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## Proposal on the Establishment of the SEAMEO Regional Centre for Lifelong Learning in Vietnam

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### I. Purpose

1 This paper, prepared by the Ministry of Education and Training (MOET) of Vietnam, aims to seek approval from the 46<sup>th</sup> SEAMEO Council Conference, In-Camera session, on the Proposal on the Establishment of the SEAMEO Regional Centre for Lifelong Learning in Vietnam.

### II. Background

2 At the 45<sup>th</sup> SEAMEO Council Conference in January 2010 in Cebu, the Philippines, the future expansion of SEAMEO Centres and areas of study were raised and Vietnam highlighted the need for establishing a SEAMEO Regional Centre specialized in lifelong learning. The Ministry of Education and Training of Vietnam presented a concept paper on establishing the SEAMEO Regional Centre for Lifelong Learning and expressed its willingness to take the initiative to establish and host the proposed centre.

3 The Council acknowledged the concept paper presented by MOET, Vietnam, and approved the request by Vietnam to conduct a feasibility study and develop a proposal on establishing a SEAMEO Regional Centre for lifelong learning in Vietnam, by taking into consideration the observation of the Philippines regarding the possibility of establishing a UNESCO lifelong learning centre for sustainable development in Manila, the Philippines.

4 In order to explore the feasibility of establishing a SEAMEO Regional Centre for Lifelong Learning, a survey instrument was developed and sent to all SEAMEO Member Countries in October 2010. In addition, the Ministry of Education and Training of Vietnam conducted a desk study on lifelong learning in the Southeast Asian countries to supplement the survey. The desk study on the Status of Lifelong Learning in SEAMEO Member Countries is shown as **Appendix I**. The Survey Instrument (Questionnaire) is attached as **Appendix II**.

5 During the 33<sup>rd</sup> SEAMEO High Officials Meeting in November 2010 in Bangkok, Thailand, Vietnam presented the Proposal on the Establishment of the SEAMEO Regional Centre for Lifelong Learning in Vietnam. Four Member Countries: Indonesia, Lao PRD, Cambodia and Thailand expressed support to the establishment of the proposed Centre; Thailand gave recommendation to the coverage of specialization of the proposed Centre and suggested that Vietnam collaborate with other Member Countries that have rich experience in adult education such as Indonesia, the Philippines and Thailand and suggested a mechanism to work together.

6 The 33<sup>rd</sup> SEAMEO High Officials Meeting, In-Camera Session

- a) endorsed the Proposal on the Establishment of the SEAMEO Regional Centre for Lifelong Learning in Vietnam to be presented at the 46<sup>th</sup> SEAMEO Council Conference for approval.

- b) requested that Vietnam consider the observation made by Thailand on the scope of specialization and the suggestion made on the abbreviated name of the proposed Centre; and
- c) requested that Member Countries complete and return the survey forms on the establishment of SEAMEO Regional Centre on Lifelong Learning to Vietnam.

7 The Meeting endorsed the submission of this proposal to the 46<sup>th</sup> SEAMEO Council Conference through presentation at the meeting.

8 Taking the recommendations of the 33<sup>rd</sup> SEAMEO High Officials Meeting into consideration, MOET Vietnam has made changes to the Proposal and taken follow-up actions as follows:

- a) The key areas of the SEAMEO Regional Centre for Lifelong Learning are confined to Adult Education with special attention to non-formal and informal education.
- b) The abbreviated name of the proposed Centre has been reconsidered, and is now proposed as **SEAMEO CELLL** instead of SEAMEO RECELLL.
- c) After the 33<sup>rd</sup> SEAMEO High Officials Meeting, Vietnam has twice sent the follow-up letters to other Member Countries for their response to the questionnaire. However, by 31 December 2010, Vietnam had received only the response from Lao PDR. It is assumed that other Member Countries are satisfied with the content of the Proposal and will provide inputs in the process of the establishment of the proposed Centre, especially when the Technical Committee is formed and convened. The data provided by Lao PDR have been incorporated in the Desk Study as shown in **Appendix I**, "The Status of Lifelong Learning in SEAMEO Member Countries".

### III. Scope of the Proposal

9 The proposed SEAMEO Regional Centre for Lifelong Learning in Vietnam (*referred to as **SEAMEO CELLL***) aims to cater for the regional needs in promoting lifelong learning and provide opportunities for cooperation in the field of lifelong learning among SEAMEO Member Countries and Associate Member Countries. The Centre will help strengthen the relationship and increase mutual understanding between educational researchers, practitioners, and policy makers of the region, in a spirit of mutual respect and partnership.

10 The proposed Centre is expected to:

- a) become a SEAMEO Regional Centre of Excellence for research and training on lifelong learning, and to serve as a regional forum for educational policy development on lifelong learning;
- b) conduct cross-national comparative research on lifelong learning; to explore definitions, concepts and practices of lifelong learning from Asian research perspectives, particularly Asian contexts as compared to international contexts; addressing specific issues on lifelong learning of the SEAMEO Member Countries;

- c) conduct training courses for educational personnel, trainers for teachers, and educational managers in the specialized area for the SEAMEO Member Countries;
- d) act as a clearing house, information centre and think-tank for governments of the Member Countries on research-based educational reforms, especially across all sectors of post-compulsory education and training; and
- e) become a focal point for strengthening linkage between Southeast Asia, Asia and Europe in promoting lifelong learning.

11 In the field of lifelong learning, SEAMEO CELLL will mainly focus on adult education with special attention to non-formal and informal education as follows:

- a) In research activities, the Centre will concentrate on several key research areas, such as:
  - Policy and strategy for building lifelong learning system and learning society;
  - Competences and skills for the knowledge economy and information society;
  - The future of education and training systems: cross-country comparisons;
  - Barriers and obstacles to participation in lifelong learning;
  - Qualification framework to promote lifelong learning and labour mobility;
  - Education, training and human resource development;
  - Training and professionalisation of adult teachers and educators;
  - Gender and lifelong learning;
  - Demographic challenges of an ageing society;
  - Changes in recruitment and employment patterns;
  - Adult vocational education and training;
  - Workplace learning;
  - E-learning;
  - Indicators and benchmarks for monitoring progress in lifelong learning in the region;
  - Financing models for lifelong learning;
  - Partnership for lifelong learning; and
  - Promotion system for lifelong learning.
- b) Training activities of SEAMEO CELLL will focus on awareness raising and capacity building for lifelong learning personnel and educators in the region, including research capacity building in lifelong learning.
- c) As an Information Centre, SEAMEO CELLL will collect and analyse data in order to produce reliable statistics on lifelong learning across the region and beyond; publish and disseminate research results and establish database on lifelong learning in the region.

12 In order to achieve the above mentioned aims and objectives, and in the effort to develop lifelong learning in the region, SEAMEO CELLL shall undertake the following specific activities:

- a) establish constant dialogues and maintain close cooperation with ministries/departments in charge of lifelong learning policies, particularly with the ministries of education and ministries of labour in SEAMEO Members Countries;
- b) introduce, publicise and promote the concept and good practices of lifelong learning in SEAMEO Member Countries in order to widen participation in education and training in employment and civic life, and to combat exclusion and further equal opportunities;
- c) conduct joint research and comparative studies on lifelong learning, as well research for policy making as research of policy making, at national and regional level;
- d) disseminate knowledge by publishing books, international academic journals and operating a website in English;
- e) organise appropriate events serving the purpose of the Centre, including high profile conferences, seminars and workshops, flexible and tailor-made training courses, lifelong learning festivals and promotion of good practices;
- f) facilitate, where necessary, policy learning between governments of SEAMEO Member Countries;
- g) supply, where necessary, expert consultancy, advice and support services on request;
- h) maintain close cooperation in the field of lifelong learning with relevant regional and international organizations; and
- i) undertake other activities as may be deemed necessary to realize the purpose of the Centre.

13 English language will be used as medium of instruction and communication for international programmes.

14 The organizational structure of the Centre will be in line with the SEAMEO organization. The supervisory body of the Centre is the Governing Board with a representative from each SEAMEO Member Country. The Centre will be headed by a Director supported by three heads of Divisions (Research and Consultancy Division, Training Division, and Administrative Division) and a number of professionals and administrative staffs such as specialists/experts in training, specialists/experts in research, specialists/experts in lifelong education, accountant, marketing executive, librarian, and administration officers and supporting staffs. The posts of division heads and the posts of the professional staff will be offered to qualified candidates from the region while the posts of administrative staff will be held by personnel from the host country (the Proposed Organizational Structure and Role of each Division are shown in the **Appendix III**).

15 Funding for the proposed Centre will be from the Government of Vietnam which covers the operation of the Centre and development of programmes at the Centre. The Centre also plans to engage in income-generating activities such as organization of seminars, conferences, and provision of expert/consultancy services, as permitted by the Law and Regulations in Vietnam.

16 The proposed Centre will be located in Hanoi. The precise location of the Centre will be decided by the Ministry of Education and Training of Vietnam.

#### **IV. Justification**

##### **A. Lifelong learning in Regional and Global Perspective**

17 Today, many developed countries are reshaping their human resource development strategies in response to new challenges in the globalised knowledge economy and society by promoting lifelong learning systems as an essential national policy for maintaining and increasing their regional and global competitive advantage. Lifelong learning has become a predominant goal for international policy making, and is often advocated as a way to achieve socio-economic development and as a tool for promoting the knowledge-based society. Lifelong learning is the guiding principle for educational strategies laid down by the European Commission, OECD and UNESCO, and is increasingly discussed as a framework for reforms at regional and national levels as well as in the emerging economies all over the world.

18 The concept of lifelong learning emphasizes that all citizens shall have the possibility of continually developing their knowledge, skills and competences. Lifelong learning is generally understood as all learning throughout a person's lifetime, acquired through formal, non-formal as well as informal education, and with the purposes of developing employability, active citizenship, personal development and social inclusion. Education is not seen as restricted to the formal educational system, therefore lifelong learning has an emphasis on adult education, and on non-formal and informal education.

19 Lifelong learning is an increasing trend, also in Asia. Many countries, particularly in the ASEAN region, have made efforts to develop their lifelong learning policies. In Japan, Korea, Hong Kong, China, Malaysia, the Philippines, Singapore, Thailand and Vietnam, lifelong learning has been promoted through legislation or through government policies that have implied major changes to the education systems. In the ASEAN Charter 2007, member countries have emphasized joint efforts "to develop human resources through closer cooperation in education and lifelong learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community" (Chapter I, Article 1, ASEAN Charter 20.11.2007). The 15<sup>th</sup> ASEAN Summit 2009 also reaffirmed the above article and stressed the role of the education sector, especially lifelong learning in the socio-cultural pillar of the ASEAN.

20 The Asia-Europe Meeting (ASEM) Lifelong Learning Conference, held in Vietnam in October 2009, proposed ASEAN Education Ministers to include lifelong learning as an item on the agenda at ASEAN Summits and to raise common concerns and voice at the regional level. The conference recommended that Vietnam set up a lifelong learning centre for the region that would serve as a bridge to the European community.

21 The ASEM Lifelong Learning Conference furthermore pointed out the lack of quantitative and qualitative research in lifelong learning, the lack of a legal framework, and the weak coordination at national and regional levels in the ASEAN region. The conference identified obvious benefits to establish a Lifelong Learning Research Centre in the ASEAN region to create a network of research institutes and experts that will contribute to the improvement of knowledge production, statistics collection and data analysis for research-based policy making and research-informed practices. Due to the rich culture and different economic development in the Asian countries, lifelong learning in this continent is very complex and diverse. However, studies on lifelong learning in Asia, especially in ASEAN

region, are still seldom conducted, and many research efforts in this area remain unconnected.

## **B. Lifelong learning in Vietnam and its participation in Lifelong Learning Promotion**

22 At present, Vietnam is integrating deeper into the global economy, the process of industrialization, modernization, and development of knowledge-based economy. In order to respond to this rapid development, lifelong learning is indispensable for every citizen to adapt with changes in work and life, if they want to work, to be, and to live together in the 21<sup>st</sup> Century.

23 Vietnam is committed to the rights of lifelong learning for everyone. Lifelong Learning in Vietnam has a relatively long history, with a high priority given during the last 60 years. During his time, President Ho Chi Minh had many famous messages to encourage lifelong learning, such as *“Learning is endless. Lifelong Learning helps us grow up, the more we grow up, the more we need to learn”*.

24 In Vietnam, where education is given the first national priority, there is a favourable policy on education in general and lifelong learning in particular. Lifelong learning/non-formal education were institutionalized in the Constitution of SR of Vietnam (1992), in the Education Law (1998, 2005) and in many important legal documents of Vietnam Government. The Constitution of SR of Vietnam (1992) has affirmed that *“Learning is a right and duty of every citizen. Every citizen, regardless of ethnic origin, religious belonging, beliefs, gender, family background, social status or economic conditions has an equal right of access to learning opportunities”*. Article 44 of the Education Law (2005) has affirmed that *“Non-formal education is responsible to help people to learn while they work, to learn through their life to enrich their personality, to improve their educational levels, their professional skills, to improve quality of their life, to help them to find and to create jobs by themselves and to adapt to new contexts. The government will make a policy on development of non-formal education to provide Education for All and to build a Learning Society”*.

25 In recent years, Vietnam has actively participated in many international workshops/seminars on lifelong learning, such as International Policy Dialogue: Building Effective Partnership for LLL (Changwon, Korea, 2-6 September 2007), International Expert Meeting on Educational Policies from a LLL Perspective in Promoting Education For All (Tokyo, Japan, 9-12 October 2007), and CONFINTEA VI Preparatory Conference in Asia and Pacific *“Building Equitable and Sustainable Societies in Asia and Pacific: The Challenge to Adult Learning* (Seoul, Korea, 6-8 October 2008).

26 Vietnam has had experience in hosting and co-organizing many international workshops and conferences with ASEM and UNESCO, such as the ASEM Lifelong Learning Conference: Increasing Opportunities and Removing Obstacles for LLL (Nha Trang, Vietnam, 29-30 October 2009); The Vietnam Forum on Lifelong Learning: Building a Learning Society (Hanoi, Vietnam, 7-8 December 2010; organized by MOET, UNESCO Hanoi and ASEM LLL Hub); International Workshop on Professionalisation of Adult Teachers and Educators in ASEM countries (Hanoi, Vietnam, 12 October 2010), and on the occasion of 1000 years of Hanoi, Vietnam organized an exhibition from October to December 2010 on *“Ho Chi Minh and Lifelong Learning”* which was opened on 2 October 2010 by the Director General of UNESCO.

### **C. Establishment of a SEAMEO Regional Centre for Lifelong Learning in Vietnam**

27 The Government of Vietnam has shown strong commitment on the development of lifelong learning in Vietnam and expressed its support to the conduct of the feasibility study and the establishment of a SEAMEO Regional Centre for Lifelong Learning in Vietnam for the promotion of lifelong learning in Southeast Asia and beyond. (Circular No 4262/VPCP-HTQT)

28 In a Memorandum of Understanding of Educational Cooperation to be signed in 2010 between the Ministry of Education and Training of Vietnam and the Ministry of Education of Denmark, the area of lifelong learning is stated as one of the key areas of cooperation, especially mentioning support for the establishment and running of SEAMEO CELLL.

29 The Vietnam Institute of Educational Sciences (VNIES), which has been assigned by the Ministry of Education and Training of Vietnam to prepare the proposal for the establishment of the proposed Centre, has furthermore signed a Memorandum of Understanding with the Danish School of Education, Aarhus University, which also hosts the secretariat of the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub).

30 The proposed SEAMEO CELLL will contribute significantly to promoting lifelong learning in the Southeast Asia and Asia region. Established centres/institutes in lifelong learning in the region (such as the Committee for Lifelong Learning Research (CLEDR) in China, National Institute for Educational Research (NIER) in Japan and National Institute for Lifelong Education (NILE) in Korea) and in other developed countries (such as ASEM Education and Research Hub for Lifelong Learning in Denmark, the European Centre for Research on Lifelong Learning in Italy, the Social and Information Society Unit within Eurostat in Luxembourg, and the UNESCO Institute for Lifelong Learning in Germany) have been known to assist in the development of lifelong learning.

31 The establishment of the proposed SEAMEO CELLL signifies the commitment of SEAMEO to embrace the Asia-Pacific Programme of Education for All (APPEAL), the Jomtien World Declaration on Education for All (1990), the Dakar Framework for Action (2000), the United Nations Millennium Development Goals (MDGs), and UNESCO's Sixth International Conference on Adult Education (CONFINTEA VI, 2009), that promotes lifelong learning as a reality for all.

32 The proposed SEAMEO CELLL is an area of specialisation which has not yet been established in the region. A study of the terms of references of the existing 20 SEAMEO Regional Centres shows that no centres have a key focus on the areas of the proposed regional centre for Lifelong Learning. The establishment of the Centre will be an expansion into new areas of specialisation of the Organization.

33 The 45<sup>th</sup> SEAMEO Council Conference recommended Vietnam to take into consideration the possibility of establishment of a UNESCO lifelong learning centre for sustainable development in Manila, the Philippines. The Philippines Centre has been approved by the UNESCO General Conference. The Governing Board of the Centre is yet to meet. Through a study of the core function and areas of specialization of the two proposed centres, it is envisioned that the proposed UNESCO Centre in Manila and the proposed SEAMEO CELLL will be able to complement each other and may open opportunities for collaboration on promoting the various areas of lifelong learning in the region.

## **V. Implication**

34 The establishment of the proposed centre:

- a) reflects SEAMEO's commitment and initiatives to facilitate the education provision and the development of research-based knowledge in the field of lifelong learning in the region;
- b) contributes to an increased number of education personnel and trained support personnel in the field of lifelong learning in the region;
- c) provides a platform for SEAMEO to strengthen its networks with international related bodies and organisations in the field of lifelong learning; and
- d) has no implications on Member Countries and the Secretariat except for attending the Governing Board Meeting.

## **VI. Proposed Resolution**

35 The 46<sup>th</sup> SEAMEO Council Conference, In-Camera Session

- a) approves the Proposal on the Establishment of the SEAMEO Regional Centre for Lifelong Learning in Vietnam.
- b) requests the Ministry of Education and Training (MOET) of Vietnam and the SEAMEO Secretariat to form a technical committee to assist in the establishment of the proposed SEAMEO Centre.



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## **The Status of Lifelong Learning in SEAMEO Member Countries**

(Desk study)

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### **I. Purpose of the study**

1 The purpose of this desk study is to collect and review information on the situation and status of lifelong learning in the Southeast Asian region. The study is conducted in support of the Proposal on Establishing a SEAMEO Regional Centre for Lifelong Learning, SEAMEO CELLL, in Vietnam.

2 The desk study covers issues and themes as the understanding of lifelong learning; development of lifelong learning in the Southeast Asian region; literacy and literacy rates; community based educational institutions; the relation between adult education and primary education; and the need for collaboration. These themes are followed by short reviews of the status of education and lifelong learning in the 11 SEAMEO Member Countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, and Vietnam. The data provided by Lao PDR have been incorporated in the Desk Study

### **II. Overview of Lifelong Learning**

3 The concept of lifelong learning emphasizes that all citizens shall have the possibility of continually developing their knowledge, skills and competences. Lifelong learning has become central as a consequence of the globalization process as well as the rapid changes in social life, work life, technology, and society. Today it is not enough just to learn new specific skills; you also have to learn how to learn, in order to be able to cope with future challenges (*Kim 2010, p. 46*).

4 Lifelong learning has become a widespread and taken-for-granted concept. However, it is also an ambiguous concept with different meanings: It is individual as well as institutional; it is a policy as well as a practice; and it can be seen as a social movement or as a commodity (*Jarvis 2009, p. 9*).

5 There exist a number of different understandings of lifelong learning. It is however common to the idea of lifelong learning that it relates to learning that continues throughout a person's lifetime; and that the obtained skills, knowledge and competences can be acquired through formal, non-formal or informal modes of learning (*Kumar 2004, p. 560*).

6 The concepts of "lifelong learning", "lifelong education", and "learning society" have a long history, also in many Asian countries, which have local traditions on non-formal and adult education. Many countries also have their own terminology on e.g. school education, social education and family education, more or less equivalent to the concepts of formal, non-formal and informal education. The notion of non-formal education has in Southeast Asian Countries been further developed through UNESCO's project on Education For All, emphasizing an emancipatory and social aspect of education (*Han 2009, p. 464*).

7 In modern times the concept of lifelong learning appears e.g. through Edgar Faure's Report "Learning to be: Education today and tomorrow", published by UNESCO in 1972 (*Faure 1972*). The report stressed the importance of developing every person as a whole

person; that is, as an individual, a member of a family and a community, a citizen and a producer, an inventor of techniques and a creative dreamer.

### III. Development of Lifelong Learning in Asia

8 Since the 1970s, developed countries began to supplement, adapt, and reform their educational systems in parts or whole, based on lifelong education principles. Meanwhile, many developing countries considered “lifelong education” to some degree as an unattainable idea. Having had a high level of illiteracy, the main task in many Asian countries had been to reduce illiteracy.

9 Not until the late 1980s and early 1990s, when the literacy rate reached 70-80%, the idea of “lifelong learning” and “learning society” had been gradually more widespread in this region. This focus on lifelong learning developed especially after the economic crisis and rising unemployment in Asia in the late 1990’s, that created needs for new plans for education and training, so the excluded workers could re-enter the labour market with skills that are needed in a more knowledge-oriented economy (*Han 2009*).

10 The concept and level of development of lifelong learning varies substantially from nation to nation, depending on each country’s needs and socio-economic background, as well as the awareness of leaders and policy makers in all levels. The development of lifelong learning in the region can be categorized into three levels as follows:

11 *Level 1 – Low:* Countries with high illiteracy rate have focused on illiteracy eradication. Lifelong learning is undertaken just in its initial level, where learners mainly focus on learning minimum practical knowledge and skills needed for their life, such as citizenship, health care, hygiene, nutrition, family planning, vocational training, basic livelihood skills, etc. Main target groups are illiterate children and adults.

12 *Level 2 – Medium:* Countries with higher literacy rate, but still with low educational background and having several school drop-outs, have mainly paid attention to maintaining and consolidating literacy skills, improving basic educational background via supplemental educational courses and equivalency programmes. Lifelong learning has received more attention in these countries, but still focuses more on basic educational courses to get proper qualifications and find a job. Lifelong learning mainly aims at raising income for living necessities rather than caring for quality of life, personal fulfillment or effective use of leisure time. Main target groups of lifelong learning include children, youths, adults who used to be school drop-out, and people with low educational background. Lifelong learning in these countries is understood in its narrow meaning, i.e. lifelong learning is supplemental learning of basic education, or lifelong learning is similar to non-formal education. Consequently, terms such as “educational supplement”, “equivalency education”, or “non-formal education” are used more often than “lifelong learning”.

13 *Level 3 – Fair:* For countries which already have completed their basic education universalization, literacy or educational supplement programmes are no longer an issue of concern. Lifelong learning therefore focuses on personal development, using leisure time, improving knowledge on aesthetics, arts, music, cooking, etc. or on enhancing professional background, working skills, learning a new vocation, etc. Target groups include everyone with interest, regardless of age or background. In these countries, forms of self-study through various media are common. The organization of such learning is frequently performed by companies and enterprises, and the learners often have to pay tuition fees. Lifelong learning is understood in its broad meaning which encompasses all learning from cradle to grave, including formal, non-formal and sometimes even informal education.

14 The formal, non-formal and informal modes of learning have been defined by the European Commission as follows:

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

16 .”*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).”

17 .”*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 2000*).

18 In the Asian context, non-formal education may be understood differently from this definition. Supplementary adult education that leads to formal qualifications, but that may be organized as part-time education, is often recognised as non-formal education.

#### **IV. Definitions of literacy**

19 Generally, countries in the region have attained high literacy rate: above 90% are Singapore (96,6% male, 88,6% female); Brunei 92,7% (male 95,2%, female 90,2%), Thailand (94,1%), Philippines (93,4%), and Vietnam (94%), followed by Myanmar [2002: 91,8%] (93,7% male, 86,2% female), Malaysia (92% male, 85,4% female), Indonesia (90% male, 78% female), Cambodia 73,6% (84,7% male, 64,1% female), Laos’ adult literacy rate (15 years and above) is 80,32%. The literacy rate in Timor-Leste is app. 66% male, and 50% female.

20 It must be noted that various definitions of literacy exist in the different countries of the region. A traditional understanding of literacy is the ability to use language, i.e. read, write, hear and speak. Language acquisition may therefore form a criterion for literacy, as e.g. in Indonesia where a literate is defined as “anybody who can read and write using the Roman alphabet and do simple calculations and can function in Indonesian Language or Bahasa.” (*Paintal 2006, p. 5*). In Thailand, literacy is defined in relation to a certain level of formal education, which is at least 5-6 years of schooling either in the formal or the non-formal system (*Paintal 2006, p. 6*). The implication of the various definitions of literacy is a topic that may be explored further by the proposed Centre.

#### **V. Non-formal education and lifelong learning**

21 In a review of selected Asia-Pacific initiatives, it is stated that non-formal education is generally gaining a strong foothold in the educational landscape of the Asia-Pacific region. This is not just as a substitute for a lack of formal education facilities, as non-formal education is also expanding in countries with a high level of basic education coverage (*ARTC 2002*).

22 The review also states that there is a need to broaden the definition and scope of non-formal education. Non-formal education has traditionally “been viewed as a substitute for providing basic education”, directed towards “those who have failed to benefit from the

formal school system” (ARTC 2002). Focus has therefore been on basic literacy and numeracy programmes to out-of-school youth and adult illiterates. Skill-building activities related to work life have been provided as a sequel to literacy programmes, and therefore mainly directed at neo-literates through post-literacy and continuing education programmes.

23 The review points out that this is a rather narrow definition of non-formal education, and suggests instead lifelong learning as an appropriate framework for non-formal education programmes (ARTC 2002, p. 12). The notion of lifelong learning implies a broader understanding than what is usually covered by the concept of non-formal education. This means that legitimate concerns for non-formal education would also be preparing learners for tertiary education, training learners in basic ICT skills, and improving their business and marketing capabilities. Having such a focus, this also means that a greater variety of learners will be involved in non-formal education activities.

24 Other findings from the review are that non-formal education must be based on local demand, e.g. by linking literacy programmes with economic activities, and that community involvement is critical for success, as it is seen e.g. in community learning centres. While being locally based, government support for non-formal education is essential. Furthermore, building a learning society must be understood as a multi-sector activity, not only confined to education.

## **VI. Community Learning Centres**

25 In more than 20 countries of Asia, community learning centres (CLCs) have been established through assistance from UNESCO. CLCs undertake lifelong learning activities at local or grassroots level. CLCs can have many functions, depending on the specific needs of the community (Domingo 2005, p. 14), such as:

- education and training as needed by the community;
- collection and analysis of community information;
- library services;
- community activities; and
- networking between communities.

26 Education and training at the community learning centres can cover diverse areas (Domingo 2005, p. 15):

- skills development and income generation;
- environmental conservation and sustainable development;
- principles and practices of human rights and gender equality;
- reproductive health, early childhood care, and health promotion;
- conflict resolution, citizenship and democratic values;
- cultural and natural heritage preservation; and
- indigenous knowledge and technology.

27 Even though there are different levels of the spread of community learning centres, the CLCs are in many Southeast Asian countries a common way of locally organising education, training and community development initiatives. CLCs have been highly appreciated as the most effective mechanism for providing locally based lifelong learning opportunities for the people at grassroots level.

## **VII. Relationship between adult education and primary education**

28 In Paintal's study of adult education, a close relation between adult education and primary education is pointed out. The level of quality of primary education has considerable effects on the types of adult education needed. If all eligible children went to school, and if quality education was provided them to complete basic education, it would strengthen the education system and the general educational level, and there would be a different kind of need for adult education (*Paintal 2006, p. 6*).

29 The higher the rate of adult illiteracy, the more need for adult education to focus on literacy and basic education. Basic literacy needs to be followed by post-literacy initiatives, so that the neo-literates do not lose their skills and lapse into illiteracy. After the level of post-literacy, a need for continuing education arises, at the same time making the participants more independent in their learning.

30 Therefore the higher the general educational level in a society is, the more adult education can move past the literacy and post-literacy efforts and contribute more in relation to raising the qualification and education levels of the population to meet the demands of the knowledge economy and to improve the quality of life.

## **VIII. Change and Collaboration**

31 The SEAMEO Member Countries have different educational situations of today, but all have fought with illiteracy eradication, capacity building, establishing CLCs, changing the education systems towards more flexible, open and diversified paths giving learners more chance and more choice; and thus developing towards learning societies.

32 The rapid pace of change is making it difficult for many countries to maintain their knowledge and skill base, and keeping up with changes in knowledge, skills and work practices. Therefore cooperation and sharing of responsibility and information on developments is needed at the national and regional level (*Rojvithee 2005, p. 4*).

33 The establishment of a SEAMEO Regional Centre for Lifelong Learning, would provide the region with a needed channel of cooperation, research, information sharing, and capacity building.

## **IX. Country review in brief**

34 In the following section, the status and situation of education and lifelong learning in the SEAMEO Member Countries will be briefly described.

### **A. Brunei Darussalam**

35 Adult and continuing education in Brunei Darussalam initially had the objective of eradicating illiteracy among adults. As this goal is gradually being reached, the emphasis of adult and continuing education has shifted towards the improvement of general education, technical and vocational knowledge, and lifelong learning for the general public (*Department of Technical Education 2008, p. 2*).

36 The adult illiteracy rate in 2001 was 7.3% in total; men: 4.8 %, and women: 9.8 % (*Department of Technical Education 2008, p. 9*). In 2007, a 9 year compulsory education was decided as a step in further enhancing the status of literacy.

37 In relation to international collaboration the Ministry of Education points out that sharing of experiences and good practices among Member Countries, as well as sharing of research work, are issues to be further addressed (*Department of Technical Education 2008, p. 9*).

## **B. Cambodia**

38 As a post conflict nation with peace secured in 1999, the current stage of education development in Cambodia is behind its neighboring countries. Since 2000, school enrolment and capacity development have been growing, also creating improved parity in gender and socio-economic profiles of the students (*Ministry of Education, Youth and Sport 2008, p. 2*).

39 The adult illiteracy rate in 2004 was reduced to 26.4%. Among youth (age 15-24) the illiteracy rate was 15.3% (*Ministry of Education, Youth and Sport 2008, p. 9*). The goal is to have nine years of free education in public schools. Currently, school enrolment in primary education have reached a level in 2007-08 of 93.3%, while the lower secondary enrollment is 34.8% (*Ministry of Education, Youth and Sport 2008, p. 6*). The government sets up strategies to reduce parental payment and improve teacher remuneration.

40 The strategy of non-formal education is to promote literacy and continuing education, and through a cross-sectorial approach to mobilize extra resources to establish Community Learning Centres in villages, communes and pagodas. Through CLCs in almost every commune, non-formal education plays an integral part in the national education system. CLCs have the aim of promoting literacy skills and retention among disadvantaged groups, providing equal opportunities for free basic non-formal education, and mobilize local resources. The current budget for non-formal education is 2% of the national education budget (*Ministry of Education, Youth and Sport 2008, p. 9*).

41 In relation to the different ethnic groups, "persons belonging to ethnic and linguistic minorities have the right to use their own language", and bi-lingual education programmes have been established (*Ministry of Education, Youth and Sport 2008, p. 11*).

## **C. Indonesia**

42 The adult illiteracy rate in 1995 was among men: 10%, and women: 22%. The public expenditure on education as % of GNP in 1993-96 was 1.4% (*ARTC 2002*).

43 One of the main lifelong learning programmes, the Learning Kejar Pachtet Programme (Packet A) aims to reach illiterate citizens by providing them a basic literacy programme with the use of learning materials and resources." (*Domingo 2005, p. 9*).

44 ARTC (2002) reviews a Packet B programme (equivalent to lower secondary level) aimed at people living in low income slum localities. It is found that combining the educational inputs of the programme with income generating inputs motivated the learners and their families to participate in the programme (*ARTC 2002, p. 10*).

## **D. Lao PDR**

45 Lifelong Learning programmes (as of 2002): "Indigenous education is not confined to the classroom, nor does it have a fixed curriculum or timetable. It is a flexible learning system that aims to respond to the contexts of the indigenous population." (*Domingo 2005, p. 10*).

46 The adult illiteracy rate in Lao is 17,68%. Currently, the obstacles that prevent Laotian adults in participating in LLL include: the contents, curriculum and delivery system

are not diverse and relevant enough, people have limited reading, writing and self study skills, and there is a lack of strong motivation to LLL.

47 At a Beijing Conference on Lifelong Learning in 2001, it was reported that “Lao PDR focuses on lifelong learning strategies aimed at developing more productive citizens. The country has implemented projects reaching disadvantaged groups in remote areas and its lifelong learning initiatives focus on the promotion of self-reliance and self development among the population” (*Domingo 2005, p. 13*).

48 To mobilize learners and to increase the participation in LLL, Lao PDR has taken measures such as: Literacy and Post Literacy (EP) programmes, vocational and skills combining with Equivalency Programmes, and Adult Education through Community Learning Centres.

49 For those adults who need to continue their learning, Lao PDR has particular institutions such as NFE centres, National University (run by the government), and Private institutes (Quest 16). A total of 300 Community Learning Centres have been established, which are community based institutions for LLL in Lao PDR.

50 At present, Lao PDR does not have any national action plan or master plan for LLL. The main challenges in LLL that Lao PDR is facing are: lack of a sufficient legal framework on LLL including LLL system and evaluation; the target learners are quite large in number, and many of them are marginal people.

51 Regarding institutions participating in the provision of LLL in Lao PDR, they include the Ministry of Education, NFE Centres, National University, Teacher Training Institutes, Research Institute for Educational and Sciences, and other concerned ministries. In addition, there are various organizations and individuals also providing LLL. However, the operation of a Coordinating Committee for LLL in Lao PDR is still absent. The Questionnaire response also indicates that the LLL providers in Lao PDR need support to implement LLL programmes.

52 In terms of teachers and trainers for adult education, Lao PDR has higher education institutions providing teachers for adult education. In-service training courses for teachers of adult education are organized. However, in conducting these trainings, Lao PDR is coping with difficulties such as funds shortage, lack of training curriculum and materials, trainers shortage, and teachers/facilitators participating in adult education are often not sustained.

53 Concerning research and development, Lao PDR reported that it needs support to undertake research on LLL. Currently there has no national database on LLL, and the country gives high priority to the support in collecting data on LLL both in Lao PDR and in the region, and to conduct comparative researches.

## **E. Malaysia**

54 Having achieved a high level of basic education development, Malaysia in recent years has focused on improving the skill levels and learning capabilities of the rural population. For example a massive programme on adult computer literacy training was launched to familiarize the rural population with the use of computers. 1500 people participated during 1998-2000 in these courses, and the programme was perceived to have improved the computer skills of the participants (*ARTC 2002, p. 9*).

55 The adult illiteracy rate in 1995 was among men: 11%, and women: 22%. The public expenditure on education as % of GNP in 1993-96 was 5.2% (*ARTC 2002*).

56 As part of lifelong Learning programmes, agricultural adult learning focuses on the transfer of agricultural technologies to farmers and the provision of entrepreneurial skills to the agricultural sector (*Domingo 2005, p. 10*).

## **F. Myanmar**

57 In a report to CONFINTEA VI, the Ministry of Education of Myanmar states that the long-term goal is to become a learning society, and the Ministry focuses on development of the education system, increasing enrolment and retention rates in the basic education, and expansion of non-formal education. To provide greater access and ensure equity, the education sector has undertaken far-reaching changes. “The education system has become more flexible, open and diversified, with learners being given more chance and more choice” (*Review, Myanmar, p. 2*).

58 The adult illiteracy rate in 2002 was 8.2 %. Concerning basic literacy, Literacy Learning Circles have been established at local levels, carried out by local voluntary teachers using basic literacy materials produced by Myanmar Education Research Bureau (MERB) (*Review, Myanmar, p. 7*).

59 A total of 480 Community Learning Centres have been established, locally organized, undertaking various functions, e.g. post-literacy activities for the newly literates, non-formal primary education (a second-chance education for the youth who are unable to complete primary schooling), continuing education, and community networking and development activities such as income-generating programmes, and quality of life improvement programmes. (*Review, Myanmar, p. 9; Domingo 2005, p. 10*).

60 In the formal education sector, distance education possibilities have been established to extend higher education opportunities to the whole population including the remote areas, and a number of e-Education Learning Centres have been opened (*Review, Myanmar, p. 14*).

## **G. Philippines**

61 The Philippines has a rather large number of local networks of non-formal education. In 2001, the Basic Education Act covered elementary, secondary and non-formal education, and highlighted schools as well as learning centres as “the most important vehicle for teaching and learning” (*Han 2009, p. 467-8*).

62 Lifelong learning programmes have been established in remote areas, as e.g. a mobile tent school that was implemented to provide education to nomadic ethnic commitment through the collaboration of various government agencies, NGOs and local communities. Furthermore, “Equivalency and Accreditation Programme for Adults is a flexible approach to provide alternative education” to citizens 15 years and above (*Domingo 2005, p. 10*).

63 The adult illiteracy rate in 1995 was among men: 5%, and women: 6%. The public expenditure on education as % of GNP 1993-96 was 1.4% (*ARTC 2002*).

64 From a Beijing Conference on Lifelong Learning in 2001, it was reported that the Philippines focused on partnership dimensions in the conduct of lifelong learning, because literacy and adult education “should not rely solely on government budgets”. Through partnerships the “private sector, corporate entities or businesses, families and even individuals can share the burden of promoting a learned society” (*Domingo 2005, p. 13*).



## **H. Singapore**

65 Singapore is a country of 4 million people with four official languages, located on an island without any natural resources. Singapore's investment on education is the second-largest post on the national budget. Singapore uses its policy on Lifelong Learning as one of the economic drivers to enhance Singapore's competitiveness. Lifelong learning is viewed as an antidote against unemployment (*Kumar 2004, p. 559-60*). The adult illiteracy rate of Singapore is among men: 3,4%, and women: 11,4%.

66 Development of the workforce through "lifelong learning for lifelong employability" has been a central priority. This has involved setting up a national skills recognition system, and the establishment of the Singapore Workplace Development Agency (WDA) with the purpose of "building a first-class lifelong education and training system for our workers", and establishing a capacity to be able to respond quickly and effectively to changes in the external environment (*Kumar 2004, p. 561-2*).

67 Currently, Singapore is expanding the Continuing Education and Training (CET) system with the aim to make a higher level of the workforce have diploma qualifications, and equip citizens with skills for new growth industries.

## **I. Thailand**

68 In the 1999 Education Act of Thailand, the education system was reformulated as lifewide as well as lifelong. Lifelong education was defined as the education resulting from integration of formal, non-formal, and informal education. Many ministries were involved in weaving different parts of the educational system together through credits and diplomas (*Han 2009, p. 467*).

69 The adult illiteracy rate in 1995 was among men: 4%, and women: 8%. The public expenditure on education as % of GNP was in 1993-96 4.1% (*ARTC 2002*). Thailand has 9 years of compulsory education (*Rojvithee 2005, p. 3*).

70 Thailand's Ministry of Labour and Ministry of Education have been joining forces to set up a system for acknowledging and transferring credits accumulated by learners, in order to encourage the workforce to upgrade skills and knowledge (*Rojvithee 2005, p. 4*).

71 Among lifelong learning initiatives in Thailand are: Continuing Education Programme, focusing on vocational development, life skill development, and social/community development; Literacy promotion; Basic education equivalency programme, from primary to upper secondary level; Informal education programmes, through television, radio, and science centres at public libraries; and Development and use of ICT to support lifelong learning, through open universities, and collaboration and exchange among Thai universities (*Yamnoon 2008*).

72 ARTC (2002) reviews a capacity-building programme in rural areas through a specially designed course on shop management. Positive results were obtained especially because the programme employed participatory action among the community members. Furthermore, the project was a cross-sectorial collaboration between Department of Non-Formal Education, Department of Internal Trade and several community based NGOs (*ARTC 2002, p. 11-12*).

## **J. Timor-Leste**

73 Timor-Leste regained its independence in 2002, and education is a central part of the effort on poverty and nation-building. The adult illiteracy rate is almost 40%; covering almost

half of the women and one third of the men. The education system has been developing since 2002, and enrolment has risen.

## **K. Vietnam**

74 Vietnam has during the past 20 years been one of the fastest developing countries in the world. The history of lifelong learning in Vietnam is relatively long, with the task of “fight against illiteracy” having a high priority from the gain of independence in 1945. The adult illiteracy rate in 2004 was among men: 7.3%, and women: 9.8 %. In 2008 the percentage of literate population aged 10 years old was 93.1% (95.9% for male, 90,5% for female)

75 In 1998, non-formal education was institutionalized as an alternative modality for educationally disadvantaged youths and adults. From 2005, non-formal education is considered one of two components of the national education system (*MOET 2009, p. 7*). Lifelong learning opportunities are in 2008 offered through 9,000 Community Learning Centres (covering more than 80% of villages) at the local level, and more than 600 Continuing Education Centres at district or province level.

76 Among Lifelong Learning programmes are literacy and post literacy programmes, which aim to reach mainly women and girls, with the content including health, population education, economy and income, and civic consciousness (*Domingo 2005, p. 11*). Linkages between formal and non-formal education exist through Equivalency programmes, which are parallel to the curriculum of primary and secondary education, but usually simpler, shorter and more flexible. Students of equivalency programmes can get certification of formal system if they pass the exams (*MOET 2009, p. 17*).

77 One challenge is that ethnic minorities have not equally shared the development, partially as a result of social and cultural divisions and difficulties of access to remote mountainous areas (*MOET 2009, p. 3*). Another challenge is developing stronger coordination among education actors (*MOET 2009, p. 15*).

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**VIETNAM MINISTRY OF EDUCATION AND TRAINING (MOET)  
LIFELONG LEARNING SURVEY**

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**BACKGROUND AND PURPOSE**

At the 45<sup>th</sup> SEAMEO Council Conference in January 2010 in Philippines, the Ministry of Education and Training of Vietnam presented a *Concept Paper on Establishing the SEAMEO Regional Centre for Lifelong Learning* (hereinafter referred to as the SEAMEO RECELLL).and expressed its willingness to take the initiative to establish and host the proposed centre.

The Council approved the request by Vietnam to conduct a feasibility study and develop a proposal on establishing a lifelong learning centre. The Ministry of Education and Training Vietnam therefore developed this survey instrument to look into the needs for a SEAMEO regional centre for lifelong learning.

This Lifelong Learning Survey is meant to gather information and data on existing policies, practices, research, training and issues pertaining to the implementation of lifelong learning in the region. Information obtained will be used as baseline data for the Ministry of Education and Training Vietnam to make informed decision on relevant training programmes, needs, research priority and services for the proposed centre. This information will be used in preparing a proposal to establish the said SEAMEO Regional Centre which will then be submitted to the SEAMEO Council for approval.

Thank you

**State:** .....

**Ministry/Department:** .....

.....

## INSTRUCTION

With a broad concept, lifelong learning (LLL) encompasses all learning from cradle to grave, whether it takes place in school, at the workplace, in civil society or in the family. LLL includes formal, non-formal and informal learning, learning with definite aim or casual learning. However, **LLL in this questionnaire focuses mainly on adult education or non-formal, informal education.**

This questionnaire includes 4 parts:

1. Part A contains a concise description of the legislative and policy situation of LLL
2. Part B is about the current practices and would call for a judgment about your current status and constraints in implementing such policies
3. Part C is related to research that has been carried out and areas needs for in-service training and issues pertaining implementation of LLL
4. Part D is related to the vision, mission, functions and activities of the SEAMEO RECELL

### **Note:**

1. Please report data for your country as of December 2009
2. **PLEASE RETURN THIS FORM VIA EMAIL BEFORE OR BY 5 NOVEMBER 2010 TO**

MOET Vietnam mail to: [thaixuandao@yahoo.com](mailto:thaixuandao@yahoo.com)

SEAMEO Secretariat at: [secretariat@seameo.org](mailto:secretariat@seameo.org)

- For assistance with this questionnaire please contact our survey coordinator at MOET Vietnam +84 4 38232562 or + 84 913 306348

- Please tick  each alternative suggested below that you think appropriate to your country.
- Please write relevant answer for each question on the space given.

**A. POLICY AND FINANCING**

**1. What is the definition of LLL in your country?**

.....  
 .....  
 .....

**2. How is LLL perceived in your country? (Please cycle an appropriate number)**

	Perception (1 very bad, 5 very good)				
<b>By learners</b>	1	2	3	4	5
<b>By educators/teachers/lecturers</b>	1	2	3	4	5
<b>By human resource managers</b>	1	2	3	4	5
<b>By other stakeholders</b> (please specify who?) ..... ..... .....	1	2	3	4	5

**3. Does your country have formal legislative policies on LLL?**

- Yes                       No

*If "YES", please specify the name of the legislation and cite, refer to or quote from laws, education acts, policy statements with dates.*

.....  
 .....  
 .....

**4. What ministry/s are in charge of LLL in your country?**

.....  
 .....  
 .....

**5. What ministries are involved in LLL in your country?**

.....  
 .....  
 .....

**6. Does your country have a national action plan/master plan on LLL in short-term or long term perspectives?**

- Short-term               Long-term               No plan

**7. What are the priority goals for LLL in your country?**

.....  
.....  
.....

**8. What are the main challenges for LLL in your country?**

.....  
.....  
.....

**9. Does your country have special budget for LLL?**

- Yes                       No

**If YES, how much is it compared to the total government budget for education?  
(estimated)**

.....

**10. Through which channels are financing for LLL in your country provided?**

- Public investment  
 From private/corporate sector  
 Civil society support (e.g. religious institutions, unions, NGOs)  
 Learners'/individuals' contributions  
 Specific direct or indirect financial incentives (e.g. learning vouchers,  
scholarships, paid educational leave, special funds and funding schemes etc)  
 Foreign bilateral/multilateral donor investment  
 Others (Specify please)

.....

**B. CURRENT PRACTICES**

**11. How many inhabitants are aged 15 and above in you country? .....**

**12. What is the adult literacy rate (15 years and above) in you country? .....**

**13. How many percent of the population participate in LLL in you country?  
(approximatively)**

.....

**14. Which obstacles or constraints do adults in your country have in participating in LLL?**

- No obstacles
- Contents and curriculum are not diversified and relevant enough
- Teaching is not relevant to the adult learners
- Delivery system is not various and relevant
- Place is not convenient
- Timing is not suitable
- Lifelong learning does not provide a certificate that is recognized
- Busy with living earning
- Busy with housework
- Reading and writing skills limited
- English is poor
- Computer skills limited
- Self-study skills limited
- Motivation to LLL is not strong enough
- Others (please specify)

.....  
 .....

**15. Which measures have been undertaken to mobilize learners and to increase participation in LLL?**

.....  
 .....  
 .....

**16. Do you have special institutions for adults to continue their learning?**

- Yes                       No

**If YES, please specify the name and type by ticking  $\checkmark$  in appropriate column**

	<b>Institutions</b>	<b>Government</b>	<b>Private</b>	<b>NGOs</b>	<b>Others</b>



**17. Are there Community Based Institutions for LLL in your country?**

- Yes  No

**If YES,**

**- How many of these institutions do you have? .....**

**- What are the main issues and problems in expanding and sustaining this kind of institution in your country?**

- Policy and legal framework
- Community's awareness
- Community's capacity
- Community's ownership
- Teacher's and facilitator's capacity
- Resources
- Partnership and networking
- Curriculum, content, quality and effectiveness
- Others (please specify).....

**18. List the name of other institutions participating in providing LLL in your country?**

.....

.....

.....

**19. Please indicate the type of LLL programmes, the providers of these programmes and your need to support to implement these programmes? (Please tick ✓ in appropriate column)**

Programme	Provider			Does your country need support to implement these programmes		
	Public/ State	Private	NGOs	High priority	Low priority	Not needed
Literacy Programme						
Post-literacy Programme (PLP)						
Equivalency Programme						
Income-Generating Programme (IGP)						
Quality of Life Improvement Programme (QLIP)						
Individual Interest Promotion Programme (IIP)						
Future Oriented Programme (FOP)						

Programme	Provider			Does your country need support to implement these programmes		
	Public/State	Private	NGOs	High priority	Low priority	Not needed
Liberal Adult Education						
Adult Vocational Education						
Higher Education for Adults						
Others (Please specify) ..... ..... .....						

**20. Are the following ministries/organizations/individuals ... providers of LLL in your country? If they are the main provider, please tick  $\checkmark$  in the next column**

Provider	YES	Are they the main provider?
General schools		
Technical and vocational schools		
Colleges and Universities		
Institutions specialized in non-formal and informal education		
Businesses/enterprises /company		
Civil Social Organizations (e.g. religious institutions, unions, NGOs)		
Library		
Museum		
Mass media		
Web Pages		
Others (Please specify) ..... .....		

**21. Is there a Coordinating Committee for LLL in your country?**

Yes                       No

**If YES,**

**- Who are chairperson and vice-chairperson of this Committee?**

.....

**- Who are members of this Committee? (List the name of organizations)**

.....

.....

.....

**- What are the Committee's functions, responsibilities and activities?**

.....  
.....  
.....  
.....

**22. What difficulties does your country have in establishing/strengthening partnership and networking?**

- Lack of coordinating committee
- Awareness of policy makers (authorities) is limited
- Lack of clear and effective mechanism
- Goodwill of all branches, organizations ... in the civil society is still weak
- Others (please specify).....

**23. Who are teachers/facilitators invilved in adult education in your country?**

- Teachers from formal school:
- Adult educators (who were trained on adult education in colleges or universities)
- From other branches (The medical, agricultural ....)
- Volunteers from the community
- Others (please specify).....

**24. Please indicate (approximatively) the number of adult educators in your country? .....**

**25. The proportion of adult educators in relation to the overall number of teachers/facilitators involved in adult education in your country?**

**26. What are the terms of employment and remuneration for adult education personnel in your country?**

.....  
.....

**27. Is there a need for strengthening the educational qualifications/training for teachers/facilitators involved in adult education?**

- Yes                       No

**28. Is adult education considered as a specific profession in your country?**

- Yes                       No

**29. Are there higher education institutions providing such qualifications in your country?**

- Yes                       No

**If YES, please specify**

.....  
.....

**30. Is there any in-service training on adult education conducted for teachers/facilitators involved in adult education in your country?**

- Yes                       No

**If YES,**

**- What are purposes of these trainings?**

.....  
.....

**- What are the contents of these trainings?**

.....  
.....

**- Who are trainers of these trainings?**

.....  
.....

**- How long do they usually last? .....**

**31. What difficulties does your country have in conducting in-service trainings on adult education for teachers/facilitators involved in adult education?**

- Lack of funds
- Lack of training curriculum
- Lack of training materials
- Lack of trainers of trainees
- Number of teachers/facilitators participating in adult education is relatively great
- Teachers/facilitators participating in adult education are often not sustained
- Teachers/facilitators participating in adult education have no time
- Teachers/facilitators participating in adult education do not want to be trained on adult education

Others (Please specify)

.....  
.....

**32. Does your country need support to conduct in-service trainings on adult education for teachers/facilitators involved in adult education?**

- High Priority
- Low Priority
- Not needed

**C. RESEARCH AND DEVELOPMENT**

**33. List down institutions that carry out research on LLL in your country and tick how the research is funded?**

Institutions	Government Funded	Privately Funded	Individual funding	Internationally Funded

**34. What key studies in adult education have been undertaken in your country recently (within last five years)? What were the major questions addressed and prompted by these studies? What are the key findings?**

Key studies in adult education	The major questions	The key findings

**35. List the latest innovations on LLL that have been developed/being implemented in your country?**

.....  
.....  
.....

**36. What difficulties does your country have in conducting research on LLL?**

.....  
.....  
.....

**37. Does your country need support to undertake research on LLL?**

- High Priority
- Low Priority
- Not needed

**38. Does your country have a national database on LLL?**

- Yes
- No

**39. What difficulties does your country have in collecting database on LLL?**

.....

.....

.....

**40. Does your country need support to collect database on LLL in your country and in the region?**

- High Priority
- Low Priority
- Not needed

**41. Does your country need support to conduct comparative research?**

- High Priority
- Low Priority
- Not needed

**D. About the SEAMEO RECELLL**

**42. What do you suggest regarding the vision of the SEAMEO RECELLL?**

- become an excellent regional organization for research and training on lifelong learning, and to create foundation for educational policy development at national and regional level;
- become a focal point for strengthening links between Asia and Europe in promoting lifelong learning.
- Others (Please specify)

.....

.....

**43. What do you suggest regarding the mission of the SEAMEO RECELLL?**

- to conduct cross-national comparative research on lifelong learning; to explore definitions of lifelong learning from research perspective in the Asian, particularly ASEAN contexts as compared to international context; addressing specific issues related to SEAMEO Member Countries;
- to conduct training courses to promote and share Asian wisdom and tradition in education with an attempt to create a regional identity for its lifelong learning projects with convergent standards and approach to common problems;
- to act as a clearing house, information centre and a think-tank for governments on research-based educational reforms, especially across all sectors of post-compulsory education and training;
- Others (Please specify)

.....  
.....

**44. What do suggest regarding the key research areas of the SEAMEO RECELLL?**

- Policy and strategy for building lifelong learning system and learning society;
- Competences and skills for the knowledge economy and information society;
- The future of education and training systems: cross-country comparisons;
- Barriers and obstacles to participation in lifelong learning;
- Qualification frameworks to promote lifelong learning and labour mobility;
- Education and training and human resource development;
- Training and professionalization of adult teachers and educators;
- Gender and lifelong learning;
- Demographic challenges of an ageing society;
- Changes in recruitment and employment patterns;
- Adult vocational education and training;
- Workplace learning;
- E-learning;
- Indicators and benchmarks for monitoring progress in lifelong learning in the region;
- Financing models for lifelong learning;
- Partnership for lifelong learning;
- Promotion system for lifelong learning;
- Others (Please specify)

.....  
.....

**45. What do you suggest regarding the training activities of the SEAMEO RECELLL?**

Training activities of the SEAMEO RECELLL will focus on:

- Awareness raising
- Capacity building of LLL personnel in the region, including research capacity in LLL
- Others (Please specify)

.....  
.....

**46. What do you suggest regarding the SEAMEO RECELLL as an Information Centre about LLL in the region?**

- Collect and analyse data in order to produce reliable statistics on lifelong learning across the region
- Publish and disseminate research results
- Publish and disseminate database on lifelong learning in the region.
- Others (Please specify)

.....  
.....

**47. What do you suggest regarding the main activities of the SEAMEO RECELLL?**

- to establish constant dialogues and to maintain close cooperation with ministries in charge of lifelong learning policies, particularly with the Ministries of Education and Ministries of Labour in SEAMEO Members Countries;
- to introduce, publicize and promote the concept of lifelong learning in SEAMEO Member Countries in order to widen participation in education and training in employment and civic life, and to combat exclusion and further equal opportunities;
- to conduct joint research and comparative studies on lifelong learning, as well research for policy making as research of policy making, at national and regional level;
- to disseminate knowledge by publishing books, international academic journals and operating a website in English;
- to organize appropriate events serving the purpose of the Centre, including high profile conferences and seminars or workshops, flexible and tailor-made training courses, lifelong learning festivals and promotion of good practices;
- to facilitate, where necessary, policy learning between governments of SEAMEO Member Countries; to supply, where necessary, expert consultancy, advice and support services at request;
- to maintain close cooperation in the field of lifelong learning with relevant regional and international organizations;
- to undertake other activities as may be deemed necessary to achieve the purpose of the Centre;
- to support initiatives and programmes related to narrowing the development gap in SEAMEO Member Countries.



Others (Please specify)

.....  
.....

**48. Is the proposed Regional Centre for Lifelong Learning in Vietnam to complement the work of the LLL Centre for Sustainable Development in Manila, Philippines?**

Yes                       No

**49. Please state any suggestions you would like to share?**

.....  
.....  
.....  
.....

THANK YOU!

## Proposed Organizational Structure of SEAMEO RECELLL

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The organisation of the Centre will be in line with the SEAMEO organisation. The supervisory body of the Centre is the Governing Board with a representative from each SEAMEO Member country. The centre will be headed by a Director with super senior post, supported by three heads of Divisions (Research and Consultation Division; Training Division and Administrative Division)

1. **The Governing Board of the Centre:** Responsible for reviewing the Centre's operation and budget and set policies and programmes
2. **The Centre Director:** Is the chief administrative officer with a number professional staff and general service staff as necessary to carry out the Centre's functions
3. **The Divisions of the Centre**

### 3.1 The Research and Consultation Division

This division will conduct research on the following key areas, such as: Policy and Strategy for building lifelong learning system and learning society; Competences and skills for the knowledge economy and information society; The future of education and training systems: cross-country comparisons; Barriers and obstacles to participation in lifelong learning; Qualification frameworks to promote lifelong learning and labour mobility; Education and training and human resource development; Training and professionalisation of adult teachers and educators; Gender and lifelong learning; Demographic challenges of an ageing society; Changes in recruitment and employment patterns; Adult vocational education and training; Workplace learning; E-learning; Indicators and benchmarks for monitoring progress in lifelong learning in the region; Financing models for lifelong learning; Partnership for lifelong learning; Promotion system for lifelong learning etc.

### 3.2 The Training Division

Training will focus on awareness raising and capacity building of LLL personnel in the region, including research capacity in lifelong learning.

### 3.3 The Administration Division

This division will be responsible for the following:

- Human Resource Management.
- Preparing and managing finances.
- To publish and disseminate all research reports and other materials to various local and international relevant agencies.
- Managing physical development and maintenance.
- Procurement and management of assets.

*(Please see the proposed Organization Chart below)*

**PROPOSED ORGANIZATIONAL  
STRUCTURE OF SEAMEO RECELL**

