

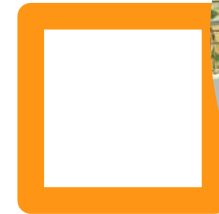
Is Adult Education in Vietnam responding to the Marrakech Framework for Action?

Khau Huu Phuoc
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Vietnam on way to implement the MFA

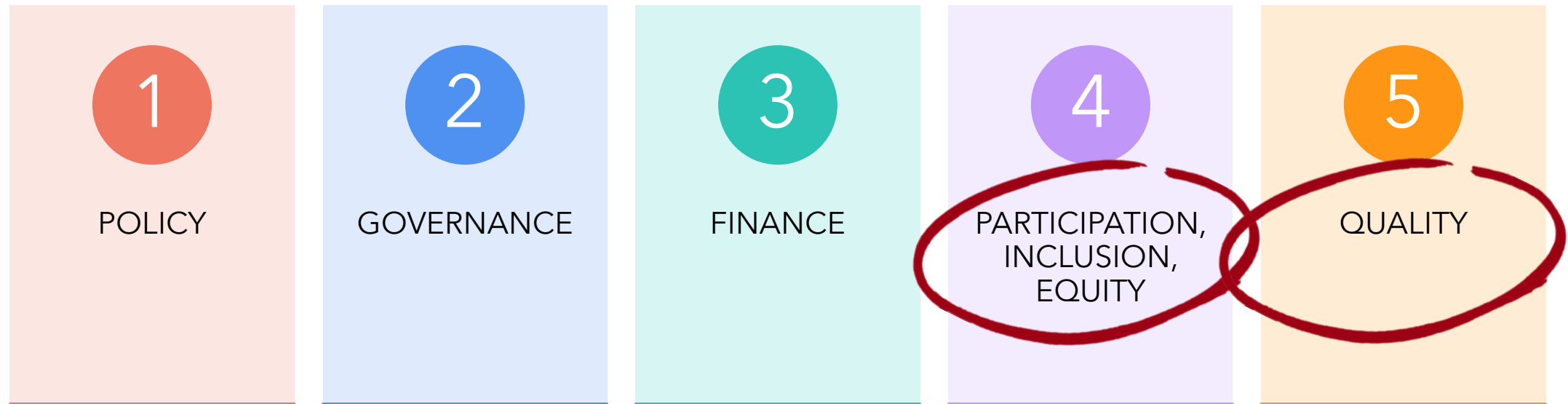
Vietnam has not developed strategies to specifically translate the MFA into action.

However, it has long issued policies for ALE promotion, and established systems for ALE provision.



Is ALE in Vietnam responding to the MFA?

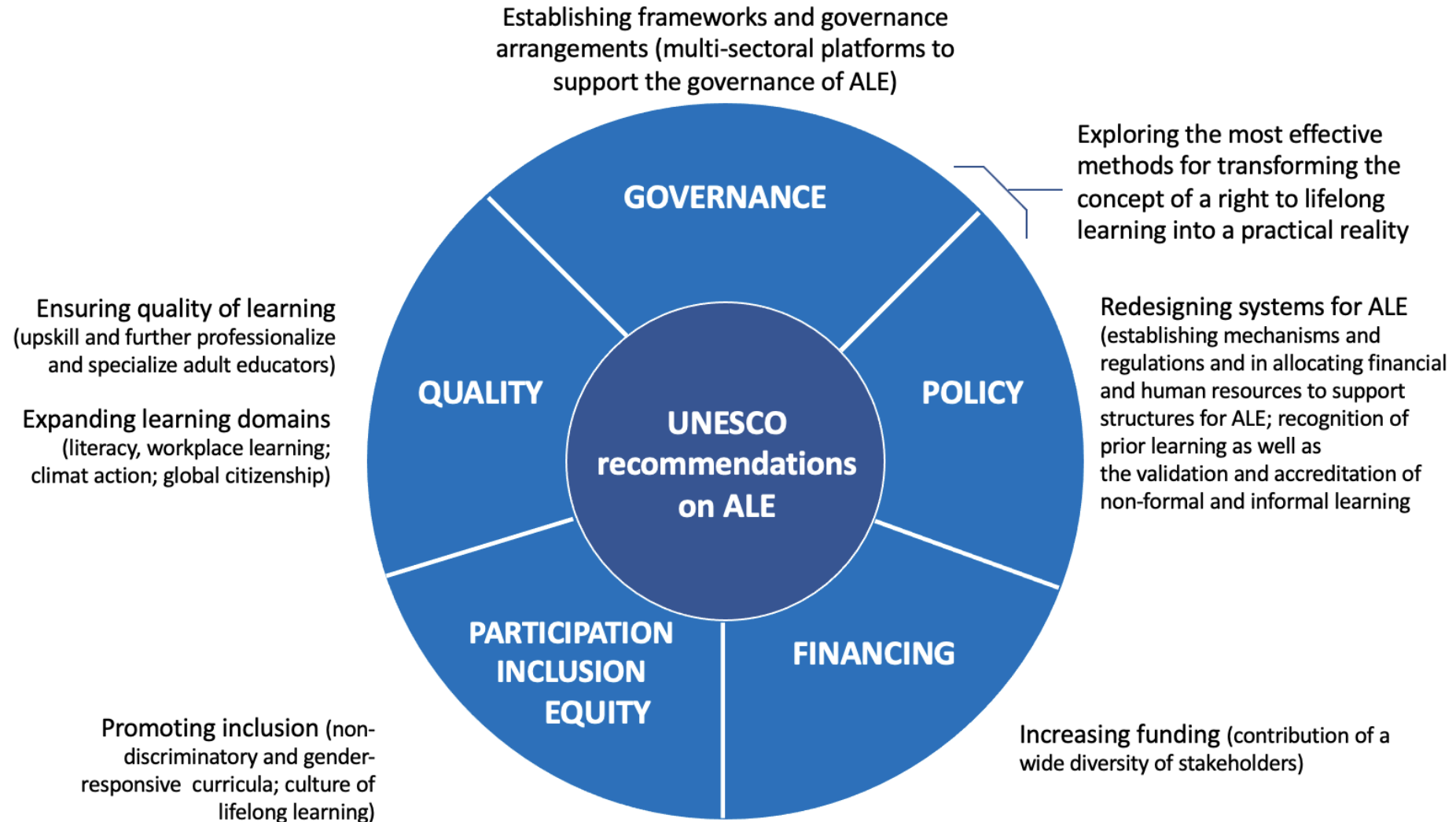
UNESCO's ALE Recommendations & Sustainable Development Goal 4



INCLUSIVE, EQUITABLE, QUALITY EDUCATION FOR ALL

Is ALE in Vietnam responding to the MFA?

MFA & UNESCO's ALE RECOMMENDATIONS



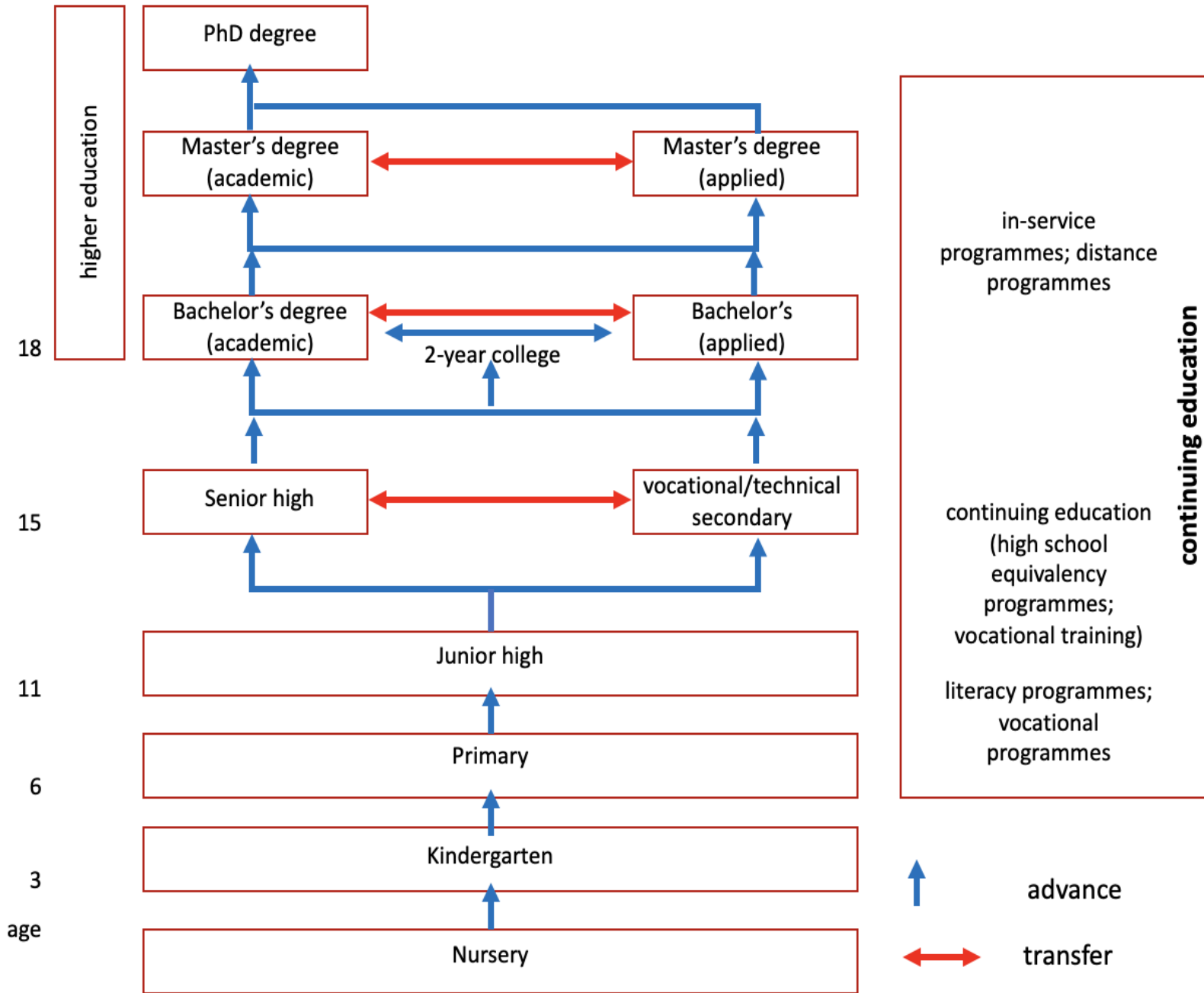
INTERNATIONAL COOPERATION FOR ENACTMENT AND MONITORING

Vietnam Education System

Issue of term usage

- **Continuing education**
- Adult education
- Non-formal education

The concept of Continuing Education in Vietnam is different from that used in Asia-Pacific



Policy

The MFA recommends exploring the most effective methods for transforming the concept of a right to lifelong learning, with a particular focus on ALE, into a practical reality.

Vietnam has multiple policies from highest level of governance to ministerial level

- Party Resolution IV of Term VII (1991)
- Party Resolution 29 (2013)
- Law on Education (2019)
- National Scheme for Building Learning Society for 2021-2030

BUT

- lack practical and detailed implementation plans
- conflicting policies

Policy

The MFA recommends exploring the most effective methods for transforming the concept of a right to lifelong learning, with a particular focus on ALE, into a practical reality.

- Party Resolution IV of Term VII (1991): “there need be continuing education for all. Lifelong learning must be a right and responsibility of every citizen.”
- Law on Education (2019): “Continuing education enables people to learn while in-service, to learn continuously and for lifelong for development of their capacity...”
- National Scheme for Building Learning Society for 2021-2030: “everyone has equal opportunities to access the open education system, which is diverse in programmes, and levels; flexible in the modes of conduct, with transferability among institutions and between formal and continuing education.”

Governance

The MFA recommends utilising multi-sectoral platforms to support the governance of ALE with all relevant and key actors, and strengthening the role of governments in establishing mechanisms and regulations and in allocating financial and human resources to support structures for ALE.

Governance of CE is a multi-sectoral mechanism

- Ministry of Education and Training
- Ministry of Agriculture and Rural Development
- Ministry of Health
- Ministry of Culture-Sports-Tourism
- Ministry of Labour, Invalid and Social Affairs
- Ministry of Transportation
- Ministry of Home Affairs
- Vietnam Association for Learning Promotion
- Voice of Viet Nam
- Viet Nam Television
- Viet Nam Association for Promoting Education

Governance

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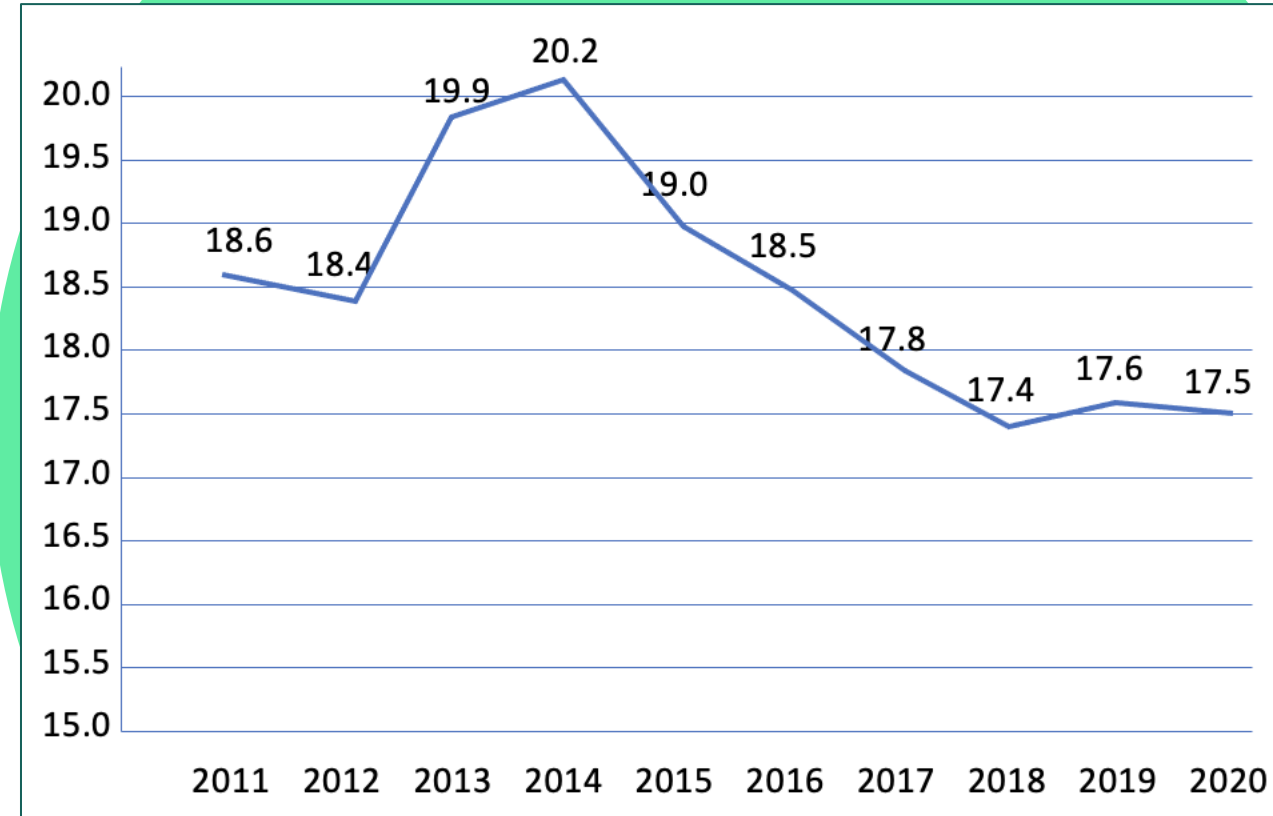
HOWEVER, Vietnam

- has not effectively utilised all stakeholders for ALE provision
- has not well coordinated key actors (educational institutions, nonprofit organizations, employers and industry associations, technology providers, ...)
- has not uniformly managed education and training activities by different providers

According to Dr Vu, Deputy Director of Continuing Education, Ministry of Education and Training of Vietnam

Finance

The MFA recommends increasing public funding and resource mobilisation for ALE through the contribution of a wide diversity of stakeholders, progressively meeting the international benchmarks of an allocation of at least 4-6% of GDP and/or at least 15-20% of the total public expenditure to education.



State budget for Education 2011-2020

Is ALE in Vietnam responding to the MFA?

Finance

The MFA recommends increasing public funding and resource mobilisation for ALE through the contribution of a wide diversity of stakeholders, progressively meeting the international benchmarks of an allocation of at least 4-6% of GDP and/or at least 15-20% of the total public expenditure to education.

BUT

- lacks a system to monitor the spending and a mechanism to mandate financial assistance by different stakeholders
- limited public funding for continuing education

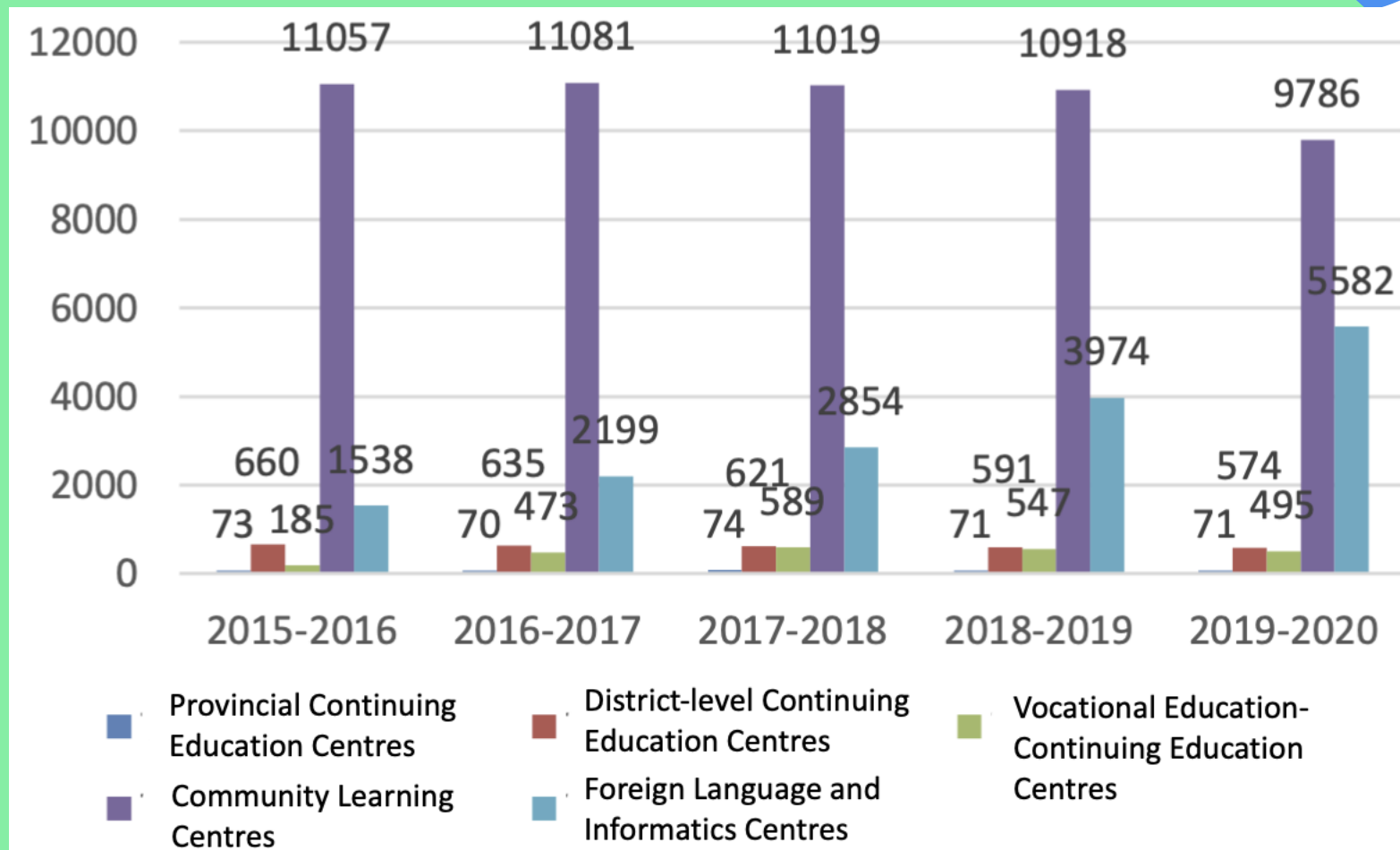
Participation, inclusion & equity

The MFA recommends promoting inclusion (non-discriminatory and gender-responsive curricula; culture of lifelong learning).

The 2013 Viet Nam Constitution stipulates that "The State shall give priority to the development of education in mountainous areas, islands, ethnic minority areas and areas with extremely difficult socio-economic conditions".

The Law on Education has specific provisions to support students who face difficulties in general, especially in education for ethnic minority and mountainous areas.

Participation, inclusion & equity

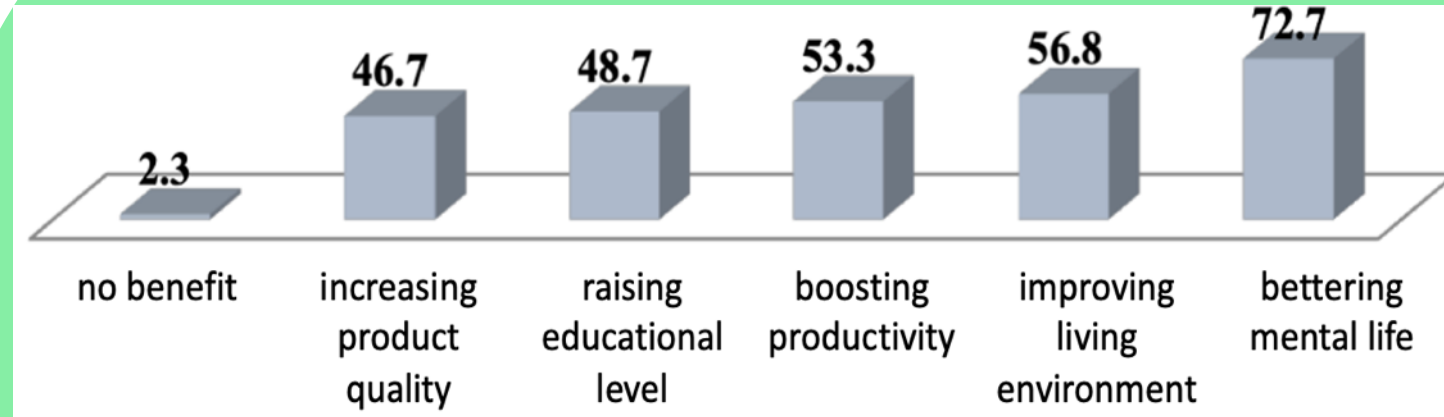


Numbers of continuing education institutions (2015-2020)

Source: MOET Vietnam

Participation, inclusion & equity

The MFA recommends promoting inclusion (non-discriminatory and gender-responsive curricula; culture of lifelong learning).



Personal Benefit of Community Learning Centres (% of respondents)

Source: VALP and VNIES (2021). *Enhancing the performance of Community Learning Centres for Building Learning Society, modern style rural areas, and for fundamental and comprehensive renovation of education and training.*

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Participation, inclusion & equity

The MFA recommends promoting inclusion (non-discriminatory and gender-responsive curricula; culture of lifelong learning).

Viet Nam

- is increasingly providing favourable learning opportunities for the disadvantaged, and especially ethnic minority people
- ranked 31 out of 153 countries according to the Global Gender Gap Report 2020.

BUT

- Challenges remain, especially for people with disabilities
- Only 7.3% of people with disabilities attend vocational secondary school, compared with 21.9% of people without disabilities).

Quality

The MFA recommends ensuring the quality of learning (upskilling and further professionalising and specialising adult educators), and expanding learning domains (literacy, workplace learning; climate action; global citizenship).

Source: Nguyen, M.T., Nguyen, T.H., Nguyen, D. L., Duong, T. O., Mai, T. P., Vu, T.T.T., Vu, T.P.T., Nguyen, H.T., Ho, H.T., Bui, T.X. (2021). *Status of Development of Continuing Education in Vietnam*. Hanoi: Youth Publisher

Vietnam provides

- annual mandatory capacity building training to teachers of basic education
- capacity building workshop for managers and facilitators of community learning centres

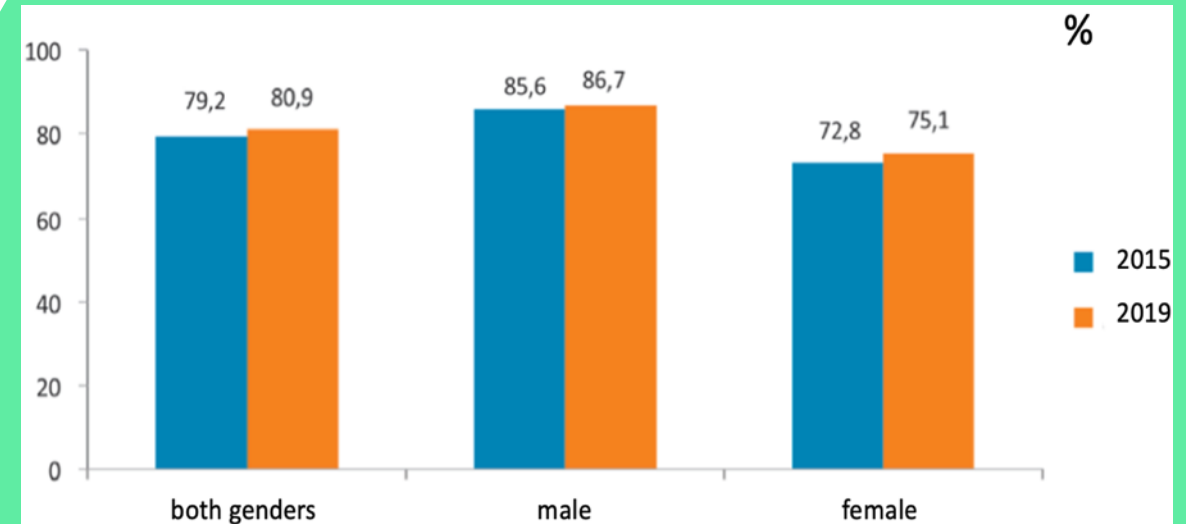
Transferability between formal and continuing education

- BUT
- has not included global citizenship in the education and training programmes for learners
- has not involved the business sector in adult education provision

Quality

The MFA recommends ensuring the quality of learning (upskilling and further professionalising and specialising adult educators), and expanding learning domains (literacy, workplace learning; climate action; global citizenship).

Source: GSO & National Committee for Ethnic Minority Affairs (2020). *Survey results on socio-economic status of 53 ethnic minorities in 2019*.



Literacy rates of ethnic minorities aged 15+ in 2015 and 2019

Quality

The MFA recommends ensuring the quality of learning (upskilling and further professionalising and specialising adult educators), and expanding learning domains (literacy, workplace learning; climate action; global citizenship).

The Viet Nam Association for Learning Promotion is developing a web-based software programme that keeps track of and records each and every Viet Nameese citizen's learning through non-formal education.



CONCLUSION

Vietnam fares well in ALE provision regarding the five areas of action and the MFA.

Challenges remain as a result of the lack of legal status of Adult Learning and Education, leading to its blending into other forms of education.

A proposal to construct a law on lifelong learning is being developed. ALE will be part of the law and institutionalised.



Thank you

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