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(Moet, VIETNAM)

The development and state of
The art of Adult Learning and education

National report

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I. General Overview of Vietnam

1. Brief contextual information on Vietnam

Located on the East of the Indochinese peninsula, Vietnam, shaped like the letter “S”, borders China to the north, Laos and Cambodia to the west, and the South China Sea to the east. With a population of more than 80 million people, Vietnam is home to 54 different ethnic groups. The Viet (Kinh) people account for 87% of the country's population who predominantly live in the low land areas. The other 53 ethnic minority groups, amounting to about 7,600,000 people, are scattered over mountainous areas covering two-thirds of the country's territory.



Vietnam remains politically stable. Since embarking on social and economic reforms in 1986, the country has become one of the fastest developing countries in the world. Over the past 20 years, the country recorded annual economic growth of between 7-9%, making it East Asia's second swiftest growing economy. Along with the phenomenal pace of growth, the country has managed to reduce its poverty rate by more than half from 58% in 1990 to 19.5% in 2004.

According to Government Data, UNDP, WEF, IMF, UNICEF, EIU, Human Development Index (HDI) of Vietnam is 105 (Ranking out of 177 countries, 2007), Gender related development index is 91 (Ranking out of 157 countries, 2007) and Human poverty index is 36 (Ranking out of 108 developing countries, 2007).

While new opportunities and economic benefits have improved the lives of many Vietnamese people, there are ever-increasing gaps between the rich and the poor, and between rural and urban populations. While the poverty rate is 10.8% in urban areas, it is 27.5% in rural areas. Ethnic minorities especially have not shared in the many benefits of the past decade's developments partially because of existing social and cultural divisions. In addition, not all communities are able to access basic social services, for example, ethnic minority communities living in remote mountainous areas. It estimates that the poverty rate for ethnic minorities is 69.3%, compared to 23.11% for the majority Kinh and Chinese ethnic groups.

Vietnam is one of the countries that have a rapid population growth. So far, Vietnam ranks second in the South-East Asia, seventh in the Asia-Pacific region and 13th in the world list with regard to the population number. By Vietnam Living Household Standard Survey (VHLSS) 2004, the Vietnam's population was 82,689,518 and adult population (above 15 years old) was 59,045,302 (71.9%) among them:

Table 1: Vietnam Population in 2004

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

2. The context of Adult Learning and Education in Vietnam

2.1 Definition of ALE/NFE in Vietnam

In Vietnam the terminology of “Adult Learning Education” (ALE) is not popularly used, but the terms of “Continuing Education” (CE) or “Non-formal Education” (NFE) is more popular. This implied that before the learners of NFE are not only adult but also educationally disadvantaged children. However, at present, non-enrollment and drop-out rates have been reduced due to the development of formal education. The main target groups of NFE are adults. That is why the concept of “ALE” is becoming more and more familiar and its implication is expanding in order to response to the changing lifelong learning (LLL) needs of adults. Previously, the concept of “ALE” is very narrow, covering only literacy for adults, then “ALE” expanded to both literacy and equivalency programs for youths and adults who had no access to formal education or had to drop out formal schools. Since 1990, “ALE” in Vietnam has been used with broader meaning, including not only literacy, equivalency programs for drop-out or non-enrolled youths and adults in formal schools, but also LLL for all people.

Under the perception of the above-mentioned definition, areas of ALE have been varying to meet different LLL needs of all people. ALE/NFE covers different functional contents or life skills such as income generation, social-cultural contents, Human rights, Peace, Gender, healthcare of mothers and children, Nutrition, Drug, HIV/AIDS prevention, population and environment education etc In order to deliver programmes which meets such the requirements for LLL, Ministry of Education and Training (MOET) cannot be the only responsible stakeholder, though it is the main provider of LLL. ALE/NFE should be jointly provided by different ministries, GOs, and national or international NGOs, public and private sectors, mass media, government or international projects etc.

2.2 The context of ALE/NFE in Vietnam

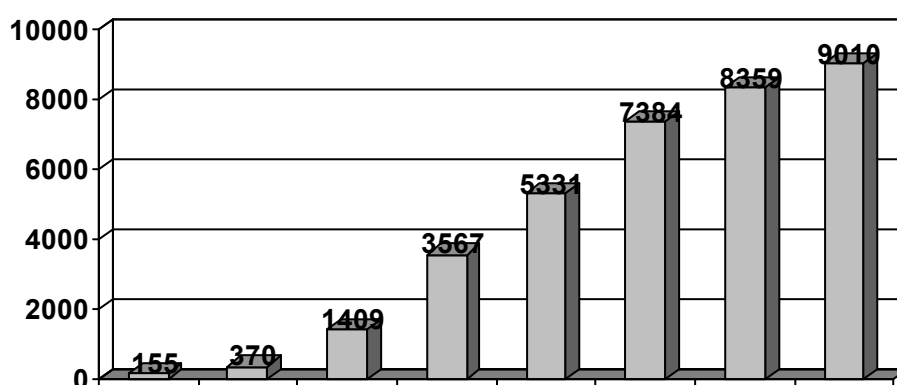
ALE in Vietnam has experienced a relatively long history. The historical landmark should be mentioned is a very high priority given to LLL during in the 50th years of the XX century. During this time, President Ho Chi Minh had many famous messages to encourage LLL such as *“We have to learn and work through our life. As long as we alive, we have to learn and work”* or *“Learning is endless. LLL help us grow up. The more we grow up, the more we need to learn”*

In fact, once the country getting independence in 1945, President Ho Chi Minh launched the campaign “Fight against illiteracy” considering the task of illiteracy elimination to be one of the most urgent tasks of the new order: “... *In order to preserve our independence, to make our people ever strong, our country ever prosperous, every Vietnamese should know his own interests and duty, should obtain his own knowledge aimed at being able to make his own contribution to the country’s construction. First and foremost he should know how to read and write in the national language...*”. He advised neo-literate people to continue their learning to work effectively, to avoid from illness and superstition and to be a good citizen. President Ho himself has been a long lasting paragon of LLL for any Vietnamese. He learnt even when he was 71 years old.

At present, Vietnam is integrating deeper in to the global economy, the process of industrialization and modernization with development of knowledge based economy. In order to response to the rapid development of the country, ALE/NFE is an indispensable trend. This is the only way for the country to catch up with international community in the era of blooming of new sciences and technologies. Everybody becomes more aware of the need of LLL to adapt oneself with changes in their work and in their life if they want to work, if they want to be, if they want to live together in the 21st century. Especially, LLL becomes more important to avoid ones from relapsing into again illiteracy.

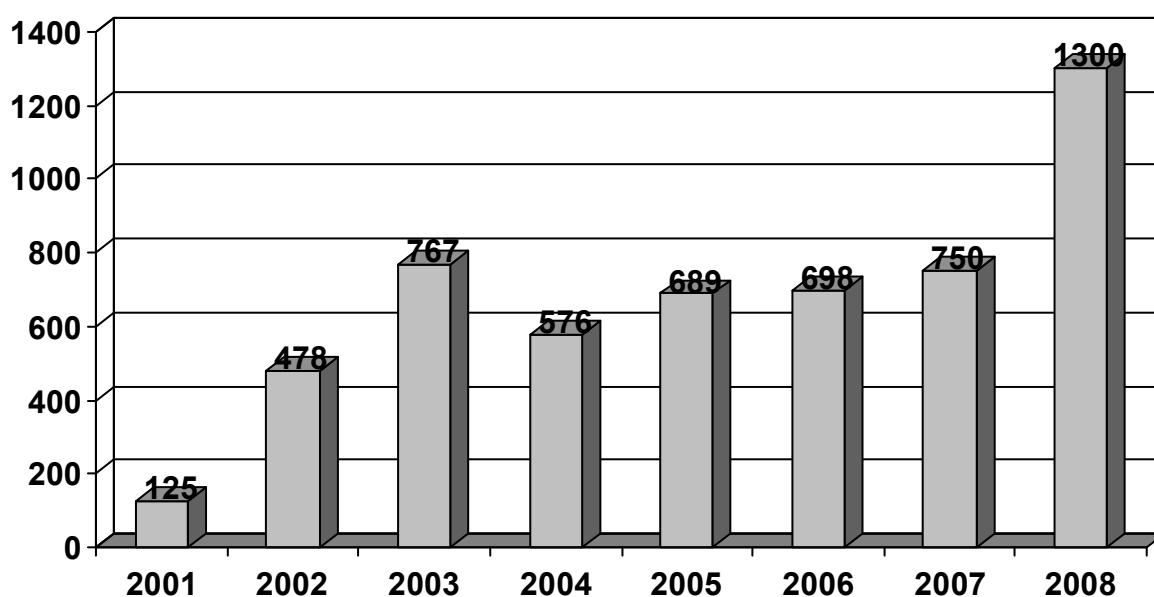
Since 1997, recognizing the raising importance of LLL not only for individuals, but also for community and country development, the Government had decided to develop ALE/NFE with broad concept. Target groups of ALE/NFE are not only illiterates and educationally disadvantaged adults, but also anyone who has the needs in LLL. ALE/NFE is responsible not only for providing literacy or for equivalency programs, but also for providing LLL opportunities for all people. Infrastructure for ALE/NFE has been expanded quickly since 1997 to provide LLL opportunities for all people in the community. Number of CLCs has been increased considerable (see following table). Continuing Education Centers (CECs) at district level have been established in almost all the districts across the country. Community Learning Centers (CLCs) at grassroots levels have been developed quickly, from 125 CLCs in 2000-2001 school year to 9,010 CLCs in 2007-2008 school year (about 70 times more). In 2008, 81.93% of total communes in the country have their own CLCs.

Chart 1: Development of CLCs since 2001



Number of Foreign Languages and Informatics Centres has also been increased considerable from 125 centres in 2000-2001 school year to 1,300 centers in 2007-2008 school year (about 10 times more)

Chart 2: Development of Centers of Foreign Languages and Informatics since 2001



II. Adult Learning and Education OR NON-FORMAL EDUCATION in Vietnam since 1997

1. Policy, Legislation and Financing of ALE/NFE in Vietnam

1.1 Legislative, policy and administrative frameworks of ALE/NFE

1.1.1 Legislative and policy environment of ALE/NFE

In Vietnam, where education is given the first national priority, there is a favorable policy on education in general and ALE/NFE in particular. Since 1997, ALE/NFE has been received

more attention from the Government in order to achieve literacy, Universal Primary Education (UPE) by 2000, Universal Lower Secondary Education (ULSE) by 2010 and to provide LLL opportunities for all people in the community.

ALE/NFE was first institutionalized in the Education Law 1998, but only as alternative modality for educationally disadvantaged youths and adults. After 7 years, in Amended Education Law 2005, the important role of ALE/NFE is recognized and ALE/NFE is first considered as one of two components of national education system. Education Law 2005 states that *“ALE/NFE 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 ALE/NFE to provide Education for All and to build a learning society”*.

Since 1997, there have been many important legal documents of Vietnam Communist Party and Government, such as Education Strategies from 2001 to 2010, National EFA Action Plan 2003-2015 and Decision of the Prime Minister on Building a Learning Society, etc ... which recognize the important role of ALE/NFE in Educational for All, in building a Learning Society and in which the Government commits to develop ALE/NFE together with formal education as two important and close each other components of national education system.

1.1.2 Priority goals for ALE/NFE

National Education for All Action Plan 2003-2015 has identified the following specific EFA targets for ALE/NFE

Objectives of Adult Education/NFE by 2015 are

- (i) To ensure that all out-of-school youths (in primary and secondary school age) have education opportunities to achieve primary and lower secondary education.
- (ii) To ensure that all adults, especially women and disadvantaged groups, have access to free and quality literacy and post-literacy programs and to affordable and quality life skills programmes and LLL opportunities.
- (iii) To improve the quality, relevance and results of all continuing education programmes (complementary primary and lower secondary programmes, literacy, post-literacy and life skill programmes) for youths and adults.
- (iv) To develop a comprehensive national strategy for affordable and relevant continuing education, LLL opportunities and learning society.
- (v) To strengthen management capacity of ALE/NFE and continuing education at all levels.

Specific targets of ALE/NFE development by 2015 are as following

- (i) 98% of population aged 15-35 years old is literate by 2010.
- (ii) 60%-70% of newly literates are enrolled in post-literacy programs.

- (iii) 90% of all communes have CLCs by 2010 and all communes by 2015.
- (iv) 75% of out-of-school children aged 6-14 attend NFE primary programs by 2015.
- (v) 75% of out-of-school children aged 11-14 attend NFE lower secondary programs by 2015.
- (vi) Curriculum and textbooks of ALE/NFE improved.
- (vii) Post-literacy & life skills programs diversified to meet the needs of local population.
- (viii) CECs set up in all districts.

To achieve these objectives and targets, Government has identified the following strategies to develop ALE/NFE:

- Promote advocacy to raise public awareness on the role and importance of ALE/NFE in the 21st century.
- Expand and sustain CECs and CLCs throughout the country.
- Widen network of open universities and educational/training centres of all GOs, NGOs, enterprises, companies etc ...
- Diversify ALE/NFE programs and contents.
- Reform teaching methods in ALE/NFE.
- Diversify delivery systems of ALE/NFE.
- Promote distant education and using of modern communication technologies, audio, video central and local mass media in ALE/NFE
- Build capacity of ALE/NFE personnel
- Promote monitoring and evaluation of ALE/NFE
- Increase government budget for ALE/NFE with promoting socialization of ALE/NFE, building and strengthening partnerships for mobilizing more resources for ALE/NFE.

1.1.3 ALE/NFE system in Vietnam

In Vietnam, Ministry of Education and Training (MOET) is the main Agency which responsible for ALE/NFE in the country. However, learning needs of the people become more and more varied that MOET alone cannot meet these needs. Therefore, ALE/NFE requires a joint effort from various ministries, organizations and stakeholders. Partnerships are crucially important for ALE/NFE in Vietnam to mobilize supports in term of human resources, materials and financial contribution. Other ministries and mass organizations such as Ministry of Health, Ministry of Agriculture and Rural Development, Ministry of Information and Culture, Ministry of Justice, Women's Union, Farmer's Union, Youth Union, Elder Association, Association for Learning Promoting, etc. are also responsible for providing LLL opportunities for the people in the community, which go in line with their functions and though their system organizational missions.

At present, there are many governmental sectors, NGOs, profit and non-profit based sectors, academic sectors, local communities are providing LLL opportunities for adults. In particular:

- MOET is responsible for making policy on NFE and responsible for management and monitoring NFE in the whole country. It is providing LLL opportunities to people via a well established network of education institutions such as CECs, CLCs, Foreign Language Centers and computer centers.
- Other ministries such as Ministry of Agriculture and Rural Development, Ministry of Health, Ministry of Culture – Information – Tourism and Sports, etc... are also providing people with information and knowledge relevant to their respective sectors via propaganda campaigns and different programmes and projects. These ministries also have their own system from central to commune level to convey the information to the local people.
- Mass organizations such as Fatherland Front, Women’s Union, Youth Federation, Trade Union, Peasant’s Association etc are also providing their members with LLL opportunities.
- Companies and enterprises, employers ...
- Professional organizations (Gardening association, Bee raising association ...)
- Vocational training centers
- INGOs and local NGOs such as ActionAid, Oxfam, Plan, Save the Children, World Vision ...)
- Universities, especially open universities
- Research Institutes
- Formal schools
- Central and local media
- Private sectors
- Etc...

There has been a legal framework to ensure collaborations among stakeholders from central to local levels, and among different actors within a geographic boundary. Partnerships in Vietnam are institutionalized in laws, in policy statements, or central and local government’s decisions. Central and local governments have taken a role of coordinating and have issued decisions/statements, which are important legal framework for partnerships. Education law 2005 stated that: “Developing education system and building a learning society is responsibility of the state and of all the people, ... other organizations and individuals are encouraged to contribute to developing education”.

At central level, The Decision on “Building a Learning Society” issued by the government has clearly assigned responsibilities to different ministries including MOET, MOF, Ministry of Planning and investment etc... and requested active involvement of Father Land Front, Trade Union, Women Union, Youth Union Peasant Union, Learning Promotion Association, Vietnam

Union of Science and Technology Associations and all other mass organizations in providing LLL opportunities for all people. MOET together with other ministries and central mass organizations issued number of joint circulars guiding the collaborations for providing LLL. For coordinating activities of INGOs a People's Aid Coordination Committee are putting in place.

At provincial and district levels, Provincial/District People's Committees (PPC or DPC) issued their decisions on socialization of education, on building learning society in their localities. Those decisions also identified clear role and responsibilities of different actors in providing ALE/NFE for the people. At grassroots levels/commune level, partnerships among development agencies and NGOs, projects or programmes are coordinated and monitored by Commune's People Committee (CPC) through CLC Management Committees (CMC).

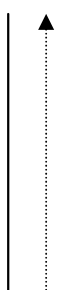
CLCs have been highly appreciated in Vietnam as they are not only an effective delivery mechanism of providing "Education for All" in the community, but are seen an effective model of promoting "All for Education", which is essential factor for the success of any kind of community based education program. CLCs are managed by CPCs through CMCs which usually made up of commune's leaders and representatives of different sectors (Agricultural, Health-care,) and different local mass organizations (Farmers, Women, Youths, Veterans, Elders, ...). With these components, CMCs is able to play very strong role of coordinating ALE/NFE activities in their respective community. They can manage and monitor partnerships among different sectors, projects and programmes inside or outside the community to provide LLL for all people in the community. The experience of developing CLCs showed that the coordination role of the CPCs ensure stronger and more effective collaborations among stakeholders, which is hardly achieved while coordination role is given to the Education sector.

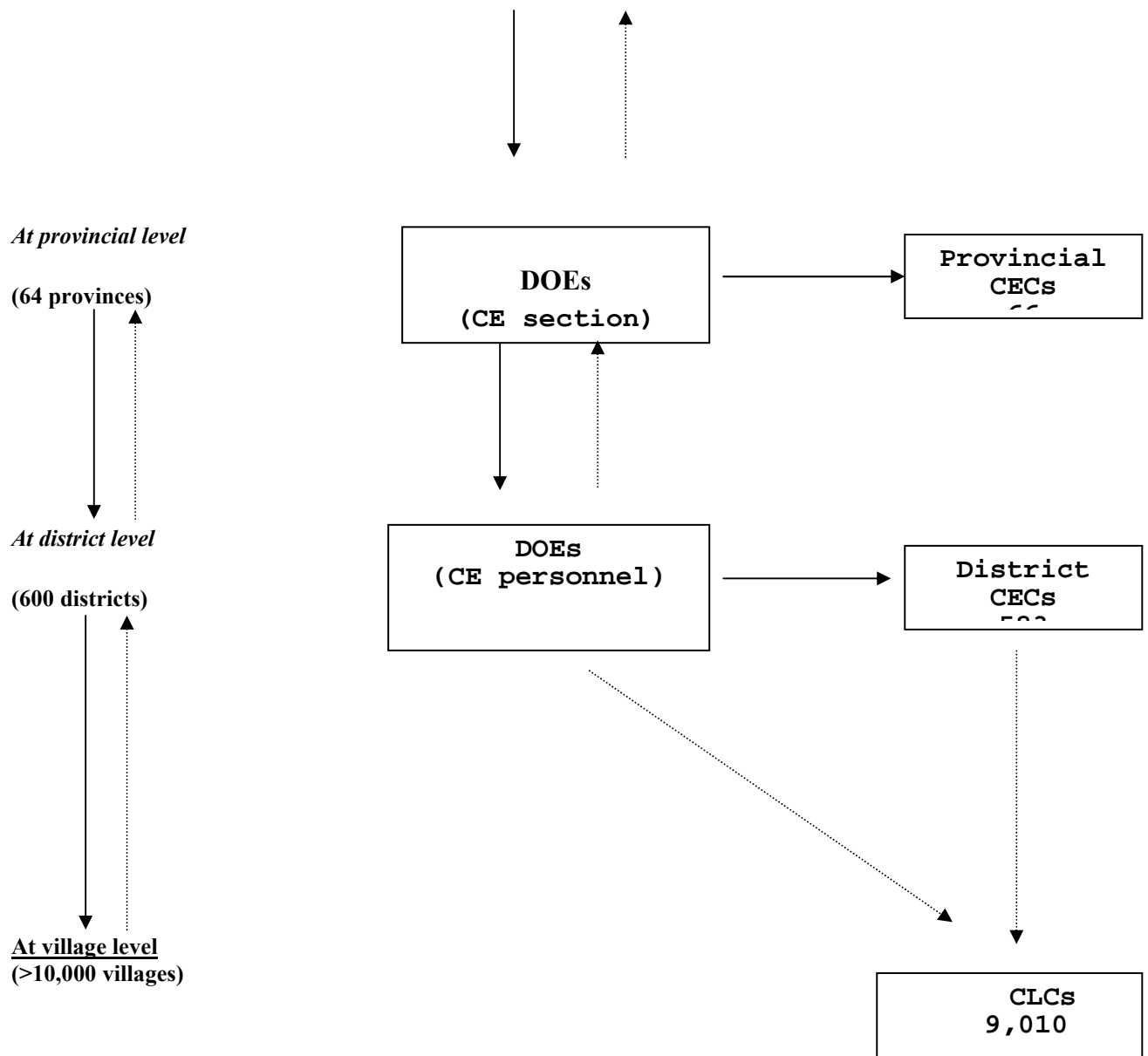
Though the legal framework for developing effective partnerships among LLL providers are very favorable, partnerships for ALE/NFE in Vietnam is practically facing a lot of difficulties and challenges, particularly:

- Lacking of an effective and strong coordination, especially reinforcement of the existing policy and legal frameworks, this leads to gaps and overlaps among stakeholders.
- Lacking of clear mechanism for collaboration
- Lacking of an effective monitoring and evaluation mechanism to ensure that coordination among stakeholders will happen.
- Lacking of an overall coordination body, particularly there is not such a Steering committee on at all levels.
- Lack of high commitment and goodwill of different actors towards collaborating with the others.

Figure 1: ALE/NFE system in Vietnam

At National level





1.2 Financing of ALE/NFE

By the late 1990s, state expenditure on education rapidly increased to around 15% of the total public budget. Over the current decade to 2010, Government has committed to increase the share of the education budget to 20% of the total public expenditure. However, Vietnam is still a poor country, budget for education is still limited and not adequate even for Children/formal education. Budget allocated for ALE/NFE accounts only a small percentage of total national budget for education from 2001 (about 2.83%)

Table 2: Budget for ALE/NFE since 2001
(in million)

School years	Total national budget for Education	Budget for Adult Education/NFE	%
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2001	11,085,800	313,728	2.83
2002	14,302,000	404,747	2.83
2003	15,525,000	439,358	2.83
2004	19,957,990	564,811	2.83
2005	20,960,259	593,175	2.83

Sources: Financial Department, MOET

Budget for ALE/NFE is mainly mobilized from society, from individuals/learners'. Besides, ALE/NFE in Vietnam also received support from private sectors, projects or programs. However such the amount is not much, especially as compared with projects supported formal education. At present, financial shortage is still the major challenge for the development of ALE/NFE in Vietnam in term of quantity as well as quality.

2 Quality of ALE/NFE: Provision, Participation and Achievement

2.1 Provision of ALE/NFE and institutional frameworks

2.1.1 Institutions responsible for managing and co-ordinating ALE/NFE at national level

To provide ALE/NFE for the people, a system of ALE/NFE administration/institutions was established at all levels from central to local. CECs at provincial and district level and CLCs at grassroots level have been established through out the country. As of 30th June 2008, there are 66 provincial CECs, 588 district CECs and 9,010 CLCs in the whole country.

To manage and monitor ALE/NFE, following system of ALE/NFE management was established:

- At central level, there is Continuing Education Department (CED), Ministry of Education and Training (MOET), which is responsible for managing, monitoring and evaluating ALE/CE in the whole country. At central level, there is also Research Centre for NFE (RECENFED), National Institute for Education Sciences (NIES), which is in charge for conducting research in the field of ALE/NFE and developing ALE/NFE curriculums and teaching, learning materials for the whole country.
- At local level, there are Units of NFE under provincial and district Departments of Education and Training (DOET) that are responsible for ALE/NFE in the provinces and districts.
- At grassroots level, CLCs are responsible for providing LLL for the people in the community.

Due to strong efforts, Vietnam has achieved very creditable progress in improving access to LLL, especially since 2000. Infrastructure for ALE/NFE has been expanded quickly since 1997 to provide LLL opportunities for the people. Number of ALE/NFE institutions has been increased considerable (see following table)

Table 3: Development of infrastructure for ALE/NFE since 1997

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Supplementary Education schools	-	139	73	83	83	80	58	29	29	27	24
CECs at provincial levels	-	52	56	57	57	57	57	61	61	63	66
CECs at district level	235	397	415	438	484	479	492	517	577	577	583
CLCs	-	10	78	155	370	1,409	3,567	5,331	7,384	8,359	9,010
Centres of Foreign Languages and Informatics	250	602	502	125	478	567	576	689	698	750	1,300

Source: MOET Annual Statistics

Besides, since 1997, many Open Universities or Open Faculties in many universities have been established to develop distant or part-time education. Many factories, companies ... have also established Continuing Centres for their workers to adapt new knowledge and skills

2.1.2 ALE/NFE programmes in Vietnam

Programme	a) Providers			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/State	CSO/NGO	Private	General competencies	Technical skills	Knowledge, generation, innovation			
Literacy programmes	MOET	Women's Union Peasants' Union Association of Learning Promotion...		Literacy skills (Reading, Writing and calculating)			Illiterate youths and adult from 15 years old and above		
Equivalency Education programmes	MOET Public formal Schools			General education			Non enrolled and Drop out children, youths and adults		
Life-skill education programmes	MOET and other ministries (Ministry of Agriculture and Rural Development, Ministry of Health, Ministry of Culture – Information –	Mass organizations (Fatherland Front, Women's Union, Youth Federation, Trade Union, Peasant's Association etc ...)	- Companies and enterprises, employers ... -Professional organizations (Gardening association, Bee raising association ...)		- Income-generating skills - Health related skills - Population and family planning related skills -		Everyone who have LLL needs		

	Tourism and Sports, Ministry of Justice, etc...)	- INGOs and local NGOs such as ActionAid, Oxfam, Plan, Save the Children, World Vision ...)	-Vocational training centers		Environment protect related skills - Sex and reproductive related skills - Gender related skills - ...				
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2.1.3 Linkages between Formal Education and NFE

Formal education and NFE are two main parts/components of educational system, which have close relationships. Formal education includes:

- Pre-school education (for children from three-month to seventy-two month)
- General education with two levels of Primary (5 years) and Secondary Education. Secondary level consists of two sub-levels of Lower Secondary Education (4 years) and Upper Secondary Education (3 years)
- Professional education with professional secondary education (3 to 4 years) and vocational education (3 to 12 months or 1 to 2 years)
- Undergraduate education with two degrees of college and university education (4-6 years); post-graduate education with two degrees of master and doctor.

Non-formal education includes:

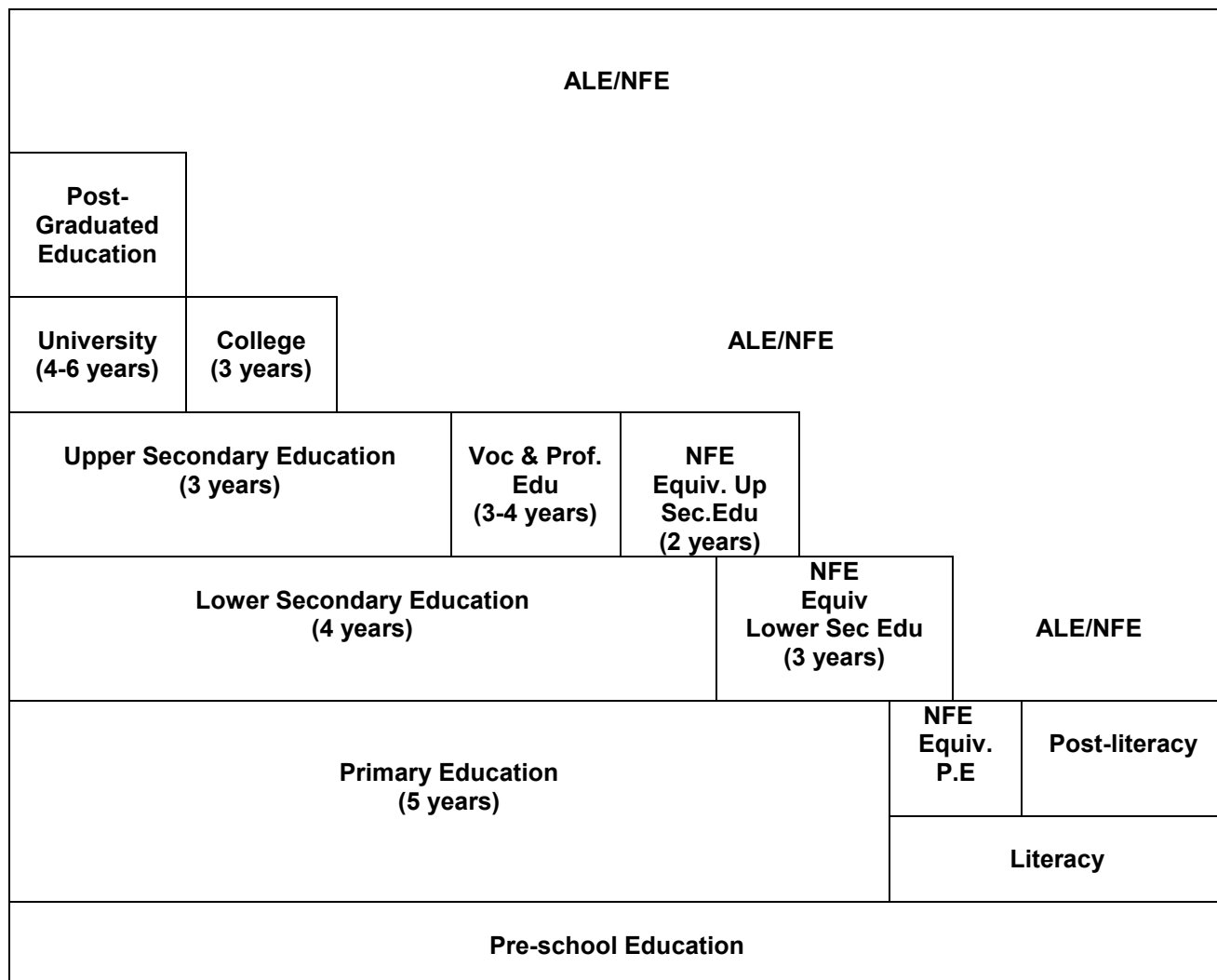
- Literacy and Post-literacy for adults
- Equivalency programs (EPs) for youths and adults who do not have access/opportunities to get formal education or have to drop out formal schools
- Life-skills programs

There are close linkages between formal education and NFE. Programs of NFE equivalent to different levels of formal education, such as: Literacy Programs (equivalent to Grade 3), Primary EPs (equivalent to Grade 1-5); Lower Second EPs (equivalent to Grade 6-9) and Upper Secondary EPs (equivalent to Grade 10-12). Curriculums of EPs are developed based on the curriculums of formal education, but they are usually simpler and shorter, more flexible than curriculum of formal education. The content of EPs curriculum included the most **basic/fundamental/elemental, simple and practical knowledge and skills** from the curriculums of formal education. Total content and total time of curriculums for EPs account about 75-80% of those of formal education. Before 1990, students of EPs have very well developed textbooks. These textbooks were developed special for them, relevant to their needs and their learning capacity. But since 1990, the Government decided that student of EPs and students of formal education have to use the same textbooks. To facilitate teachers of EPs, the Manual "How to use textbooks of FE for EPs" developed.

ALE/NFE programs can be delivered through complementary schools, CECs and CLCs. ALE/NFE can also use infrastructures and facilities of formal education such as Primary and Lower secondary schools for delivering literacy or EPs. Teachers of formal education are also mobilized for literacy classes or EPs classes.

Following figure shows the structure of formal education system and its link to ALE/NFE in Vietnam.

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



2.1.4 ALE/NFE certification and national awards

ALE/NFE in Vietnam leads to certification and national awards. Students of EPs can get certification by the Government equivalent to the certification of formal system if they passed the exams special for them. With this certification, they have the right to continue their learning at higher levels (universities/colleges) if they pass entry exams.

2.2 Participation in ALE/NFE

Since 1997, number of learners attended different ALE/NFE programs has been increased significantly, especially after CLCs being established and expanded in the whole country. (See following table)

Table 4: Learners of different ALE/NFE programmes since 1997

NFE programmes	1999	2000	2001	2002	2003	2004	2006	2007	2008
Literacy and post-literacy	155,514	110,833	150,000	201,000	47,909	400,649	91,716	119,710	34,494
Primary Edu. EPs	47,909	45,350	50,000	39,000	69,549	35,577	39,856	51,770	40,130
Lower Second.EduE Ps	74,195	79,137	86,399	110,990	151,667	183,514	209,170	143,163	119,981
Upper Second Edu. EPs	181,190	230,722	231,189	289,930	306,510	351,203	380,171	389,661	346,717
Learners of CLCs	11,206	150,000	200,000	250,000	416,667	2,333656	6,297194	10,217048	9,215,116
Learners of Foreign Languages and Informatics Centers	117,125	220,117	250,000	442,000	303,094	550,000	807,225	1,132,340	476,052
Distant education	7,020	35,000	50,000	90,000	100,000	76,602	127,768	206,527	196,332

Source: MOET Annual Statistics

Especially, number of learners participating in CLCs in 2007 is 50 times more than that one in 2000 (see following chart). The increase in access to LLL since 2000 in Vietnam has been partly attributed to the pilot model at grassroots level called Community Learning Centre, which is technically and financially supported UNESCO in 1997. CLCs are highly appreciated as an effective delivery mechanism of providing LLL for all people in the community, such as Literacy, post-literacy and equivalency classes for adults and out-of-school youths; Agriculture skill trainings on crops production and animal raising; Cultural activities including traditional music and dance based on local indigenous cultures; Sports activities for younger community members; Upgrading a reading corner to a library; and other community activities and meetings.

Chart 3: Number of Learners participating in CLCs from 2001

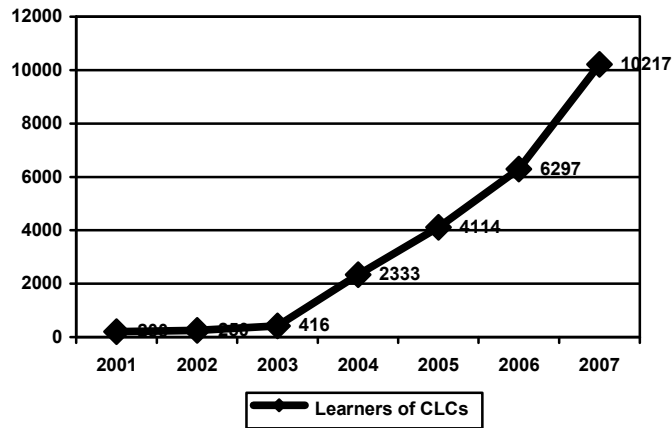


Chart 4: Learners of lower and upper secondary EPs from 2001

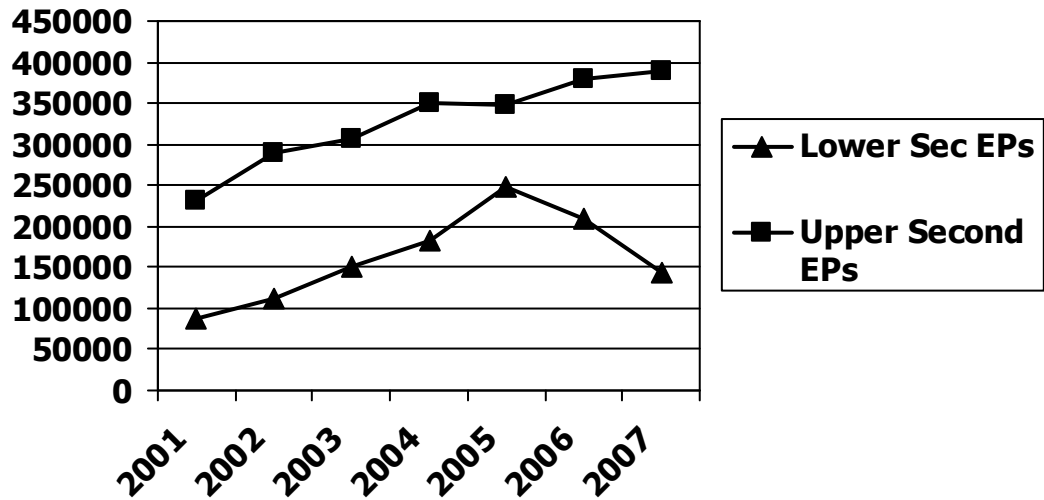
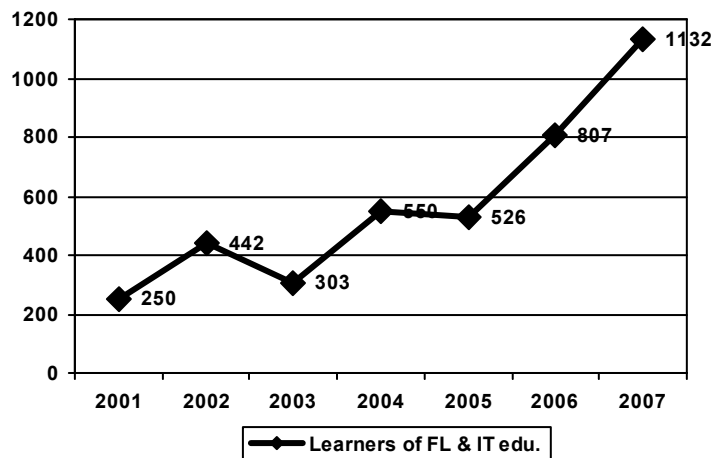
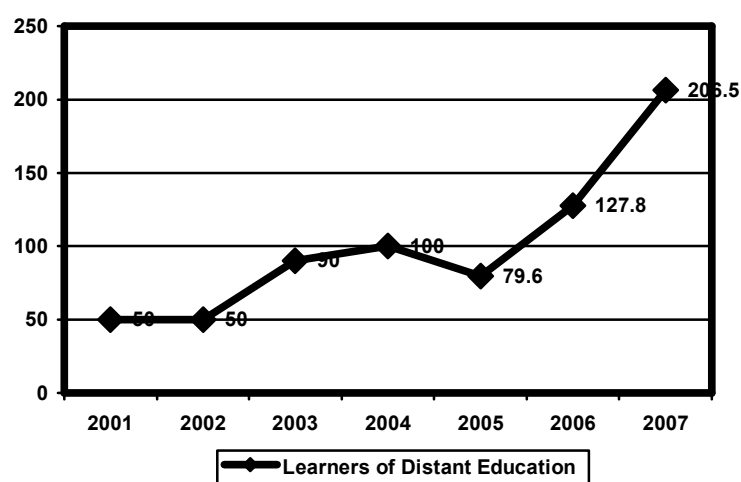


Chart 5: Learners of Foreign Languages and Informatics Centres from 2001



Learners of Distant Education in 2007 is 4 times more than that one in 2001, from 50,000 learners in 2001 to 206,527 learners in 2007. (see following chart)

Chart 6: Learners of Distant Education from 2001



Number of Part-time Learners in universities and colleges has also been increased significantly, especially in the last years (See following table).

Table 5: Part-time learners in universities and colleges 2000-2006

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

Source: <http://www.edu.net.vn/Data/ThongKe/dhcd.htm>

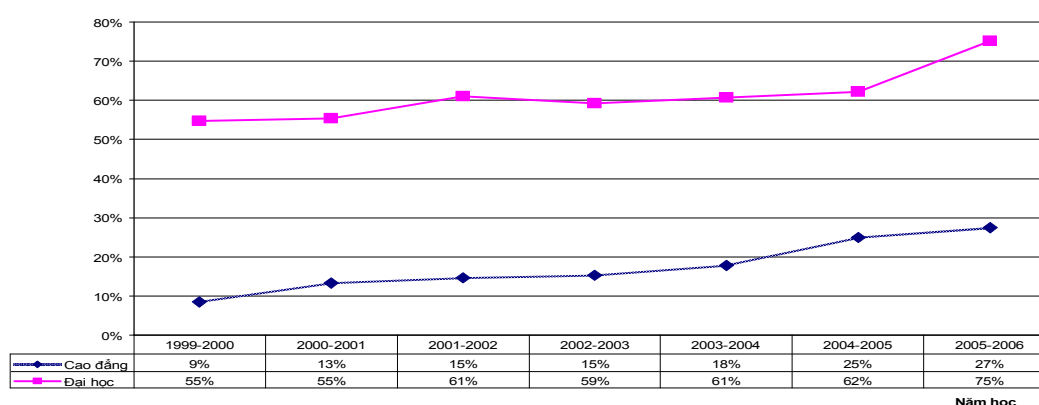
The ratio of part-time learners to full-time learners increased quickly. Especially in universities, part-time learners make up $\frac{3}{4}$ of full-time learners. (See table 6 and chart 7 following).

Table 6: The ratio of part-time learners to full-time learners since 1999-2000

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

Source: <http://www.edu.net.vn/Data/ThongKe/dhcd.htm>

Chart 7: The ratio of part-time learners to full-time learners since 1999-2000



2.3 Adult educators/facilitators' status and training

2.3.1 Educational qualifications/training required for adult educators and Status of continuing/in-service training measures

Adult educators of EPs must graduate from teachers' training colleges or universities, but there is no educational qualification or training required for adult educators/facilitators in the community.

Adult education is still not considered as a specific profession in Vietnam and there are no higher education institutions providing such qualifications. Most adult educators were trained on child education or formal education. Due to the many reasons, very few of them have opportunities to participate in short-term training courses on NFE or adult education. They work with adults only based on their own experiences.

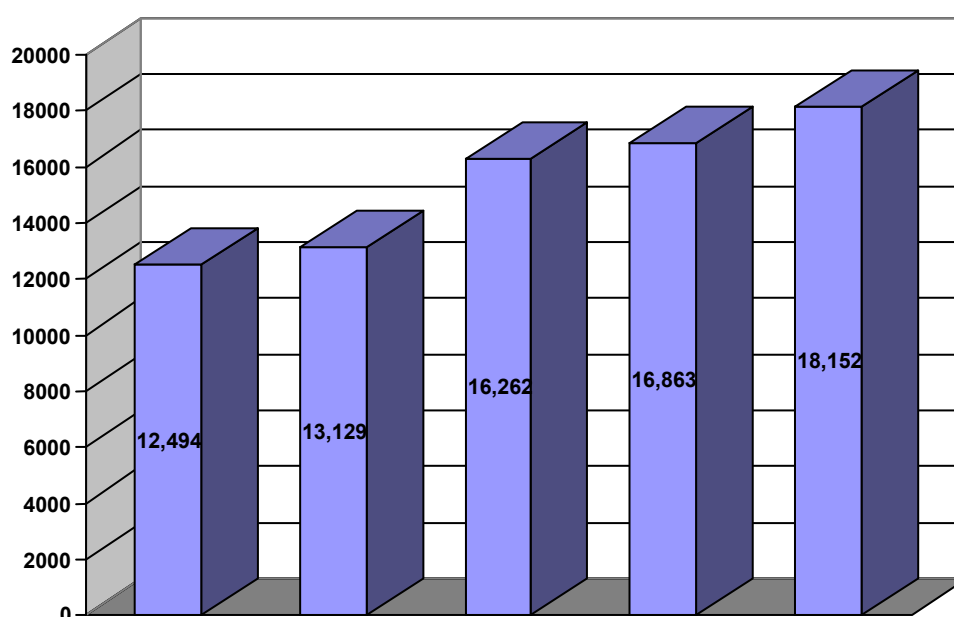
Status of adult educators of Equivalency programmes

Adult educators of EPs include full-time and part-time. Most part-time adult educators of EPs are from formal lower or upper secondary schools who work concurrently, or they have already retired. Since 2000, the number of adult educators of EPs has risen significantly so as to satisfy the increasing learning needs of disadvantaged youths and adults. For the school year 2005-2006, there have been 18,152 adult educators of EPs, among which 8,992 are full-time (accounting for 49.5%) across the country. The proportion of adult educators/facilitators in relation to the overall number of teaching personnel in Vietnam is 18,152/778,002 (about 1/50)

Table 7: Adult educators of EPs: Current situation

School year	Total	Full-time Adult educators	Ratio of full-time teachers to total teachers (%)
2000-2001	12,494	5,979	47.8
2001-2002	13,129	6,197	47.2
2002-2003	16,262	7,916	48.7
2003-2004	16,863	8,099	48.0
2004-2005	18,152	8,992	49.5

Chart 8: Adult educators of EPs: Current situation



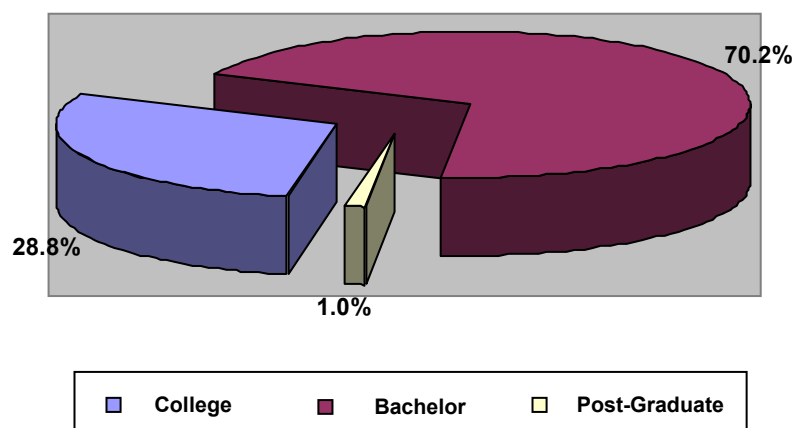
Nonetheless, adult educators of EPs are still poor in terms of quality and quantity. Adult educators of EPs have been mainly trained in formal education. They lack thorough knowledge about ALE/NFE and the characteristics of adult’s learners. That led to overall unsuitable teaching methods for target groups.

In addition, due to the many reasons, continuing/in-service training for capacity building has not received due attention. Innovation in teaching methods in ALE/NFE still faces many difficulties and challenges due to extremely poor infrastructure and teaching equipments, due to the inadequate attention of education management staffs at all levels.

Statistics has indicated that out of 4,328 adult educators of EPs surveyed, female adult educators accounts for 42.3%. Their educational qualifications are relatively high with 70.2% of them holding bachelor degrees, 1% with master degrees or higher and 28.8% are college graduates.

- Women: 1,831 people 12.3%
- Educational qualifications:
 - College degree: 1,247 people 28.8%
 - Bachelor degree: 3,038 people 70.2%
 - Post-graduate degree: 43 people 1%

Chart 9: Educational qualifications of adult educators of EPs



Status of adult facilitators of CLCs

Among 35,057 adult facilitators of CLCs surveyed:

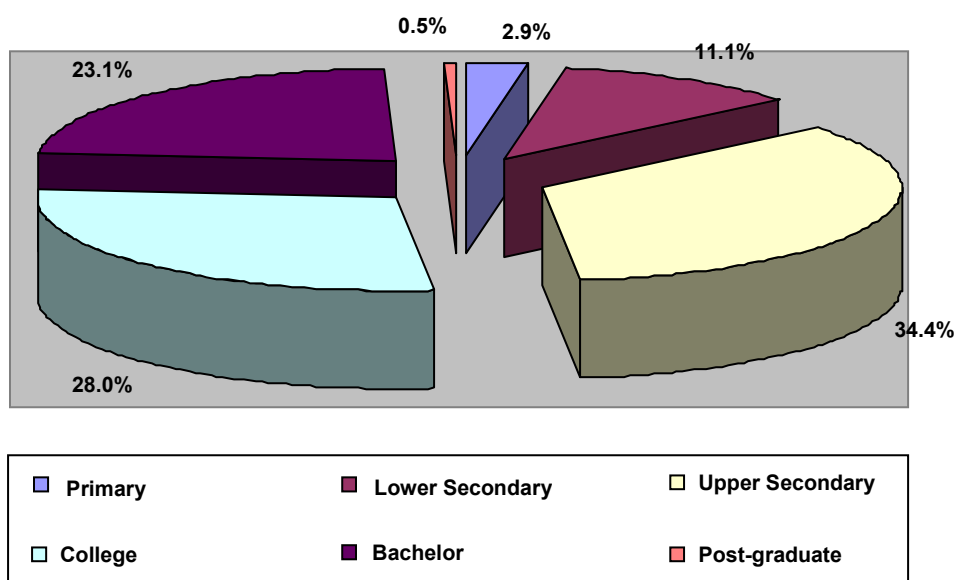
- Women: 12,315 people 35.2%
- Ethnic minority: 3,985 people 11.4%
- Education qualifications:
 - Primary Education: 1,015 people 2.9%

Lower secondary education:	3,899 people	11.1%
Upper secondary education:	12,046 people	34.4%
College degree:	9,813 people	28%
Bachelor degree:	8,089 people	23.1%
Post-graduate degree:	195 people	0.5%

Research study has indicated that

- CLCs personnel in general are enthusiastic, have broad knowledge and experiences as well as know the realities very well though have limited quality, but their educational qualifications are very limited. Nearly half of adult facilitators of CLCs have low education qualifications (34.4% have graduated from upper secondary schools, 14% with lower secondary education degrees and a number of them are just at primary school level.)
- Most of them have not been trained in pedagogic knowledge/skills. The findings reveal that only 22.7% of them, who have already worked in education sector, have been trained in pedagogy. To the rest (77.3%), they are volunteers from different fields or mass organizations, and local community who have not been trained in such profession. They might be very good at their specialties with much experience, yet their teaching methods are limited, excluding certain people with talent.
- Among facilitators trained in pedagogy, they have been trained in FE and children-teaching method. In contrast, due to different reasons, training for capacity building for adult facilitators of CLCs meets difficulties. Nearly all adult facilitators of CLCs have not been trained in adult-teaching methods and supplied with reference materials (apart from cases who get involved in relevant programmes, projects, etc.)

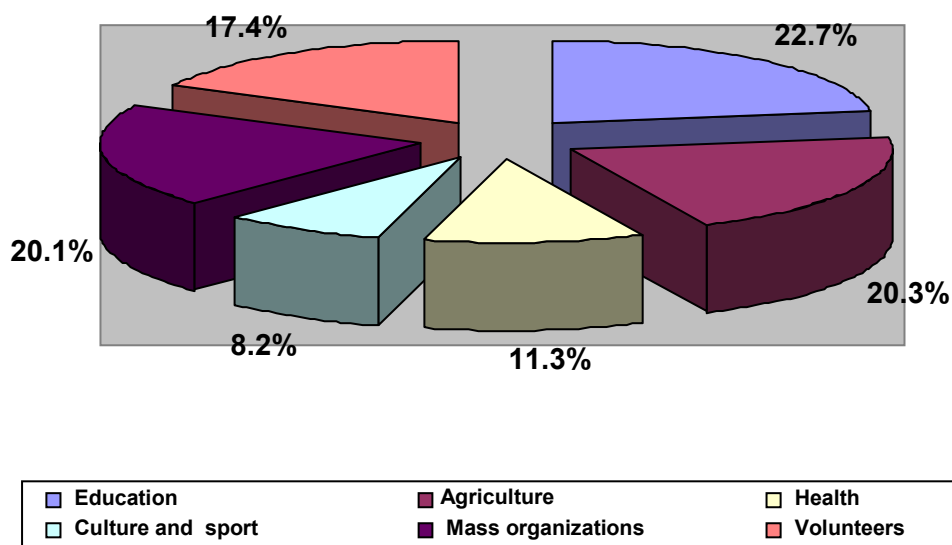
Chart 10: Educational qualifications of CLCs adult facilitators



The adult facilitators of CLCs are varied. Participants who get involved in facilitating in CLCs are not only teachers from formal schools, but also representatives from different Agencies like Agriculture, Health, Justice, Culture and Information; from mass organizations such as: Fatherland Front, Women’s Union, Farmers’ Association, Youth Union, Elderly Union, Veterans Organization, Association for Learning Promotion, Professional Association (Horticulturists’ Union, Gardening-Aquaculture-Husbandry Union, etc.), from programmes and projects. Adult facilitators in CLCs may consist of community volunteers, such as commune/village/hamlet leaders, retired staffs/soldiers, local wisdom, people with much experiences of farming, producing, raising children, etc. The details are as follows:

Education:	7,942 people	22.7%
Agriculture:	7,122 people	20.3%
Mass organizations:	7,025 people	20.1%
Community volunteers:	6,138 people	17.4%
Health:	3,960 people	11.3%
Culture and Information:	2,870 people	8.2%

Chart 11: Source of CLCs’ adult facilitators



Some issues related to capacity building for Adult educators

Over the last time, different fields, unions, programmes, projects, international organizations and so on have paid attention to capacity building of communicators, reporters and facilitators in community. Many training courses have been organized and certain initial achievements have been acknowledged. A great number of volunteers, farmers, staffs of

Women's Union, Farmers' Association, Youth Union, etc have been trained and subsequently turn to be active communicators, reporters and facilitators in community. However, the training is irregular. The number of people trained is limited, just within projects or programmes.

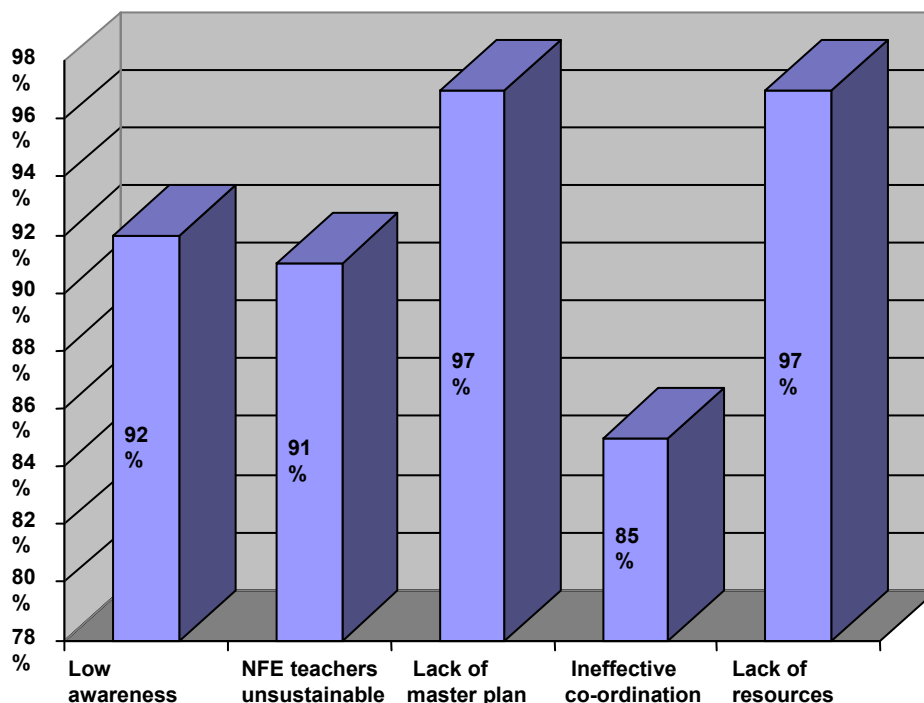
Since 2004-2005, according to the decision 03/2005/QD-BGD&DDT dated 15th February 2005 by Minister of Education and Training, MOET has issued a policy on regular training for NFE personnel, including teachers of EPs. Some localities have held training workshops, but irregularly. Because of many reasons, the number of teachers trained is limited; training content is still poor; training method is mainly Teacher-Centered, and duration of training is just one or two days.

The findings show that the capacity building for staffs and teachers of NFE is facing many difficulties and challenges such as:

- The awareness of leaders at different levels about the importance of ALE/NFE is limited (92% of opinions available)
- ALE/NFE teachers are not sustainable (91% of opinions)
- There is still lack of a master plan for capacity building for ALE/NFE personnel (97% of opinions)
- Co-ordination between different fields, unions, societies and projects have not been mobilized yet. (85% of opinions)
- Lack of necessary resources for training (including human, material and financial resources) (97% of opinions)
 - Lack of training curriculum and materials is (85% of opinions)
 - There is a serious shortage of skilled trainers at central, provincial and district levels (95% of opinions)
 - Lack of Resource Centres at central and regional levels for training ALE/NFE personnel
 - There is no budget for training of ALE/NFE personnel (84% of opinions)

In addition, training for ALE/NFE teachers in general and of CLCs in particular meets a unique difficulty that teachers of CLCs are various in terms of education levels, backgrounds, pedagogic skills, unstableness, etc.

Chart 12: Difficulties for Capacity Building for ALE/NFE personnel

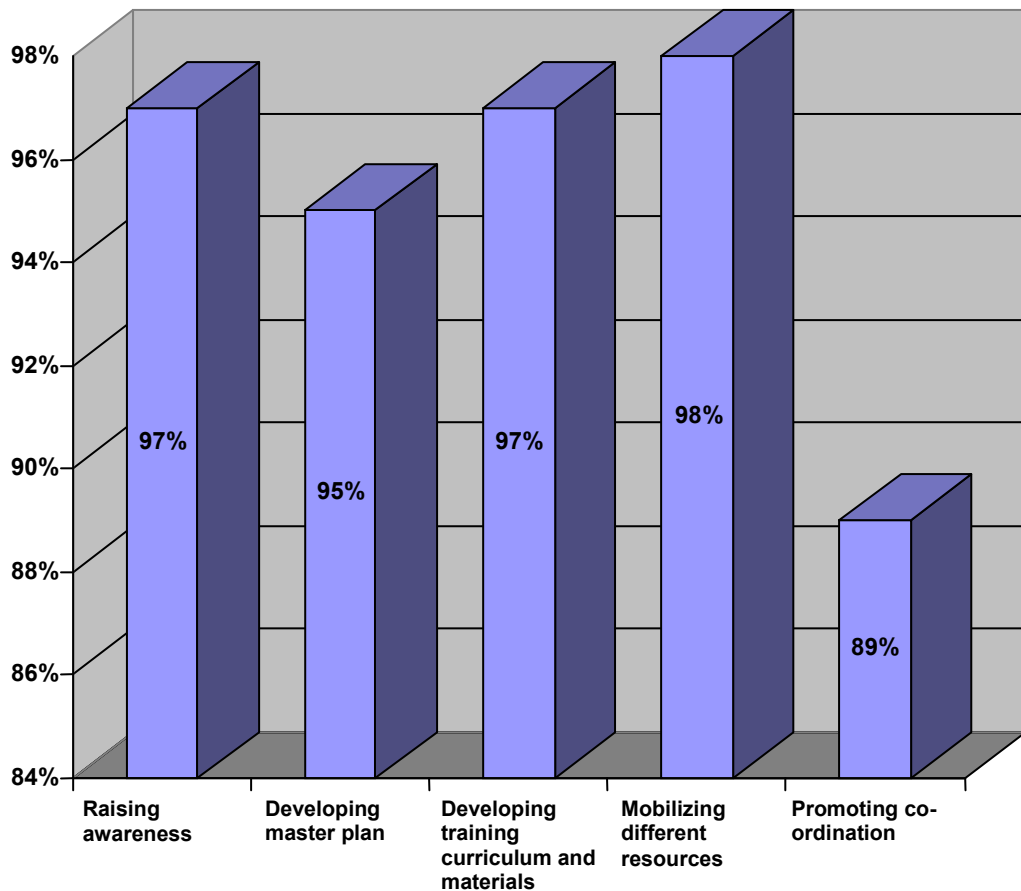


To promote training for capacity building for ALE/NFE personnel, following recommendations/suggestions have been raised:

- | | |
|--|-----|
| - Raising awareness | 97% |
| - Developing a master plan | 95% |
| - Developing training curriculum and materials | 97% |
| - Mobilizing different resources | 98% |
| - Establishing/strengthening co-ordination | 89% |

Besides, it is clear from the interviews and discussions that there is an urgent necessity to establish a resource centre at central level and three ones in three regions to support training for capacity building of ALE/NFE personnel.

Chart 13: Recommendations for promoting NFE personnel capacity building



3 Research studies in the field of ALE/NFE

Since 2000, Research Centre for Non-formal Education (RECENFED), National Institute for Education Sciences (NIES) has undertaken many research studies in the field of ALE/NFE. The key studies were:

- Research study on the mechanism of Education for All and All for Education
- Research study on learners' LLL needs and motivations
- Research study on quality of ALE/NFE
- Research study on sustaining CLCs
- Research study on adult teaching methods
- Research study on future directions of ALE/NFE development in Vietnam from 2010 to 2020
- Etc

These research studies addressed the major questions such as:

- How increase an access to education for disadvantaged children, youths and adults?
- How promote community ownership/participation in ALE/NFE?

- What are the learners' LLL needs and motivations?
- How is quality of ALE/NFE improving?
- What teaching methods are relevant to adult learners?
- What are the main future directions of ALE/NFE development in Vietnam from 2010 to 2020?
- What are the main conditions and strategies to develop ALE/NFE in the future?
- etc ...

These research studies found that Community Learning Centre at grassroots level of the community, by the community and for the community is an effective mechanism of EFA and All for education. Research studies also identified various LLL needs of the people that ALE/NFE have to meet. Research studies also indicated that there are many changes in the learners' motivation. They learn not only to know, but also to work, to be and to live together.

As research studies found that to improve the quality of ALE/NFE, it is necessary to implement following measures:

- ALE/NFE curriculums, learning, teaching materials should be improved;
- Adult teaching methods should be learners' centered
- ALE/NFE personnel should be trained on ALE/NFE
- ALE/NFE should be considered as a specific profession and teachers' training colleges and universities should provide such qualifications.
- And the budget allocated to ALE/NFE should be increased.
- Etc..

Based on current challenges and difficulties, the research studies proposed some groups of strategies to develop ALE/NFE in the future, such as

- "Increasing society and leader's awareness about ALE/NFE";
- "Improving legal basis and increasing financial allocation for ALE/NFE";
- "Improving the quality and relevance of ALE/NFE programs",
- "Capacity Building of ALE/NFE personnel";
- "Improving ALE/NFE infrastructure";
- "Promoting socialization of ALE/NFE"; and
- "Reforming management of ALE/NFE".

Based on the results obtained, the research studies proposed some suggestions such as

- Launch a national program or project on ALE/NFE development 2010-2020;
- Strengthen ALE/NFE management apparatus at all levels;
- Develop curriculums and materials specially for ALE/NFE;
- Establish Faculties of ALE/NFE in teacher's training colleges;
- Set up Co-ordinate Commissions for ALE/NFE at all levels and
- Conduct continuous research studies on strategies proposed by the project.
- Etc...

4 Adult Literacy

Recognizing the important role of Literacy as basic right of every citizen and as an essential instrument for people to participate meaningfully in social and economic life in the country in general and in the community in particular, Vietnam Government has made many efforts in eradicating illiteracy. Remarkable progress in literacy has been achieved. The illiteracy rate was reduced from 90% in 1945 to 6% by 2000. All provinces throughout the country were recognized as achieving the national standards on literacy.

Since 2000, the Government has continued to make it's effort in literacy. Literacy rates of population in all age groups and literacy rates of women, of ethnic minority groups, and in rural area have increased. As of 2004, Vietnam has achieved 95.54% literacy rate in the age group of 15 to 35 (Living Household Standard Survey 2004). But there is still a number of illiterates, especially people above 35 years old; women and girls, and ethnic minorities. Lack of well-designed literacy programmes delivery in disadvantaged areas and population groups including ethnic minorities, especially limited community participation and ownership is one of the main challenges for literacy. These obstacles can be overcome or use to advantage in establishing and sustaining Community-based institutions for literacy and life-long learning called Community Learning Centers.

Table 8: Adult Literacy rate of population aged 15 years and above

Year	Total	Ethnic minority	Rural area	Urban area	Men	Female	GPI
2000	89.88	-	88.49	94.29	93.61	86.46	92.36
2002	91.71	75.33	90.37	95.79	94.82	88.80	93.65
2004	92.13	77.13	90.76	96.06	92.69	90.22	97.34

Table 9: Literacy rate of population in the age group of 15-25

Year	Total	Ethnic minority	Rural area	Urban area	Men	Female	GPI
2000	93.77	-	92.84	97.02	94.03	93.51	99.44
2002	95.89	84.88	95.21	98.28	95.99	95.78	99.78
2004	96.63	88.26	96.04	98.57	97.02	96.21	99.16

Source: Living Household Standard Survey, General Statistics Office

Table 10: Illiteracy rate of population in the age group of 15-35

Year	Total	Ethnic minority	Rural area	Urban area	Men	Female	GPI
2000	6.24		7.20	3.07	5.81	6.66	114.62
2002	4.64	17.19	5.41	2.08	4.36	4.93	113.07
2004	4.46	16.59	5.23	1.76	4.60	3.95	85.86

Source: Living Household Standard Survey, General Statistics Office

Chart 14: Adult Literacy rate of population aged 15 years and above by gender

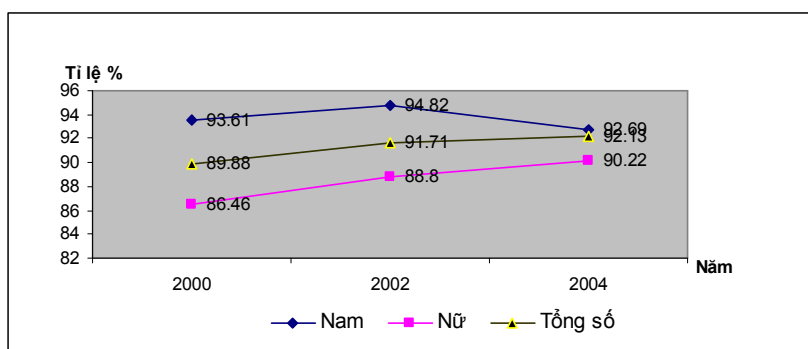
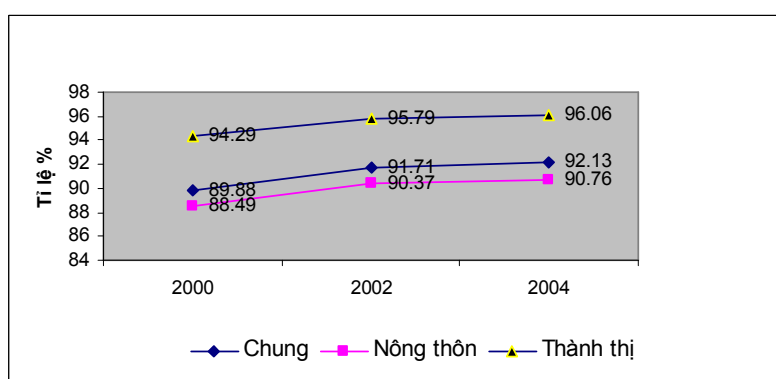


Chart 15: Adult Literacy rate of population aged 15 years and above by rural and urban area



5. Expectations of CONFINTEA VI and Future Perspectives of ALE/NFE in Vietnam

5.1 Outcomes expected from CONFINTEA VI

It is expected that,

- CONFINTEA VI will be an open Forum for all member countries to share, to learn experiences from each other in development ALE
- CONFINTEA VI will help create more understanding among the member countries
- CONFINTEA VI will appeal international community to help developing countries in achieving goals of EFA , MDGs, UNLD, LIFE and DESD
- CONFINTEA VI will identify the main issues, trends and challenges to ALE in the world and will develop recommendations on the strategies and benchmarks needed to renew policies and action towards ALE
- CONFINTEA VI will appeal all member countries to further emphasize ALE by strengthening the legislation and policies; by increasing the investment in ALE
- Etc.

5.2 The main issues of ALE/ NFE in Vietnam

Though significant improvements have been observed, in the new context with new requirements and increased LLL needs, ALE/NFE in Vietnam is still have many weakness and issues, such as:

- Public awareness as well as leaders' awareness at all levels about the importance of ALE/NFE are still limited. The remnants on the thinking of the subsidy era is still obvious
- Legal framework for ALE/NFE is not enough, inconsistent and not yet strong enough.
- National budget allocated to ALE/NFE is very limited.
- There are still a number of people who have no or limited access to LLL, especially disadvantaged groups such as the poor, women and girls, ethnic minorities or people living in remote, mountainous areas.
- Network of ALE/NFE institutions like CECs, CLCs has not covered all districts and communes in the country, those in disadvantaged and remote districts and communes (about 200 districts have no CECs and 20% of all communes have no CLCs). Delivery system is not well developed. Learning places are not convenient and are still far from learner's houses
- Quality of ALE/NFE is still low
- Contents of ALE/NFE programs are not diversify, and are relevant to the LLL needs of certain all target groups, but not for all groups in all regions.
- Teaching methods are not suitable to the adult learners etc...
- Reading materials are very limited both in term of quantity and quality. Many materials are not well developed and are not relevant to the needs and limited reading skills of the most people in the community.
- Capacity of ALE/NFE personnel, including teachers and managers/supervisors is still low
- Coordination among stakeholders in providing ALE/NFE is not strong and effective enough.
- Community participation and community ownership in ALE/NFE is very limited.
-

5.3 Future Perspectives of ALE/NFE in Vietnam

In coming years, ALE/NFE in Vietnam will be develop **both in quantity and in quality as one of two parts of national education system** and will be developed **with the boarder concept, more open, more diversified and more flexible.**

To develop ALE/NFE in Vietnam in the future, the following strategies should be implement:

- Awareness promoting about the important role of ALE/NFE”.
- Finalizing legal basis for ALE/NFE
- Increasing financial allocation for ALE/NFE
- Capacity Building of ALE/NFE personnel
- Expanding and Strengthening ALE/NFE infrastructure
- Strengthening networking and partnerships for ALE/NFE
- To improve the monitoring and management of ALE/NFE.

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