



# **Vietnam Forum on Lifelong Learning: Building a Learning Society**

## **Key Messages**

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# Vietnam Forum

- 3 Partners: MOET, UNESCO, ASEM LLL Hub
- 56 presentations: comparative research, global perspectives, sharing good practices
- Over 300 participants: 200 key policy makers and leading educationalists of Vietnam and 100 ASEM LLL Hub researchers and university professors, and UNESCO experts.



# Vietnam Forum: Main Objectives

- To enhance understanding of the concept and the role of 'lifelong learning' in the process of building a 'learning society', which will support Vietnam in developing a national LLL strategy;
- To present the findings of a recent situational analysis of LLL in Vietnam and raise awareness among stakeholders at district, regional and central level
- To share with the Vietnamese ministries, educational specialists, social partners and representatives from industry the latest research findings, ideas and developments in legislative, financial and organisational frameworks for supporting lifelong learning in different ASEM countries;



## Vietnam LLL Forum: Main Objectives

- To share global perspectives, good practices in developing and implementing lifelong learning strategies in different countries;
- To stimulate academic cooperation in LLL research between Vietnam, ASEAN countries and other ASEM countries, hence enhance research capacity and broaden perspectives for Asia-Europe research in the field;
- To strengthen linkages between researchers and policy makers in order to develop future research-based policies and enhance the implementation of lifelong learning initiatives;
- To form a joint UNESCO- ASEM initiative in promoting lifelong learning.



# Vietnam LLL Forum: Key Issues

- - Vietnam situation analysis and vision 2020
- - Global perspectives in LLL
- - 5 research themes:
  - ICT skills, and the culture of e-learning in Lifelong Learning
  - Workplace Learning
  - Professionalization of Adult Teachers and Educators in ASEM Countries
  - National Strategies for LLL
  - Core Competences



# Recommendations to the Government of Vietnam

1. Strengthen the lifelong learning research base in universities and autonomous research institutes, including their capacity for international exchange information and analysis, in order to consolidate the foundation for sustainable evidence-based policymaking.
2. Develop and assure broad stakeholder acceptance of new forms of recognition for adult learning of all kinds, in particular that pursued through non-formal and informal education and training, in order to strengthen and extend the benefits of learning for those who engage with it at all stages of life.



# Recommendations to the Government of Vietnam

3. Creative thinking will in the future be a need for all. Contemporary economies and society require a flexible approach to work and learning.
4. Acknowledge that different generations may have different motivations and ways to learn. Therefore development of curriculum should consider the perspectives of different generations, and their preferred method of engaging with learning.
5. Promote students' motivation for LLL. It is important to find ways to lower the barriers to participation and also to ensure that the clear benefits to learning are identified.



## **Recommendations to the Government of Vietnam**

- 6.** In the context of work-related learning, both employer responsibilities (for provision) and employee possibilities (for participation) are relationally significant. Ensure that policy measures give balanced attention to and take account of the interaction between structural and motivational conditions and incentives for learning throughout life.





## Recommendations to the Government of Vietnam

7. Using technology as vehicle for development. Computers and related technologies offer the means to increase the reach and scope of LLL dramatically, and to do so in a way that many people find interesting and enjoyable. In using technology, it is helpful to balance formal learning (for example, online courses) and informal learning (where people can learn about areas of interest to them without a formal framework).



## **Recommendations to the Government of Vietnam**

8. Not only to learn, but also to learn how to learn is important. Learners can benefit very much from examining their own learning processes and the degree of competence they experience in learning, and these concerns should be addressed in learning programmes. Therefore, Learning competence and meta-cognition should pervade the curriculum.



# Recommendations to the Government of Vietnam

9. Promote professionalization of adult and lifelong learning, specific training policy needs to be formulated to build the capacity and competence large number of adult education personnel with allocation of adequate funds.
10. Design a series of professional development programs for various categories of personnel, e.g. administrators, programme managers, field functionaries and trainers and teachers in adult education.



# Recommendations to the Government of Vietnam

11. Prepare a National network of Adult Learning Organisations: A survey of different organisations/agencies working in the field of adult education maybe prepared to facilitate networking and exchange of information and learning from each other.
12. Design Professional University Level Courses on Adult Education in Teacher training to prepare a cadre of professional adult educators in Vietnam.



# Recommendations to the Government of Vietnam

13. Develop LLL in a two-way combination of top-down and bottom-up, encouraging some experimentation on learning villages, open universities.
14. Encourage methodological exchange of research on LLL strategies and policies in ASEM countries.



# Recommendations to the ASEM EM3 in Copenhagen May 2011

1. The broad sweep of research unequivocally confirms that adults prefer non-formal to informal teaching/learning contexts and methods. More resources should be invested in developing and refining non-formal pedagogies and didactics, and in establishing and evaluating their learning outcomes.
2. Teaching and training professions face the challenge of responding effectively to diversity of demand and circumstance. Collaborative, team-based approaches and practices will be increasingly important for the quality of lifelong learning provision in the future; their development and effectiveness must be encouraged and supported more decisively.



## Recommendations to the ASEM EM3 in Copenhagen May 2011

3. Employer policies and practices with respect to continuing education and training for their workforces should be monitored and evaluated more specifically and consistently, so that good practice benchmarks can be established and become reference points for fiscal incentives to facilitate investment in work-related learning.





# Recommendations to the ASEM EM3 in Copenhagen May 2011

4. A survey of adult learning organization and their programmes in ASEM countries may be undertaken with a view to establish a network for exchanging information.
5. A directory of professionals (specifying their expertise) working in the field of adult and lifelong learning may be prepared to facilitate elaborative works.
6. A Compilation of important policy documents in adult education of ASEM countries may be prepared for better understanding of the adult education scenario.





**Thank you!**