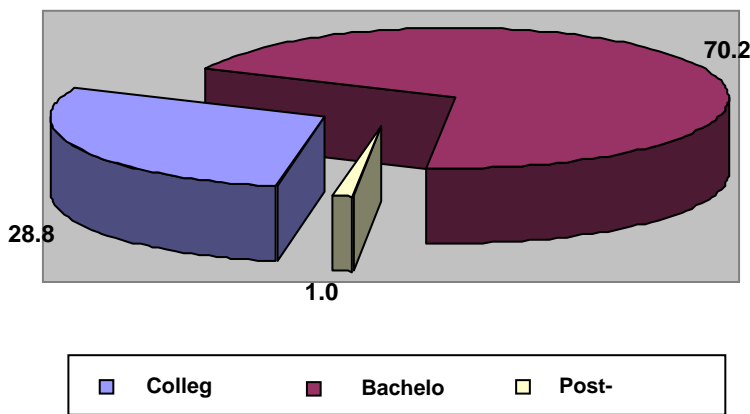
Adult education is still not considered as a profession in Vietnam and there are no higher education institutions providing such qualifications. Most adult educators are trained in school education for the formal education system.

Statistics have indicated that out of 4,328 adult educators of equivalency programmes surveyed, female adult educators accounts for 42.3%. Their educational qualifications

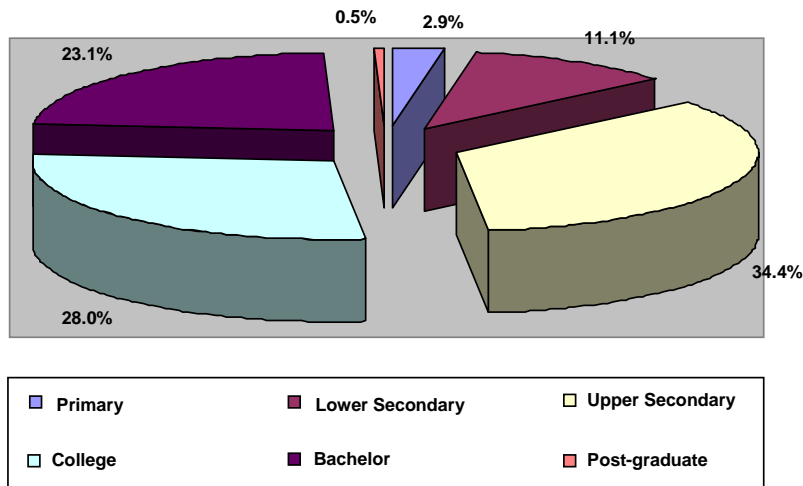
are relatively high with 28.8% college graduates, 70.2% holders of bachelor degrees, 1% with master degrees or higher.

CLCs facilitators/educators in general are enthusiastic, have broad experience, but their educational qualifications are very limited. (MOET 2009b)

**Figure 8: Educational Qualifications of Teachers/Educators at CECs**



**Figure 9: Educational qualifications of adult facilitators at CLCs**



Source: MOET, 2009b.



Practices in Denmark show that in spite of the extensive and comprehensive adult education activities, there are no formal requirements for adult pedagogical competences to be employed as teacher in adult education in Denmark. However, instead of only requiring formal qualifications of teachers, there is research on necessary competences and professional standards that adult teachers are to develop.

### **Teacher Training in Denmark: Pedagogical Principles and Theories**

There is evidence-based research concerning methods and effectiveness of teacher training in relation to adult learners. Danish education of teachers is based on this knowledge.

The primary in-service training is based on the principles of reflection in practice and practice learning. Practice learning is based on the situations and problems faced by the teacher in practice: for instance, improving questioning techniques in the classroom, knowing how to plan a lesson, understanding how to activate participants, and the art of evaluating teaching. These practical experiences are systematised and integrated with theoretical knowledge through a process of reflection.

On that theoretical basis, it can be asked: What should an adult educator be able to accomplish in modern adult education in Denmark? What skills are necessary to be a reflective adult educator?

The answer is that a good adult educator must:

5. Have deep knowledge and insight into how to convey the subject, which means to have insight into the subject's theories and be able to tailor their methods according to the participants' assumptions
6. Be able to foster a learning environment where there is commitment, confidence and tolerance
7. Be able to motivate learning and overcome resistance to it
8. Create learning situations that encompass creating challenges and stimulating students' reflection
9. Allow for transfer of what is learned to a real-life situation, which means being able to connect to participants' needs and experiences, and adapt pedagogic theories and methods to their needs
10. Understand the pedagogical culture at the teaching institution and collaborate

with colleagues

11. Broadly, one can say that adult educators must support and facilitate students' learning processes.

To deepening the understanding of the application of the principles listed above, it is necessary to know that there is a Danish (and Nordic) tradition of a short power distance between teachers and students. Democracy is a part of teaching: students have a significant influence on teaching and learning.

(Wahlgren, 2010).

There are many ways to become qualified as adult teachers/educators in Denmark. Current teacher training programmes for adult educators are presented in the tables below:

**Table 7: The Provision of Adult Education and Training for (prospective) Adult Educators in Denmark**

| Adult Education and Training system                  |                                  |  |                                   |                                       | Mainstream education                                  |
|--|----------------------------------|--|-----------------------------------|---------------------------------------|---|
|  |                                  |  | Teachers of Danish as L2 (1 year) | Master programmes (1 year)            | Long-cycle higher education (university degree)       |
|  |                                  |  | Diploma programmes (1 year)       |                                       | Medium-cycle higher education (college diploma)       |
| Further education in adult education (VOU) (5 weeks) | Teachers of dyslectics (8 weeks) | Post graduate vocational teacher training (18 weeks) | Teachers of adults (1 year)       | Academy Profession Programme (1 year) | Short-cycle higher education (Junior college diploma) |
| Basic education in adult education (AVG) (3-4 weeks) |                                  |  |                                   |                                       |   |

Source: Danish Ministry of Education ([www.vidar.dk](http://www.vidar.dk), quoted in Milana, 2010)

**Table 8 – Main features of a medium-cycle programme for (prospective) adult educators**

| Course / program  | Aim(s)  | Provider(s)  | Target group(s)  | Entry criteria   | Duration*                                | Attestation                                   | Legal basis   |
|---|---|--|--|--|--|---|---|
| <b>Diploma programmes:</b><br>Adult education theories and educational planning<br>Pedagogy<br>Vocational teacher training<br>Special education<br>Teaching in reading and mathematic for adults<br>Danish as second language<br>Etc. | To provide qualifications in educational planning and teaching to adults within a specific subject area, depending on the programme | University colleges<br><br>National centre for vocational training | Generally aimed at practitioners in the field of adult education (esp. teachers of adults), although each programme may be targeted to a specific subgroup (e.g. teachers of special education for adults, FVU teachers, teachers of Danish as L2) | A relevant professional bachelor or a short cycle higher education or a medium cycle higher education or a diploma degree in the AET system<br>+<br>min. 2 years of relevant professional experience | 1y full-time<br>or<br>up to 3y part-time | 60 ETCS points<br>(5 exams + 1 final project) | Executive Order No. 47/2002 on diploma programmes<br><br>Act No. 956/2003 on open education |

Sources: Danish Ministry of Education ([www.vidar.dk](http://www.vidar.dk), quoted in Milana, 2010; Danneskiold-Samsøe, 1999

\* Duration is given in teaching hours (th), working hours (wh), weeks (w) or years (y). In particular, teaching hours refer to in-class activity and/or self-study, while working hour refers to on-the-job activity

**Table 9 – Main features of long-cycle programmes for (prospective) adult educators**

| Course / program   | Aim(s)  | Provider(s)  | Target group(s)   | Entry criteria   | Duration*                            | Attestation   | Legal basis   |
|--|---|--------------|---|--|--------------------------------------|---|---|
| <b>Teachers of Danish as L2</b>  | To provide qualifications for teaching immigrants and refugees, both youths and adults  | Universities | Teachers of Danish as L2  | Teacher education with Danish language as the main subject or relevant bachelor degree   | 1 y full-time<br>or<br>2 y part-time | 60 ETCS points  | Act No. 956/2003 on open education                                    |
| <b>Master programmes:</b><br>Adult education<br>Adult education and human resource development | To provide qualifications to support adult learning and competence development in formal and non-formal contexts (including working contexts) | Universities | Practitioners dealing with educational planning and competence development programmes as well as with teaching adults | A relevant: bachelor or long-cycle higher education degree or Professional Bachelor or a diploma programme<br>+<br>Min. 2 y of relevant experience | 1 y full-time<br>or<br>2 y part-time | 60 ETCS points<br>(2-3 exams + 1 final project including a final examination) | Executive Order No. 682/2002 on Master programmes at university level |

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Sources: Danish Ministry of Education ([www.vidar.dk](http://www.vidar.dk), quoted in Milana, 2010; Danneskiold-Samsøe, 1999

\* Duration is given in teaching hours (th), working hours (wh), weeks (w) or years (y). In particular, teaching hours refer to in-class activity and/or self-study, while working hour refers to on-the-job activity

Teacher education providers in Viet Nam could get inspiration from these examples/lessons from Denmark for creating various pathways for professionalisation of adult educators.

### **Curriculum**

Continuing Education Centers follow the curricula and uses textbooks, learning materials as in the formal education system regulated by MOET and some special learning materials for specific localities regulated by the Provincial Department of Education and Training or the authorised state agencies. The uniform textbooks and curricula present paradoxes for learning and teaching in the continuing education setting, where learners have lower entry academic level. The uniform curricula also make the programmes demanding and stifle creative teaching methods for adults with different objectives, motivations, lower academic level, with underprivileged background or life biographies (VNIES, 2009)

## 7. Funding mechanism for LLL in Vietnam:

### **Section 7.1: Central government as provider and funder Expenditure**

Vietnam is giving a very high priority to investing in education and is now spending 20% of the total state budget on education. The public sector is also investing in continuing education. A recent UNICEF Report states that “The bulk of education expenditure (all except for tertiary education) is the responsibility of provincial and sub-provincial authorities, and accounts for 90 per cent of total state budget spending”. (Budget Allocation in the Education Sector in Viet Nam, UNICEF Viet Nam 2010). According to this report, total state budget in 2007 for continuing education was 3,3 % of the total education expenditure, and there was a 4-fold variation across provinces.

Even though LLL in Vietnam is primarily being financed by the public authorities, and only to a small extent by the private sector, employers, and the individuals , financing of lifelong learning however is insufficient. One of the means to overcome this problem has been to add extra resources with the so-called socialization of education, institutionalized in the Education Law, according to which “it is the responsibility of all organizations, families and citizens to take care of education to cooperate with educational institutions in realizing the goals of education, and to build a sound and safe educational environment (National Assembly 2005:79). The financial mechanism for LLL is stipulated in Decision Nr. 112: Expenditures for the implementation of continuing education activities shall be met chiefly from bringing into play the highest social participation to education” (The Government 2005:17) (Pham, 2009:6).

By socialisation of education and mobilising of other funds, the financial structure is being supplemented, but none the less there is still under-spending to support Lifelong Learning. However here is a great potential for social return on investment in LLL. Studies show the return in the form of reduced costs in the health and the older care sector (Desjardins,R and Schuller,T, 2006).

Interviews with social partners also point to an un-explored potential for investment as a shared responsibility among stakeholders. Feedback from the interviews reveal, that funding of institutions like CLC's is still insignificant, and the contributions from civil society and individual learners is also low.

“The staffing structure and investment policy towards continuing education institutions remain inadequate. The allowance regimes for learners, facilitators, officers in charge of illiteracy eradication and continuing education are not in line with actual conditions, nor encouraging both facilitators and learners”. (Report on Three-year implementation of “Building a Learning Society in the period 2005-2010” scheme and development of community learning centers (CLCs). (MOET 2008, 6<sup>th</sup> draft)

The civil and private sectors have been active players. Many private institutions have been established in relation to formal education, but only very little as yet for continuing education. The civil sector on the contrary has been very active also in relation to lifelong learning. Associations like the Association for Study Promotion, The Women's Association, the Youth League, Association for the Elderly, Retired Teachers, Farmers Association and others have been very active and successful in moving agendas like “eager-learning families”, “study-promoted family generation”, “Learning promoted communes” and been cooperating with the DOETs, CEC's, CLC's, foreign language and ICT-centers, etc.

The public-private partnership in lifelong learning is still limited, and the same goes for private investment in human resource development and competence development on the job. Some industries identify work-force learning needs and take care of some training, but in general the private sector investment in lifelong learning and continuing education is still inadequate/low.

Besides the UNESCO supported Literacy Initiative for Empowerment (LIFE) Project during 2006 – 2008, so far there has been no big project to support lifelong learning. With the increased awareness and understanding of LLL, a nationwide project presents

a potential for high impact on the socio-economic development. Further more, the unfolded and so far weak structure might face competition with foreign institutions setting up continuing education and training facilities in the future.

“With the implementation of GATS, (General Agreement on Trade in Services) in education, Vietnam continuing education, as an education subsector open to the market access, will face great challenges in trade competition due to its poor financial resources and backward state of development” (Pham, 2009) .

### ***Section 7.2: Financing – the international experiences***

In many countries there is free of charge access to basic and further education for adults who have inadequate educational qualifications. For continuing training at higher competence levels, it is often the responsibility of the employer and the individual. There is often tax relief on educational expenditure for both companies and individuals. Furthermore there are often tri-partite funding mechanisms between state, social partners and the individual. The social partners in Vietnam seem eager to start a dialogue on this issue, which is a great opportunity for a future tripartite funding structure. There are many models for funding in different countries, and it would be good if MOET would take the initiative to develop a model tailor-made for the Vietnamese context and based on international experience. As CLCs play such a huge role in Vietnamese lifelong learning, it would be relevant to create partnerships between enterprises and CLC's not only for curriculum, but also for funding, as it also could be considered to take a fee, except from disadvantaged groups. One of the models to investigate could be the Danish model, but of course to see it in its particular context.

The Danish Funding Model for adult and continuing education in relation to up-skilling of the workforce is based on public-private partnership. The public sector has a special responsibility for marginalized groups, with reading, writing and numeracy, and bilingual competences. The provision of adult and continuing education is targeted the needs of enterprises and individuals, and governance and financing are to increase this activity. In fact the expenditure for public adult and continuing education increased by 35% from 2007 to 2009. The private labour market has established competence trusts as a

precondition for increased public funding, and these trusts are to assure more co-financing from the employers. In addition to this funding there is a fee for users. For labour market related adult and continuing education, employers pay a contribution to the otherwise publicly financed scholarships for adult users.

### **Tax incentives for training in Austria**

#### **LLL co-finance mechanisms based on tax incentives for employers -**

Tax incentive for companies to invest in training. The incentive has been established by federal law on a permanent basis. Since 2000 Austrian employers can claim a tax allowance for investment in training. This training incentive is regulated by federal tax law (§4 Abs 8 ESTG 1988) and has the form of an **extra deduction** from taxable profits that companies are allowed to make when investing in training. When the measure was introduced in 2000 the tax allowance was 9% of the expenses on external training.

From 2003 onwards, the tax allowance has been increased to 20% and extended to company internal training. In short, the incentive allows companies not only to deduct the actual cost of training as a business expense from their taxable income but also to deduct an additional “virtual expense” of 20%. This leads to the effect that the tax base is diminished by 120% of the actual expense, which in turn results in a lower tax liability.

Companies which do not make enough profit to benefit from such a tax deduction can alternatively claim a credit for training expenses of 6% of the actual expense which is deducted from the tax liability. Austria’s employers’ organization also proposes to increase the tax allowance to 40% for small enterprises (less than 20 employees) as well as for special target groups such as older workers.

#### **Political goals**

The goal of the initiative is to promote companies’ investment in human capital in order to increase national and international competitiveness of Austrian companies.

#### **Programmatic objectives**

*Target group:* People in employment. Companies can claim the tax allowance for all their employees irrespective of position, age, training needs etc.

*Target of learning activities:* all training measures financed by a company to increase the vocational skills of its employees.

Source: Tölle, M.; Heller, H., Mayr, T. (2003).



## Tax based Co-finance mechanisms for individuals

### **Nature of the initiative**

Training expenses are treated as income related expenses in the framework of individual's tax declaration. This instrument is used on a permanent basis and is regulated by federal tax law (§16 Abs 1 Z 10 ESTG).

The stated goal has been to make it easier for individuals to invest in training and to compensate for the price increases on the training market in recent years.

### **Political goals**

Incentive for employees/self-employed to invest in training.

### **Programmatic objectives**

*Target group:* All employees and the self-employed

*Target of learning activities:* vocational training related to the professional field of the individual; in the case of longer term courses also training measures leading to a complete re-qualification.

### **Principal features of the initiative**

Training expenses are treated as income related expenses for individuals. In their tax declaration individuals can declare their expenses on vocational training as income related expenses. This means that expenses on training are regarded as being necessary to generate, secure or maintain income (e.g. one's salary) and are, for this reason, deducted from the tax base.

Until recently, the conditions under which training expenses were accepted as income related expenses by the financial authorities were quite strict. Only training measures deemed necessary for the individual to maintain his or her current job or, in the case of the self-employed, training expenses which were directly related to the professional field qualified as income related expenses. However, recent changes in tax law (2000 and 2002) introduced a more flexible approach. The current provisions take into consideration all expenses for training related to the professional field of the individual as well as expenses for long-term training measures leading to a broad vocational re-qualification (i.e. leading to completely new qualifications). Typical examples of training measures eligible in this context are IT-courses, business related courses and many language courses. Longer term training measures which lead to skills necessary for a

new job in a new professional field have also become eligible.

Source: Tölle, M.; Heller, H., Mayr, T. (2003).

### **Training leave**

The initiative was launched on January 1, 1998 as a permanent tool (the Danish training leave was used as a model). The initiative is regulated by federal law (§11 of the Arbeitsvertragsrechts-Anpassungsgesetz) and aims at facilitating longer term training measures. It allows individuals to undergo full-time training for a period of 3 – 12 months during which they receive a daily allowance of € 14,53 from the Austrian Employment Service (AMS). During the leave, the employer pays no salary but since the employment contract persists, the employer has to agree on the leave as well as on the time and duration of the leave. The main intention of the training leave was to set incentives for longer term training measures as well as create new employment.

Source: Tölle, M.; Heller, H., Mayr, T. (2003).

## 8. Conclusions and Recommendations

### **Section 8.1: Conclusions**

**Current structure and concept of lifelong learning in Vietnam:** in the past two decades Vietnam has achieved very good results in formal and basic education, much has also been improved in secondary and tertiary education, and the country has established a foundation for lifelong learning system by introducing the decision on building learning society in 2005. In order to succeed, it is necessary to address some key issues, such as awareness and understanding of the LLL concept and its associated aspects, especially demand, motivation, participation and equity of access to LLL of the population in relation to gender, age, geographical and socio-economic conditions.

**Governance of LLL system in Vietnam:** the government of Vietnam has introduced some regulatory frameworks and encouraged decentralisation of organisation and management structure to engage various stakeholders in cross-sectoral partnerships and enhance quality of LLL provision and efficient use of resources. The implementation in practice has revealed many opportunities for governance. The analysis provides an evident need for a coherent set of policy frameworks with clear governance structures.

**Provision and quality of LLL:** Many programmes and projects have been launched to provide lifelong learning opportunities to different groups of the population in different geographical areas and in wide range of contents to suit diverse needs and interests. However these initiatives are rarely understood as contributing to lifelong learning. There are concerns about quality, especially pedagogy, physical learning environment, teachers and trainers, quality of personnel working in LLL. Noticeably, there is an opportunity to develop the national qualifications framework in such a way, that allows flexible transition routes between formal and non-formal education as well as

recognition of different forms of learning by the labour market to make LLL an attractive and viable option for all learners.

### **Funding mechanism for LLL in Vietnam:**

There is big participation rate in LLL in Vietnam, but the whole sector is under-financed, and new funding models will have to be explored. New financial models could be explored with international inspiration, in order to create models that would be productive and relevant in the Vietnamese context. A tripartite public-private financing system with contributions from state, trade unions of employers and of employees, and from the individuals could be explored. Likewise for models based on tax deduction for investments in human resource development, and models based on learning accounts. There is a need to work on policy level to find a financial system with funds from various sectors including the private sector, and to analyse the financial foundation for the CLCs, considering also the possibility of taking fees. Another model to work on could be a mechanism to give loans for LLL, parallel to credits to student to study in university. Public investment in human resources development is today only 3% of the education budget, but could be increased to 6-10%. As part of the analysis of financing models, a research project on the return on investment in education could be very important. There could eventually be a partnership with Vietnam Chamber of Commerce and Industry, as well as mobilisation of resources from different organisations and institutions. Enterprises could be requested to earmark a certain percentage of the salary or the profit of the company to LLL.

Furthermore a system of incentives could be explored with focus on study leave programmes, tax reduction, or free access to training facilities at different institutions, Also worth consideration is mobilization of international partners to support LLL initiatives.

### **Section 8.2: Recommendations**

Vietnam is on the way to build and sustain a well-functioning society and secure its sound socio-economic development in the future. It is suggested to give top-priority to

lifelong learning in Vietnam, to upgrade and up-skill the adult population across the age span and develop its human resources to its full potential.

After five years with the initiative of building the learning society much has been done, but not all achieved. Vietnam has done a very good job in basic education, much has improved in secondary, technical and vocational as well as tertiary education and higher education, which provides strong foundations to move forward in lifelong learning. The experience from many countries like Korea, Thailand, UK and Denmark proves, that passing of a law on lifelong learning and deciding on a national strategy for lifelong learning gives focus and resources to the area. Therefore it is suggested that a law on lifelong learning should be passed together with a lifelong learning strategy to be added to the Education Law 2005 with very detailed regulations, especially on inter-sectoral cooperation and budget, a clear implementation plan with guidelines, and methods of evaluation of the implementation.

The establishment of the proposed SEAMEO Centre for LLL in Vietnam will attract experience from the ASEAN region and has the potential to make Vietnam one of the leading countries in LLL in Asia.

One of the key strategic decisions to promote learning society and strengthening LLL in Vietnam could be to appoint learning cities and regions, which would function as movers and drivers in national and regional development, develop competences of the workforce and attract investment in new workplaces. This would also create opportunities for cross-sectoral cooperation.

The concept of lifelong learning is present and well developed in many policy documents, but is still not implemented to the full potential in practice. One of the biggest obstacles is lack of awareness of the concept of LLL among many leaders and in the public, and as a consequence of this, also lack of inter-sectoral cooperation. Therefore it is suggested to support promotion raising measures like annual Lifelong Learning Festivals, campaigns at radio and television, and to establish an intra-

governmental permanent coordinating body for LLL to secure inter-sectoral cooperation at the implementation level. It is suggested that the Continuing Education Department/MOET could take this role. It should be strengthened and changed to Bureau of LLL with new tasks of coordinating the new era for LLL in VN at the implementation level. Likewise there could be a steering committee for LLL at provincial and district level, for information and experience sharing for promoting inter-sectoral cooperation.

There are many devoted teachers in the field of non-formal education, who have achieved remarkable results, and the teaching profession is highly respected. However there is often insufficient relevant training for staff working in the lifelong learning sector. The teaching methodology should be more flexible and diverse. It is suggested to engage in cooperation between education institutions and the world of work to develop new curricula, and to establish a number of Regional Lifelong Learning Resource Centres to train adult teachers at local and province level. CLCs could function better with at least one permanent staff, improved regulations and infrastructure. Some universities could establish Faculties of Continuing Education and Training – or Lifelong Learning - and develop a BA-programme in continuing and adult education, for qualifying adult learning professionals working full time in LLL, like the future leaders of CLC and CEC, educational leaders, managers and planners in ministry, province and district levels, and in HR divisions in public and private companies. Further it is suggested to explore possibilities for establishing a MA programme in Lifelong Learning to be offered by VNIES to train top leaders and managers in the field, eventually in cooperation with SEAMEO Centre for LLL.

Strengthening the National Qualifications Framework and a quality assurance system for non-formal learning would further secure the relevance of the training system for lifelong learning teachers and professionals. A recognition and validation system for non-formal and informal learning, based on learning outcomes, also for crafts – linked to national qualifications framework, would further allow for qualifications, skills and competences developed at all levels, including workplace learning, to be recognised.

There are many providers of lifelong learning, and the number of Community Learning Centres is reaching 10.000, with one in almost every district, and a Continuing Education Centre in almost every province. However the CLCs are functioning on a very low budget and suffer weak infrastructure. Many social organisations are involved in the educational provision, but both CLCs and CECs would profit from more inter-sectoral cooperation with NGOs and also with enterprises at the local level. New types of providers could add to the scale of provision – universities and colleges could offer short courses at high level and secure transfer of knowledge from universities to society, and play a stronger role in LLL . At the same time the providers would profit from better identification of the learning needs in the different districts, and from forecasts of the future need for especially skilled workers and managers at the middle level. Much could also be gained from improving NGOs influence and participation.

NGOs have played and continue to play a paramount role at the local, district and national level in supporting and developing inter-sectoral cooperation and supporting study opportunities for adults. They will be important partners for MOET in building the learning society, in communicating the concept of lifelong learning, awareness raising, and stimulating peoples motivation to learn.

There is some research in non-formal education that allows for MOET to build new initiatives on an evidence base, but still little research on LLL. Research in this field would necessitate revisiting the roles and functions of Research Centre for Non-Formal Education under VNIES as well as other relevant research institutions, to form a research base for to support the LLL system.

### **Learning City**

This concept was first introduced in Japan in 1979 to increase economic growth in urban-rural towns. Ministry of Education in the UK in 1988 developed the concept, and OECD in 1992 held an international conference to launch the

concept. In 2010 there are Learning Cities in Canada, US, UK, Australia, Korea, etc. Korea had 1 learning city in 1999, 3 in 2001, 84 in 2010. In Korea the National Institute of Lifelong Education is managing the learning city initiative under the auspice of Korean Ministry of Education, the cities are selected by the Ministry according to a set of criteria, and there are awards to the one that best meets local needs. Only Learning Cities can host LL Festivals, and one city per year is winning the competition to host the LLL Festival. The future plans are to innovate the concept with focus on sustainable development and green city.

I Vietnam a city like Danang seems to have good preconditions for making a pilot.

Source: Arne Carlsen

### **Lifelong Learning Festival: Raising awareness**

UK has worked with Adult Learners Week since 1991, and today more than 40 countries have joined the initiative. In the UK there are activities all over the country, such as awards to good adult learners, local enterprises offer sponsorships, seminars in libraries and museums, on-line discussions, and music-parades. The UNESCO Institute for Lifelong Learning in Hamburg gives technical support.

Source: Arne Carlsen

Access to lifelong learning for broader layers of the whole population could be strengthened by supporting higher quality in guidance and counselling, developing more ICT-supported learning, and using also libraries and museums as LLL arenas.

There is a very well planned strategy for gender equality in Vietnam, but womens participation in lifelong learning is not very well reflected in the key documents. Targets for womens access to and participation in LLL could be added to the National Target Program on gender equality from 2011 to 2015.



New financial models could be explored with international inspiration, in order to create models that would be productive and relevant in the Vietnamese context. A tripartite public-private financing system with contributions from state, trade unions of employers and of employees, and from the individuals could be explored. Likewise for models based on tax deduction for investments in human resource development, and models based on learning accounts. There is a need to work on policy level to find a financial system with funds from various sectors including the private sector, and to analyse the financial foundation for the CLCs, considering also the possibility of taking fees. Another model to work on could be a mechanism to give loans for LLL, parallel to credits to student to study in university. Public investment in human resources development is today only 3% of the education budget, but could be increased to 6-10%. As part of the analysis of financing models, a research project on the return on investment in education could be very important. There could eventually be a partnership with Vietnam Chamber of Commerce and Industry, as well as mobilisation of resources from different organisations and institutions. Enterprises could be requested to earmark a certain percentage of the salary or the profit of the company to LLL.

Furthermore a system of incentives could be explored with focus on study leave programmes, tax reduction, or free access to training facilities at different institutions, Also worth consideration is mobilization of international partners to support LLL initiatives.

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## 10. Appendices

### Appendix 1: Workplan for the Situation Analysis of Lifelong Learning in Vietnam

| Date/time                 | Activity  | Notes   |
|---------------------------|---|---|
| <b>Thursday, 1/7/2010</b> | <b>Ha Noi</b>   |   |
| 8h30-9h30                 | <b>UNESCO Hanoi Office</b><br>Katherine Muller-Marin, Head of Office<br>Santosh Khatri, Education Program Coordinator<br>Tam Tran, Education Program Officer  | UNESCO, 23 Cao Ba Quat  |
| 10h00-11h30               | <b>VNIES and CED</b><br>Mr. Nguyen Cong Hinh, Director, Continuing Education Department, MOET<br>Ms. Huyen, Vice Director, Continuing Education Department, MOET<br>Mr. Vu Van Son, Vice Director, Continuing Education Department, MOET<br>Mr. Hien, CED-MOET<br>Mr. Ngo Xuan Tien, Senior Officer, Continuing Education Department, MOET<br>Ms. Thai Thi Xuan Dao, Director of Non-formal Education Research Center, VNIES  | CED/MOET  |
| 14h00-15h30               | <b>Study Promotion Association</b><br>Assoc Prof, Dr. Tran Xuan Nhi, Vice President of Vietnam Association for Promoting Education<br>And other representatives from units of the Association   |   |
| 16h00-17h00               | Meeting with President of Hanoi Open University and staff<br>Prof. Dr. Phạm Minh Việt, President<br>Prof. DSc Nguyen Thanh Nghi, Vice President<br>MSc. Ly Lan, Vice Director, International Cooperation office   | B101 – Nguyễn Hiền – Bách Khoa – Hai Bà Trưng – Hà Nội – Việt Nam                                       |
| <b>Friday, 2/7/2010</b>   | <b>Hanoi</b>  |   |
| 10h30-12h00               | Vietnam General Federation on Labour<br>Mr. Thuat - Deputy Head of Personnel Organization and Retraining Department<br>and an officer in International Cooperation Department   | 82 Trần Hưng Đạo Hà Nội Tel : 84 - 4 - 9421794 / 9421517<br>Fax : 84 - 4 - 9423781doingoaitld@hn.vnn.vn |
| 15h00-17h00               | Meeting on lifelong in Vietnam with mass organizations<br>Ms. Hoang Thi Ai Nien, Deputy Head of Vietnam Women's Union<br>Mr. Pham Huy Thu, Elderly People's Association<br>Mr. Phung Quang Thuan, Elderly People's Association<br>Mr. Le Quan Tan, Deputy Head, Former Teachers Association<br>Mr. Do Khanh Tang, , Former Teachers Association<br>Prof. Dr Pham Tat Dong, Deputy Head of Study Promotion Association<br>Mr. Phan Dang Huy, Study Promotion Association | Movenpick hotel, 83A Lý Thường Kiệt   |

|                           |  |           |
|---------------------------|--|-----------|
|                           | Ms Nguyen Thi Thu Huyen, Vice Director, Continuing Education Department, MOET<br>Ms. Thai Thi Xuan Dao, VNIES<br>Ms. Be Hong Hanh, VNIES<br>Mr. Vu Long, the Fatherland Front<br>Mr. Nguyen Tran Lam, Focal point on HIV/AIDS, UNESCO Hanoi Office<br>Ms. Nguyen Thanh Ngan, UNESCO Hanoi Office   |           |
| <b>Saturday, 3/7/2010</b> | <b>Thai Binh</b>   |           |
| 8h00-10h00                | Travel Hanoi to Thai Binh  |           |
| 10h00-12h00               | <b>Meeting with PPC</b><br>Đặng Phương Bắc, Director of Education and Training<br>Phạm Xuân Hoa, Standing Representative, Thai Binh Provincial Study Promotion Association<br>Lưu Nam Hưởng, Head of Continuing Education Department<br>Nguyễn Ngọc Phái, Deputy Head of Continuing Education Department<br>Phạm Bích Thủy, Officer, Continuing Education Department                               | Thai Binh |
| 13h30-15h00               | <b>Visit CLC in Dong Xuan District, Thai Binh</b><br>Mr. Khong Van Hien, Head of Communist Party branch of Dong Xuan District<br>Vu Van Hung, Chairman of Dong Xuan District People's Committee<br>Vu Hai Dang, Vice Chairman of Dong Xuan District PPC, Director of CLC<br>Pham Thi Tam, Deputy Head of Dong Xuan District Bureau of Education and Training<br>Dang Thanh Lan, Vice Director, CLC |           |
| 15h30-16h30               | Visit Thai Binh Seed Joint Stock Company<br>Mr. Tran Manh Bao, Chairman President, General Director and representatives from other departments<br>Phạm Xuân Hoa, Standing Representative, Thai Binh Provincial Study Promotion Association   |           |
| 16h30-18h30               | Thai Binh back to HN   |           |
| <b>Sunday, 4/7/2010</b>   | <b>Ho Chi Minh City</b>  |           |
| 11h00-13h30               | travel Hanoi to HCM City   |           |
| Afternoon                 | Team meeting and planning for fieldtrip  |           |
| <b>Monday 5/7/2010</b>    | <b>Binh Duong</b>  |           |
| 8h00-8h50                 | travel HCM City to Binh Duong  |           |
| 9h30-10h30                | <b>Meeting with PPC and relevant stakeholders</b><br>Đặng Thành Sang, Vice Director, Education and Training Department<br>Nguyễn Văn Phương, Vice Director of Continuing Education Department<br>Mr. Trương Thanh Phương, Deputy Head of   |           |

|                         |   |                    |
|-------------------------|---|--------------------|
|                         | Continuing-Secondary Education Department<br>Representatives from Department of Health, Former<br>Teachers' Association, Farmers' Union   |                    |
| 10h30-12h00             | Visiting CEC Binh Duong<br>Mr. Lê Văn Thiện, Director, CEC<br>Mr. Hồ Văn Thông, Vice Director, CEC<br>Mr. Nguyễn Chí Phương, Vice Director, CEC<br>Mr. Nguyễn Ngọc Thịnh, Head of Personnel Division<br>Ms. Nguyễn Thị Thanh Huyền, C   |                    |
| 13h30-16h30             | <b>Visit Dau Tieng Rubber Company</b><br>Mr. Nguyễn Tiến Đức, General Director<br>Mr. Mạnh, Vice Director<br>Representatives from Communist Party Branch, Youth<br>Union, Trade Union and Women's Union   |                    |
| 16h30-17h30             | travel Binh Duong to HCMC   |                    |
| <b>Tuesday 6/7/2010</b> | <b>Ho Chi Minh City - Da Nang</b>   |                    |
| 8h30-10h00              | <b>Meeting with stakeholders in HCMC</b><br><ol style="list-style-type: none"> <li>1. Võ Phước Nguyễn, Depty Head of Vocational Training Division, DOLISA</li> <li>2. Nguyễn Thị Anh Thư, Head of Personnel Organization, Department of Agriculture and Rural Development</li> <li>3. Trần Minh Thái, Officer, Personnel Organisation Division, Department of Health</li> <li>4. Phạm Thành Nam, Officer, Department of Culture, Tourism and Sports</li> <li>5. Phan Văn Xu, Officer, Department of Science and Technology</li> <li>6. Nguyễn Thị Yến Thoa, President of HCMC Association of Former Teachers</li> <li>7. Lê Minh Ngọc, Vice President of Study Promotion Association</li> <li>8. Nguyễn Tiến Đạt, Deputy Director, Department of Education and Training</li> <li>9. Hồ Quốc Anh, Deputy Head of Continuing and Secondary Education Division</li> </ol><br><b>CLC Ward 13, Tan Phu District, HCMC</b><br>Ms. Hoang Thi Hoa, Director of CLC, Deputy Head of Ward People's Committee<br>Ms. Vu Thi Tuyet, Vice Director of CLC<br>Mr. Ly Thanh, Continuing Education Department, DOET | HCMC DOET          |
| 10h00-12h00             | Fieldtrip to CLC  |                    |
| 12h00-14h00             | <b>A.P. Moller - MAERSK GROUP</b><br>President and HR Managers<br>Narin Phol, Country Manager, Damco Vietnam/Cambodia<br>Ms. Le Hoang Mai, Cluster HR General Manager, Vietnam&Cambodia<br>Ms. Ngo Thi My Trang, HR Manager, Damco Vietnam and Cambodia   | Quan An Ngon, HCMC |
| 16h00-17h10             | fly HCMC to Da Nang   |                    |
| <b>20h30-21h00</b>      | <b>wrap-up meeting</b>  |                    |



| <b>Wednesday,<br/>7/7/2010</b> | <b>Da Nang</b>   |                            |
|--------------------------------|--|----------------------------|
| 10h00-12h00                    | Meeting with PPC and relevant stakeholders<br>Mr. Lê Trọng Chinh, Director of Education and Training Department<br>Mr. Thái Văn Hân, Vice Director of Education and Training Department<br>Mr. Nguyễn Văn Mỹ, Head of Continuing and Professional Education Division, DOET<br>Mr. Nguyễn Việt Mỹ, Deputy Head of Continuing and Professional Education Division, DOET<br>Mr. Trần Thanh Tùng, Officer, Continuing and Professional Education Division, DOET<br>Mr. Huỳnh Phước, Director of Science and Technology Department<br>Mr. Lê Việt Hoàng, Director of Integrated Technical and Vocational Orientation Center, DOET |                            |
| 13h30-14h30                    | Fieldtrip to Son Tra district's Integrated Technical and Vocational Orientation Center<br>Lê Đức Hoàn, Director<br>Nguyễn Văn Hòa, Vice Director<br>Trần Ngọc Băng, Vice Director  |                            |
| 15h00-17h00                    | Fieldtrip to Tân Hải Tây Ward CLC, Son Tra District<br>Mr. Đỗ Trọng Bê, Chairman of An Hải Tây Ward People's Committee<br>Mr. Đặng Công Ba, Vice Chairman of An Hải Tây Ward People's Committee<br>Mr. Dương Anh Minh, officer<br>Mr. Nguyễn Văn Dũng, Head of An Hải Tây ward's Study Promotion Association<br>Mr. Nguyễn Văn Ngộ, Farmers' Union<br>Ms. Tám, Women's Union   |                            |
| <b>17h-19h00</b>               | <b>travel Da Nang to Hue</b>   |                            |
| <b>19h00-20h30</b>             | <b>Hue LRC and Medical College city</b><br>Prof., Dr. Huynh Dinh Chien, Director, Learning Resource Center, Hue University<br>Dr. Nguyen Vu Quoc Huy, Deputy Head of Research and Technology, International Cooperation, Hue Medical College, Hue University   | <b>Floating restaurant</b> |
| <b>20h30-21h00</b>             | <b>wrap-up meeting</b>   |                            |
| <b>Thursday,<br/>8/7/2010</b>  | <b>Hue</b>   |                            |
| 9h00-10h00                     | <b>Meeting with stakeholders in Hue</b><br>Mr. Nguyễn Hữu Lễ, Deputy Head of TT Hue Study Promotion Association<br>Mr. Hoàng Hữu Hè, Vice Director of TT Hue Department of Agriculture and Rural Development<br>Mr. Trần Ngọc Nam, Vice Director, Department of Science and Technology<br>Mr. Phạm Văn Hưng, Vice Director, DOET<br>Ms. Nguyễn Thị Phước, Women's Union<br>Ms. Nguyễn Thị Bích Loan, officer, Department of Health<br>Mr. Phạm Ba Vương, Department of Labour-Invalids and   |                            |

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|                            | Social Affairs<br>Mr. Phan Tien Dung, representative from Farmers' Union<br>Mr. Nguyen Ve, Head of Continuing Education Department, DOET<br>Mr. Nguyen Thai Son, Continuing Education Department<br>Mr. Hung Tu, CED, DOET<br>Ms. Chi, Officer, Department of Culture, Sports and Tourism   |                      |
|                            | Hue CEC<br>Mr. Truong Cong Binh, Director<br>Mr. Tran Quang Phuc, Vice Director   |                      |
| 10h00-12h00                | visit Hue Association for Blind People<br>Mr. Le Van Loc, President, TT Hue Association for Blind People  |                      |
| 14h30-                     | travel Hue-HN   |                      |
| <b>Friday, 9/7/2010</b>    | <b>Hanoi</b>  |                      |
| 10h30-12h00                | Ministry of Agriculture and Rural Development<br>Training Management Division and Project on Vocational training for Rural laborers<br>Ms. Dao Thi Huong Lan, Vice Director, Training Management Division<br>Mr. Phung Huu Can, Officer<br>Ms. Phung Thi Phuong Nga, officer  | 2 Ngoc Ha            |
| 13h30-14h20                | GTVET<br>Mr. Duong Duc Lan, First Deputy Director General<br>General Department of Vocational Training  |                      |
| 15h00-17h00                | Ministry of Education and Training<br>Vice Minister Nguyen Vinh Hien<br>Mr. Tran Ba Viet Dzung, Director General, International Cooperation Department<br>Mr. Nguyen Loc, Vice Director, VNIES<br>Ms. Thai Thi Xuan Dao, Director of Non-formal Education Research Center, VNIES<br>Mr. Khang, Vice Director, Professional Education Department<br>Mr. Nguyen Cong Hinh, Director, Continuing Education Department<br>Ms. Nguyen Thi Thanh Huyen, Vice Director, Continuing Education Department<br>Mr. Hien, Senior Officer, Continuing Education Department<br>Mr. Ngo Xuan Tien, Senior Officer, Continuing Education Department | MOET, 49 Dai Co Viet |
| <b>Saturday, 10/7/2010</b> | <b>Report writing and workshop preparation</b>  |                      |
| <b>Sunday, 11/7/2010</b>   | <b>Report writing and workshop preparation</b>  |                      |
| <b>Monday 12/7/2010</b>    |   |                      |
| <b>9h30-10h30</b>          | <b>Ministry of Information and Telecommunications</b>   | 18 Nguyen Du         |

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|   | Mr. Tran Xuan Phuong, Officer, Personnel Department<br>Mr. Nguyen Viet Phuong, Vice Director, Personnel Department<br>Mr. Pham Thanh Dat, IFC project<br>Ms. Mai Thu Hang, Officer, International Cooperation Department   |  |
| 10h30-11h30                                   | <b>Ministry of Culture, Tourism and Sports</b><br>Mr. Trinh Quoc Anh, Officer, International Cooperation Department<br>Mr. Nguyen Huu Toan, Vice Director of Heritage Department<br>Mr. Nguyen Huu Gioi, Vice Director of Libraries Department<br>Ms. Bui Bich Ha, Officer, Department of Families<br>Mr. Phan Quoc Chien, Officer, Training Department  | 51-53 Ngo Quyen  |
| 11h40-12h30                                   | <b>UNESCO Hanoi</b><br>Ms. Duong Thi Bich Hanh, Head of Culture Section  | Temple of Literature   |
| 12h30-13h45                                   | Dr. Dinh Quang Thu, Hanoi Education University   | Lang Toi, 87 Ly Thuong Kiet  |
| <b>Tuesday<br/>13/7/2010</b>                  |  |  |
| 12h10-13h10                                   | Working lunch with Jimmy Pham, KOTO founder and KOTO International CEO   | 59 Van Mieu Street   |
| <b>12h00-13h30</b>                            |  | <b>Vincom</b>  |
| 13h30-15h30                                   | Workshop Preparation   | UNESCO, 23 Cao Ba Quat   |
| 16h00-17h00                                   | Meeting with DPM Nguyen Thien Nhan   | Government Office, 1 Hoang Hoa Tham  |
| 17h-18h00                                     | Workshop preparation   |  |
| <b>Wednesday<br/>14/7/2010<br/>8h00-16h30</b> | <b>Workshop on Situational Analysis of Lifelong Learning in Vietnam (attached list)</b>  | <b>Conference Room, Sofitel Plaza, 1 Thanh Nien Road, Ba Dinh District, Hanoi, Vietnam</b> |
| <b>Thursday<br/>15/7/2010</b>                 |  |  |
| 10h00-11h00                                   | <b>Vietnam National Library</b><br>Ms. Phan Thị Kim Dung, Director<br>Ms. Ngô Ngọc Anh, Head of Conservation Department<br>Ms. Thuy, International Cooperation Department  | 31 Tràng Thi   |
| 14h00-15h00                                   | <b>Meeting with Ministry of Labor-Invalids and Social Affairs</b><br>Ms. Phạm Nguyên Cường, Deputy Head of Gender Equality Department<br>Mr. Vũ Trường Giang, Vice Director, Division of Training, Overseas Labor Management Agency<br>Ms. Nguyễn Thùy Trang, University of Labor and Social Affairs<br>Mr. Nguyễn Thanh Hải, Head of Multilateral Cooperation Department<br>Ms. Bình and Nghĩa, Officers, Gender Equality | 2 Đinh Lễ  |

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|                          | Department  |  |
| 15h10-17h00              | <p><i>Sharing experiences on developing a national strategy on building a learning society/lifelong learning to Sectariat team of the Steering Committee on Building a Learning Society</i></p> <p>Mr. Nguyen Cong Hinh, Director General, Continuing Education Department, MOET<br/> Mr. Nguyen hong Son, Deputy Director General, CED/MOET<br/> Mr. Hiên, Senior Officer, CED/MOET<br/> Mr. Ngô Xuân Tiến, Senior Officer, CED/MOET<br/> Ms. Thái Thị Xuân Đào, Director, Non-formal Education Research Center, VNIES</p> |  |
| <b>Friday, 16/7/2010</b> |   |  |
| 10h00-12h00              | <p><b>Vietnam Museum of Ethnology</b><br/> Dr. Tran Thi Thu Thuy, Chief of Education Department</p>   |  |
| afternoon                | Meeting with UNESCO Education Team  |  |
| evening                  | Flying back to DM   |  |

**Appendix 2. List of participants in the workshop 14. July 2010 in Hanoi.**

| No. | Name                   | Title/Affiliation (English)   |
|-----|------------------------|---|
| 1   | Bế Hồng Hạnh           | VNIES   |
| 2   | Cầm Bạch Thiêm         | Ethnic Minority Education Dept/MOET   |
| 3   | Phạm Hùng              | Ministry of Agriculture and Rural Development   |
| 4   | Ngô Văn Huy            | Centre for Research, Preservation of Vietnamese Doctoral Heritage (CPD)   |
| 5   | Nguyễn Mậu Bánh        | Former Teachers' Association  |
| 6   | Nguyễn Trung Kiên      | Early Childhood Education Department/MOET   |
| 7   | Santosh Khatri         | Education Program Coordinator, UNESCO   |
| 8   | Filip Leanearts        | Education Program Specialist, UNESCO  |
| 9   | Bùi Quang Huy          | Central Committee, Youth Union  |
| 10  | Nguyễn Công Hinh       | Director General, Continuing Education Department/MOET  |
| 11  | Nguyễn Hồng Sơn        | Deputy Director General, Continuing Education Department/MOET   |
| 12  | Ngô Xuân Tiến          | Senior Officer, Continuing Education Department/MOET  |
| 13  | Trương Tất Hiền        | Senior Officer, Continuing Education Department/MOET  |
| 14  | Nguyễn Danh Bình       | Editor-in-Chief, Education and The Times  |
| 15  | Nguyễn Thị Ngọc Minh   | Secondary Education Department/MOET   |
| 16  | Nathan Hart            | Reporting and M&E Offier, UNESCO  |
| 17  | Lê Nghi                | Action Aid Vietnam  |
| 18  | Hoàng Anh              | Vietnam Federation of UNESCO Associations   |
| 19  | Nguyễn Ngọc Anh        | Head of Conservation Department, National Library of Vietnam  |
| 20  | Katherine Muller Marin | Representative and Head of Office, UNESCO   |
| 21  | Nguyễn Trần Lâm        | HIV/AIDS Focal Point, Education Program, UNESCO   |
| 22  | Nguyễn Thùy Chi        | Voice of Vietnam  |
| 23  | Nguyễn Lộc             | Vice President, Vietnam National Institute of Education Sciences NIES   |
| 24  | Cù Thị Hậu             | Vice President, Elderly People's Association  |
| 25  | Phạm Ngọc Định         | Deputy Director General, Primary Education Department/MOET  |
| 26  | Xuân Thị Nguyệt Hà     | Secondary Education Department/MOET   |
| 27  | Lều Vũ Điều            | Vice President, Vietnamese Farmers' Union   |
| 28  | Lê Thị Thanh Hương     | Head of Vocational Training Division  |
| 29  | Nguyễn Văn Phương      | Deputy Director General, Department of Organisation and Human Resources, Ministry of Information and Telecommunications               |
| 30  | Đào Mạnh Hùng          | Deputy Director General, Department of Organisation and Human Resources, Ministry of Culture, Sports and Tourism                      |
| 31  | Dương Việt Anh         | Education Lead, Action Aid Vietnam  |
| 32  | Saraj Dash             | Thematic Manager, Action Aid Vietnam  |
| 33  | David Archer           | Head of Education, Action Aid International   |
| 34  | Phan Thị Kim Dung      | Director, National Library of Vietnam   |
| 35  | Nguyễn Đăng Tuấn       | GTZ TVET Project  |
| 36  | Lê Hà Trung            | Program Officer, Culture Program, UNESCO Hanoi  |
| 37  | Đình Quang Thú         | Chief, International Relations Office, Director, Centre for International Education & Training Hanoi National University of Education |
| 38  | Trần Xuân Nhĩ          | Vice President, Study Promotion Association   |
| 39  | Thái Thị Xuân Đào      | Director, Non-formal Education Research Center, VNIES   |

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| 40 | Nguyễn Vinh Hiền   | Vice Minister, Ministry of Education and Training  |
| 41 | Ngô Quang Sơn      | Deputy Director General, Ethnic Minority Education Department, MOET  |
| 42 | Nguyễn Thị Huyền   | Deputy Director General, Department of Organisation and Human Resources, Ministry of Environment and Natural Resources |
| 43 | Hoàng Phương Ngọc  | Reporter, Education and The Times  |
| 44 | Trần Thị Thanh Tâm | UNESCO   |
| 45 | Vũ Chiến Thắng     | UNESCO   |
| 46 | Nguyễn Hồng Chiến  | UNESCO   |

### **Appendix 3: Consultation workshop on Lifelong Learning in Vietnam**

The concept of Lifelong Learning (LL) recognizes that learning takes place in all forms of settings, both formal, non-formal as well as informal and through out the different stages of life, from early childhood to throughout life. LL promotes, supports and encourages voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. By emphasizing learning throughout life, it enhances participation of all population groups in the learning process, which enhances social inclusion, active citizenship and personal development.

Education and learning have a critical role in the overall socio-economic development of Vietnam. As Vietnam gradually moves from manufacturing and production society towards a knowledge society, it will require that all the people of Vietnam are provided the opportunities and support to continuously learn and upgrade their knowledge and skills.

While the importance of education and learning is highly regarded in the Vietnamese cultures and traditions, the LL remains an abstract concept. There appear little linkages between the formal and non-formal education. The schools, colleges and universities are tasked with formal education and training. The Continuing Education Centres (CECs) and Community Learning Centres (CLCs) have the responsibility to provide non-formal and literacy for the youth and adults.

Recognizing the importance, benefits and opportunities of the LL in enhancing education and knowledge for overall development of Vietnam, the Ministry of Education and Training (MOET), with support from UNESCO Hanoi wishes to develop an overall LL strategy under the umbrella of the Socio-Economic Development Strategy 2010 – 2020 (SEDS) and the Socio-Economic Development Plan 2010 – 2015 (SEDP) and the Education Development Strategy 2010 – 2020. As a first step, the MOET wishes develop deeper understanding of the concept of LL and how it is applied in Vietnam including opportunities, challenges and potential barriers for promoting LL in the country. This will enable MOET to raise awareness and initiate dialogue among the different stakeholders on the different aspects of lifelong learning.

To support the MOET in undertaking a situation analysis of opportunities and challenges for LL in Vietnam an international expert in LL has been appointed to review existing policies, programmes and mechanisms in place to support education and learning, identifying opportunities, challenges and barriers, both cultural/traditional as well as institutional to put LL in practice in Vietnam.

In order to build on experience, research and good practice from many stakeholders the consultant would like to hear your views on the following and other questions:

- 1. What does it take to make the Vietnamese learning society?**
- 2. What are the obstacles and opportunities for realizing lifelong learning in Vietnam?**
- 3. What are the possibilities for inter-sectoral cooperation?**
- 4. What mechanisms could facilitate the transition from policies to implementation in practice?**
- 5. How can lifelong learning be financed?**
- 6. What are the gender issues at stake in lifelong learning?**

## **Appendix 4: Feedback from workshop**

### **Feed back from stakeholders in 3 Work groups 13. July 2010**

Question 1: What does it take to make the Vietnamese learning society?

- Policy and law on learning society are needed. We have framework, but implementation is weak
- Improve awareness of leaders and the public, change of mindset
- Invest in human resources, today only 2% of education budget goes to lifelong learning, it should be 6-10%
- Campaign LLL regularly
- Identify learning needs in different regions
- Link different stakeholders – they only go for their own sector
- Monitoring and evaluation schemes

Question 2: What are the obstacles and opportunities for realising lifelong learning in Vietnam?

Obstacles:

- Inadequate awareness of leaders
- The system only focussed on formal degrees
- Public awareness of the value of learning is limited with farmers
- The existing methodology is not flexible and diverse
- No training of adult educators
- Investment too little and uneven development – little in mountainous areas
- Language barriers
- Inter-sectoral cooperation is not efficient

Opportunities:

- Long tradition for learning
- Government supports it
- International cooperation can make short cut



- Easy access to information channels
- International integration

Question 3: What are the possibilities for inter-sectoral cooperation?

- Need operational mechanism for steering committees on LLL at all levels
- Strengthening evaluation and monitoring with the ministries and clear role of each ministry
- Workplan for each player
- Incentives – people honoured
- Network to share experiences from different areas
- Mobilise resources from different organisations and institutions

Question 4: What mechanisms could facilitate the transition from policies to implementation in practise?

- All leaders must be aware of the importance of LLL
- Need guidelines for implementation
- Monitoring and evaluation
- Incentives/penalties to strong/weak performers
- Communication campaigns on LLL at radio and television
- LLL new concept – needs to be understood

Question 5: How can lifelong learning be financed?

- State funding needs to be bigger, 5-6% of education budget to LLL, but some funding should also come from the people
- We need studies on the return on investment – very important
- Enterprises should be requested to earmark a certain percentage of the the salary or the profit of the company to LLL, and also be met with tax reduction.
- Improve NGOs influence and participation

- Partnership with Vietnam Chamber of Commerce and Industry to invest.

Question 6: What are the gender issues at stake in lifelong learning:

- Employers understanding is crucial for equal opportunities
- Women are busy with family, and not as physically strong as men.
- Need play rooms for children at educational institutions, like in shopping centres
- Laws should regulate tax exemption for employing women.
- Strong role-models could be brought into this campaign