

## ***Regional Conference on Community Learning Centers (CLCs)***

### ***National Qualifications Frameworks for Lifelong Learning and Skills Development***

*19-21 June 2013, Bangkok, Thailand*

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## **Vietnam's Country Report on Community Learning Centers (CLCs) - 2013**

### ***1. Updated Information on Community Learning Centers (CLCs)***

Multi-functional Continuing Education Centers (CEC's) at district and provincial levels existed long before to meet diverse learning needs of different learners who could not attend formal schools. Due to CEC's certain limitations in meeting increasingly diverse demands of local learners, the Community Learning Center (CLCs) at grassroots level (communes, wards, prefectures, etc...) was born as a CEC's younger sister in the 90's of the last century (1999).*1.1. National policies and strategies concerning CLCs.*

- The ***2005 Law on Education*** passed by the National Assembly stipulates that the CLC is educational institutions under the national continuing education system. *Article 4* affirms that “the national education system includes formal education and continuing education”. *Article 44* further states that the task of continuing education is to help people at the same time learn and work continuously in lifetime for personal fulfillment, expanding knowledge, improving level of education and profession to increase life quality, finding job, self-creating job and adapting to social life. The State has policies to develop continuing education, implimenting education for all, and building a learning society”. CLCs are reaffirmed in *Article 46* as continuing education institutions at commune, ward and prefecture levels...
- ***Educational Development Strategy*** 2001-2010 states the needs to build a learning society, enabling people of all ages, all background to learn continuously and on a lifelong basis”.
- ***Decision*** No. 89/QĐ-TTg dated 08/1/2013 on the objectives, measures of CLCs development.
- ***Decision*** 692/QĐ-TTg dated 4/5/2013 on illiteracy eradication learning.
- ***Poliburo's Directive*** No 11-CT/TW on 13/4/2007 on learning promotion, building a learning society in Vietnam.
- ***Prime Minister's Directive*** 02/2008/CT-TTg dated 08/1/2008 on enhancing learning promotion movement and building a learning society with the involvement of concerned ministries, branches, sectors and localities.
- ***At Ministerial level:***
  - *Decision* 09/2008/QĐ-BGDĐT on Regulation of the CLC organisation and activities.
  - *Circular* 96/2008/TT-BTC on financial support from the state budget to CLCs.

- *Circular 40/2010/TT-BGDĐT* on human resource assistance for CLCs.
- *Circular 26/2010/TT-BGDĐT* on the content of learning programs at CLCs.
- Document 2553/BGDĐT on Guidance of CLCs Content Evaluation.
- June/2013 *Draft* on regulation on management of life-skills teaching for community members.

### 1.2. The Objectives and Target Groups of CLCs

#### *Objectives of CLCs:*

*General Objectives:* to respond to people’s needs for continuing and lifelong learning, help learners update, supplement knowledge and skills needed for their daily life and production activities in order to improve quality of life for themselves, their families, and to develop the community sustainably.

#### *Specific Objectives:*

- to create learning opportunities for all people, especially disadvantaged groups (women, the elderly, the disabled, manual laborers...) and those living in very difficult and remote areas (ethnic minorities) for continuing and lifelong learning to improve quality of life and to develop community’s human resources;
- to meet learning needs of the target groups along the line of “learn what is needed” in their daily life;
- to build continuing educational system and learning society at grassroots level so that all people can have access to learning and can participate in educational activities in the community.

### 1.3 Number of CLCs

CLC		Other learning or non-formal education centers		Adult literacy centers (ICT, Languages, life-skills...)	
Government	NGO/others	Government	NGO/others	Government	NGO/others
<b>10,826</b>	0	<b>70</b> (provincial) <b>642</b> (districtal)	0		<b>2,100</b>

The following table shows the rapid development of CLCs

<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
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155	370	1,409	3,567	5,331	7,384	8,359	9,010	9,551	9,990	10,696	10,826
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The CLC has conducted various types of activities: (i) Literacy; (ii) Post Literacy; (iii) Non Formal Basic Education; (iv) Technical, Vocational, Income Generation; (v) Community dialogue and meeting; (vi) Others: cultural exchanges; sport activities; learning promotion; prevention of social problems; conducting survey on community's learning needs...; (vii) Program to respond to learners needs, to update knowledge and transfer technologies.

## 2. National Qualification Frameworks (NQFs)

2.1. Vietnam is now in the process of building an NQF that can fit well in the present levels, meeting the need of comprehensive renovation of national education system and human resources needs in a market economy and international integration, in line with Vietnam's reality and international context.

*The NQF should be implemented in a roadmap:*

- to come to realisation of the principles on building and management of NQF (*by April 2013*);
- to establish the National Steering Committee headed by a DPM with participants from MOET, MOLISA, Ministries of Justice, of Interior, of Trade and Commerce, of Agriculture and Rural Development, of Finance, of Planning and Investment... with MOET being the standing member. Apart from that, experts from some big state enterprises, well-known entrepreneurs, Vietnam Federation of Trade Unions are also invited.
- Re-examine system of diplomas/certificates and other related regulations, agreement on cooperation in education and training, recognition of diplomas/certificates signed between Vietnam and other countries (*by May 2013*);
- Specify the NQF through meetings, seminars, workshops, etc... (*June, July, August and September 2013*);
- Draft Resolution by the Government on the introduction of the NQF (*10/2013*);
- Implement the NQF, followed by evaluation of its impact, readjustment and completion (*2014-2020*).

### 2.2 Proposed NQFs

Category	Level	Years of education	Area
9 <sup>th</sup>	Ph.D	3 years	University
8 <sup>th</sup>	MA	1.5 to 2 years	University
7 <sup>th</sup>	Bachelor	3.5 to 4.5 years	University

6 <sup>th</sup>	College	Vocational, 2 years after high school	Vocational edu.
5 <sup>th</sup>		3 years after high school	Vocational training
4 <sup>th</sup>	4 <sup>th</sup> class vocation		Ibid.
3 <sup>rd</sup>	3 <sup>rd</sup> ibidem		Ibid.
2 <sup>nd</sup>	2 <sup>nd</sup> ibidem		Ibid.
1 <sup>st</sup>	1 <sup>st</sup> ibidem		Ibid.

### 3. *Recognising and Validating Lifelong Learning through NQFs*

3.1. Building a Learning Society through lifelong learning under CEC/CLC is a strategic task of Vietnam's people and government. This has been decided by the top leadership and enshrined in Party and Government documents, showing their political will and policy frameworks.

- **Resolution** of the 9<sup>th</sup> Central Party Committee (2000) adopted the concept of building *a learning society*; **Resolution** of the 10<sup>th</sup> CPC ((2006) reaffirms the *gradual transfer from current educational model to an open learning society model with its lifelong learning system*; **Resolution** of the 11<sup>th</sup> CPC (2011) on the *promotion of building a learning society and facilitating access for all citizens to lifelong learning*.

- *Decision* No. 711/QĐ-TTg by the Prime Minister (dated 06/13/2012) on the approval of *Education Development Strategy 2011-2020* where equity of access to education is ensured; lifelong learning opportunity for all citizens created, which will contribute to building a learning society.

- *The National Framework* on building a learning society in the period 2005-2010 and 2011-2020.

- Establishment of *National Steering Committee* on building a learning society for 2012-2020.

- *Human resource development strategy* 2011-2020

- *Education and training development strategy* 2011-2020.

3.2. *There are some equivalency programs that link formal and non-formal education.*

- Equivalency Program (Primary)

- Early Childhood Care and Education

- Equivalency Program (Lower/junior secondary)

- Equivalency Program (Secondary).

### 4. *Skills Development*

#### *4.1. Under formal education*

- A number of life skills have been introduced in the curricula, which can be categorised into five groups, with more specific skills being rendered in each: Self-awareness; Communication; Critical thinking; Decision making and Problem solving; and Self management.
- Forms of integrating lifeskill education in general school include Subject integration; Outside classroom activities; School counseling; Others.
- Approaches: participatory; learner-centered; activity-based; individual and group-focussed... Teaching methodologies: brain-storming; Discussion/debate; Learning games; Role play; Situation analysis; Case study, and Individual study.

#### *4.2. Under non-formal education*

- Three channels: integrating into learners needs responsive program (LNRP); conducting particular life skills courses for different target groups; local, national and international projects/initiatives.
- The contents include: Social and personal skills; Skills to help people protect and care for their own health, safety and for environment; Skills to assist people in income generating activities and household economic development.
- Approaches and teaching methodologies should be different with those under formal education (where the target is the kids).

#### *4.3. CLCs and Poverty Alleviation*

- Microfinance is one of the most effective tools for poverty alleviation in Vietnam. It offers diverse financial services to poor people so they can access small-scale loans, saving, money transfers and micro-insurance. Microfinance providers (MFIs) deliver small loans to unsalaried borrowers with very little nor no collateral. There are three main groups of MFIs: official MFIs; semi-official MFIs; and unofficial MFIs.
- Impacts of microfinance and opportunities to link it with CLCs operation: the poor can either grasp an economic opportunity to overcome their current financial difficulties, or invest in assets such as land or production materials for future security and development. Microfinance programs and CLCs activities can work together and supplement each other to better benefit the poor, in which CLCs become a convenient venue and active platform for community members to share experiences, exchange dialogues with regard to information, access and efficient utilisation of microfinance assistances./.

