COUNTRY PRESENTATION

Vietnam
Vietnam

- Pop: 91mil
- Male per 100 female: 98.2
- Persons >65: 6.3mil
- Youth 15-29: 22 mil
- Below national poverty line: 9.8%
- Below PPP $1.25: 0%
- Unemployed: 3.6%
- Adult literacy rate: 94.8%
- Net enrollment primary: 96.6%
Education system

- Preschool
- General Education (Grade 1-12)
- Professional Education
- Higher Education
- Continuing Education
Lifelong learning (1)

- Long tradition in love of learning/ appreciation of academic success
- LLL: back to 1945 when illiteracy rate was over 90%
- Before 1990s: LLL means illiteracy eradication
- 1990s – now: broader conceptualisation, but NO official definition
Lifelong learning (2)

• **FORMAL EDUCATION:**
  • Full time, mainstream education in the educational system **leading to national qualifications**

• **NON-FORMAL EDUCATION:**
  • Part-time education (supplementary/distant-learning/fee-paying) outside mainstream, **leading or not leading to national qualifications**

• **INFORMAL EDUCATION:** **not yet recognised**
TYPES OF EDUCATIONAL INSTITUTIONS THAT PROVIDE LIFELONG LEARNING
CLCs

• The CLC model was piloted in the period of 1997-2000 and was institutionalised in the Education Law 2005 (Article 46)
• CLCs are intended to be an education model “of the community, by the community and for the community” and serve as an essential mechanism to build a learning society at grassroots level

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<tbody>
<tr>
<td>CLCs</td>
<td>10</td>
<td>155</td>
<td>1409</td>
<td>7384</td>
<td>9990</td>
<td>10826</td>
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Current LLL policies

• National Project on BLS 2005-2010 (5/2005)
• National Project on BLS 2012-2020 (1/2013)

• Party’s Resolution on Fundamental and Comprehensive Renovation of Education (11/2013)
• 4 major objectives:

(1) Illiteracy eradication and education generalisation
(2) ICT and foreign language mastery enhancement
(3) Professional skills enhancement for better job fulfilment
(4) Life skills improvement towards personal fulfilment and community development

• Strategic intent:
  • Improve the quality of human resources
  • Build a learning society
### Deputy Ministers/ Ministers:
- **MOET** (Standing Vice Chair)
- **MOLISA** (Vice Chair)

### Ministries:
- Ministry of Science & Technology
- Ministry of Environmental & Natural Resources
- Ministry of Home Affairs
- Ministry of Health
- Ministry of Finance
- Ministry of Information & Communication
- Ministry of Culture, Sports and Tourism

### VN Communist Party Representative:

### President/Vice Presidents of Mass Organisations:
- Vietnam Learning Promotion Association (Vice-Chair)
- Vietnam Fatherland’s Front
- HCM Communist Youth Union
- Vietnam Women’s Union
- General Confederation of Trade Union
- Elderly People’s Association
- Former Teachers’ Association

### Representatives from Mass Media Agencies:
- People’s Daily Newspaper
- Voice of Vietnam (VOV)
- Vietnam Television (VTV)
LEARNING TO KNOW: Being able to self-direct learning and monitor one’s development plan

LEARNING TO DO: Being able to take actions, solve problems and adapt oneself to a ever-changing environment
Being able to use ICT and foreign languages effectively
Being creative and entrepreneurial for one’s spiritual and financial betterment

LEARNING TO LIVE TOGETHER: Being able to work in collaboration
Being able to participate in and contribute to the sustainable development of one’s community, country and the world

LEARNING TO BE
Being able to think critically
Being able to fulfil one’s duty to one’s self, family, community and society
Being able to lead a healthy and environment-friendly life
# Expected outcomes

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<tr>
<th>GROUP</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>STUDENTS</strong></td>
<td>meeting the relevant educational outcomes, including general capacities</td>
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<tr>
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<td>of self-study, thinking critically, collecting and processing data,</td>
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<td>communication, collaboration, ICT, self-direction</td>
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<td><strong>ADULTS</strong></td>
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<td><strong>CIVIL SERVANTS</strong></td>
<td>meeting required standards in professional skills, foreign language</td>
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<td>and ICT command</td>
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<tr>
<td><strong>WORKERS AND PERSONNEL IN</strong></td>
<td>meeting relevant requirements in literacy and profession; being able</td>
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<tr>
<td><strong>ENTERPRISES</strong></td>
<td>to use computers and foreign languages; being able to work efficiently</td>
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<td></td>
<td>in the industrial environment; being able to solve problems</td>
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<td><strong>RURAL LABORS</strong></td>
<td>having enhanced literacy and agricultural skill level; having necessary</td>
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<td></td>
<td>life-skills to contribute to the establishment of learning families and</td>
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<td></td>
<td>clans and the building of the new countryside</td>
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<td><strong>ELDERLY PEOPLE</strong></td>
<td>being able to keep oneself updated on politics and news; being able to</td>
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<td>use foreign language and computers; having adequate knowledge about</td>
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<td>health and nutrition</td>
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Issues

• Conceptualisations of LLL not yet agreed on
• NQF not yet finalised
• Lacking efficient coordination of government departments
• Limited mobilisation of resources from enterprises, communities and others
• Untrained management staff in CLCs/CECs
• Limited infrastructures
• Inadequate funding