

INTRODUCTION

1. The reason for choosing the thesis topic

Community learning centers (CLC) was first founded and developed in Japan and has been developed in Vietnam, Thailand and other countries, in the recent decades. The domestic researches have mentioned theoretical and practical aspects to highlight the necessity to continue managing the CLC development. To ensure that the CLC in our country keep developing sustainably, it is necessary to pay attention to studying and deepening the rationales, such as mission, position, role of CLC; the relationship between socio-economy, and the formation of modern rural areas, the development of the CLC, and the essential conditions to manage the CLC developments.

Creating of a learning society (LS) theoretically as well practically bases on fundamental developments of the community, mounting and connecting two components: the formal education and continuing education of the national education system. CLC belong to the non-formal education (regular education or continuing education). CLC are models of education institutions of the community, by the community and for the community. How important the CLC's functions, roles and positions are in forming LS should be codified and clarified deeper in theory, especially the CLC development managements orienting LS.

The central government conference number six, session nine, about the orientation towards Education and Training developments up to the year 2010 has stated that: "*Developing different community learning (CL) forms in the communes associated with the actual needs of the public socio-economic life, creating favorable conditions in which people can perform lifelong learning, orienting towards learning society*". The eighth Congress of the Communist Party resolution clearly points out: "*Completing the policies on socializing education and training in all the three aspects: mobilizing all social resources; promoting the role of community supervision; encouraging study and genius promotion activities, forming LS, creating good conditions for people to perform lifelong learning*". The resolution number 29, November 4, 2013 of the Central Communist Party for basically and comprehensively innovating education and training, emphasizing that the targets of education in our country are: "*Forming an open education system, actual learning, for actual careers, good teaching, good learning, good management; stable structure, appropriate educational methods, associating with forming LS*". To carry out the above - mentioned objectives, one of the effective solutions is creating opportunities for people to learn to self-improve their knowledge, skills and culture so as to improve the quality of their life via the CLC available.

The issuance of so many resolutions and designations as mentioned shows that the issue of building LS in local areas through expanding and developing CLC is a strategic policy of the Party and State. The expansion and management of CLC mentioned above pose a lot of new issues needed to be solved to local governments and CLC director. Therefore, to continue to study, to add theories to apply in practice so as to expand and manage the development of communal level CLC is necessary activities. Currently in Vietnam there are not any research work deeply and comprehensively study this issue. With the desire to contribute to solving some of the problems mentioned above, the thesis author selects "*Managing CLC developments orienting LS*" -a case study in Thai Binh as the doctoral thesis topic.

2. Research Objectives

Determining certain rationale contents for managing CLC developments orienting LS, summarizing experiences of some countries and assessing CLC development management practices (studying typical case in Thai Binh) in order to propose some solutions to CLC development management orienting LS in Thai Binh which can also be applied to other provinces with similar circumstances.

3. The object of the study

3.1. Study objects

CLC management system and LS formation in Thai Binh province.

3.2. Study subjects

The activities to manage CLC developments orienting LS which harmonize with Thai Binh province economic and social developments.

4. Research hypothesis

If the activities to manage CLC developments ensures these factors: flexibility and high adaptability which can mobilize the participation of all forces within and outside the community, they will create opportunities and improve regular learning quality, diversity and lifelong learning according to the needs of the target groups in the community, contributing to the LS development.

5. The contents and scope of the study

5.1. The research content

Forming the theoretical basis for managing CLC developments orienting LS;

Studying domestic and international experiences as well as the current situation in managing CLC developments in different communes of Thai Binh province;

Proposing a set of standard evaluation criteria and some solutions to managing CLC developments orienting LS in Thai Binh province.

5.2. Scope of the research

About the research subject: studying the solutions to managing the developments of CLC with the commune CLC director as the management subject, in the relationship with the managing participations of the commune members and the State's assistance and supervision with the management methods basing on the community –as co- managers.

Studying the solutions to managing CLC developments with CLC director as the subject, comprehensively interviewing 30 directors of centers; assessing the current situations of the CLC operations and development management organization at 40 CLCs in 8 districts of Thai Binh province.

Experimenting the urgency and feasibility of the solutions. Testing two solutions: building two-level CLC model and the CLC operating activities orienting towards different groups of object.

6. The approaching and specific research methods

6.1. Approaching methods

Approaching Systems

Approaching learning needs

Approaching changes managements

6.2. Specific research methods

7. The thesis theoretical perspectives

Managing CLC developments is the process of providing opportunity and learning conditions in communities together with improving learning quality to meet each individual and the community learning progress orienting towards forming LS.

Managing CLC developments orienting LS should be established with the following basic contents: i) designing the overall plan to develop the centers; ii) determining the organizational model and personnel structures of the centers; iii) determining the procedure for organizing programs to disseminate knowledge and training; iv) mobilizing resources for developing learning communities; v) evaluating and strengthening center development stages; vi) the support and supervision of the State for the CLC developments.

Managing CLCs developments orienting LS in Thai Binh has also revealed many shortcomings, has not yet mobilized resources of the people in the community; and has not been able to assess or adjust the activities, thus, CLCs have not been strengthened to develop sustainably.

To assess the CLC development management orienting LS there needs to be new CLCs and a toolkit for evaluation. The set standards and criteria for evaluation, taking into considerations both the content implementation of managing CLC development and the connection between the center action results and effects with the formation of the LS. While proposing solutions for managing CLC developments orienting LS we also take into account the particularities of the CLCs in Thai Binh.

8. The innovative contributions of the thesis

The thesis has systematized the reasoning problems about CLC development managements orienting LS, basing on which the basic content and standards, as well as the criteria for evaluating the CLC development management activities towards building LS have been proposed.

The thesis has depicted the actual picture of managing CLC developments orienting LS in Thai Binh province.

The thesis has also proposed new CLC models and solutions to managing CLCs developments orienting towards forming LS in Thai Binh.

CONTENTS

Chapter 1. THE RATIONALE FOR MANAGING LEARNING COMMUNITY CENTER DEVELOPMENTS UNDER THE ORIENTATION OF SOCIAL LEARNING

1.1. The history of the research problems

1.1.1. The studies of lifelong learning and learning society

There have been many studies mentioning and emphasizing the lifelong learning trend in the present conditions. For example, the futurists, educators in the world as Alvin Toffler, Warren Bennis, Stephen Covey, Gary Hamel, Kevin Kelly, Philip Kotler, John Kocenterser Michael Porter, Perer Senge, Thomas L.Friedman, Raja. RoySingh, National Park Chan, who have analyzed that modern society is constituted on the foundation of scientific knowledge system developing fast, changing impressively with global information.

Logical approaches have been mentioned by Faure et al; Torsten Husen; Stewart Ranson;

From which the following conclusions have been drawn out:

Education will become a lifelong process; education will not have the fixed starting or ending points. It will be a continuous process of formal education and it will play different roles in people's life; education will take on more characteristics of non-formal (informal), as more and more people can have access to it. Besides the "Learning Center", there will be means to learn at home and at work; and formal education applications will become more significant and more practical.

Approach processes: Donald Schon, from which there are following conclusions:

The increasing connection between life experiences and the people's learning needs; the continuous changes of the society, all the agencies and organizations; when the society changes it is not easy to determine how long the status of the new social sustainability will last; it is essential to understand, determine, make impacts and manage those continuous changes; creating the capacity to adapt to continuous changes and to self-integrate into agencies, institutions and organizations.

Rober M. Hutchins, Pham Tat Dong, Vu Ngoc Hai, To Ba Truong, approaching actual needs, have come to the following conclusions:

The fact that the existing educational system encounters difficulty in meeting the demands which has been weighing on it brings about the urgency to form LS; The increase in each person's free time, the rapid changes of science and technology as well as the quick changes in social structure, requires education to facilitate and ensure people's ongoing learning.

The rationale for modern education and lifelong learning, the basics to build LS in our country need new learning concepts, ...; Combining the issue of forming LS with building innovative rural regions, the premises combining forming LS and lifelong learning in rural areas such as: urbanization rate is increasing rapidly, rural areas in the information society, working environment innovation in rural areas, changes in labor structure in rural areas.

Roger Boshier; Hughes and Tight; Edwards have suggested the idea for LS model, that is, different LS models have different characteristics but all refer to the aspects of *needs and learning obligations; opportunity and people's learning conditions*.

1.1.2. The studies of managing community learning center developments

The studies of managing CLC developments clarify that *the procedure for managing CLC developments is the combination of 2 forms of management: public and autonomous managements*.

The management and development of CLC associated with forming LS in Vietnam is the matter that the public interests, scientists and researchers study.

However, how can the CLC developments orienting LS be managed?; There are a lot of methods and levels of managements to handle CLC, but in Vietnam which methods and levels should be best to adopt? In this study, the thesis aims to build a new model of managing the developments of CLC in villages, inter-villages, creating favorable conditions for all citizens to participate in learning and lifelong learning.

1.2. The basic concepts

1.2.1. Lifelong learning and Learning society

Learning is a broad concept that can be understood as any process, activity that brings a change in individuals' knowledge, skills, attitudes and behaviors; lifelong learning the needs of all people, of all ages; the purpose of lifelong learning has been changed - more and more practical and more utilitarian as well. Lifelong learning is not only to know or to have a degree or certificate but should also takes into account "the demands for learning what we need"; learning to gain knowledge, to have the necessary capacity to work, to earn a living, to raise income, to improve the quality of life, to survive, and to accustom to every community as well as the rapidly changing society. The contents of lifelong learning aim to help people live a life with better and better quality, be more conformist and work more effectively in a multicultural

environment; lifelong learning methods are becoming more and more flexible and versatile: regular and in-service, formal and non-formal.

LS is a society in which every individual pursues regular and lifelong learning; all organizations/ communities are institutions/ learning communities, all the society sectors are involved in and contribute to the promotion of learning and developing education.

Lifelong learning and LS are the two concepts that are related, inextricably connected to each other. "The core idea of a LS in which lifelong learning is the full-length content requires an education that can meet the challenges of a rapidly changing world and to achieve this people must be brought back to school to deal with new situations, emerged in individuals' everyday lives or their professional lives.

1.2.2. Community education and Community learning center

Community is a term used to describe a group of residents living in the same territory / certain locality. In communities there often have common rules agreed to perform by all the residents.

Community education is the principle by which the whole education issue must originate from the community people's actual aspirations and their efforts to achieve the objectives, in order to improve the quality of the community life ...; community education does not just belong to and for the community, but the community ought to have the crucial power to decide the educational activities as well as the responsibility for implementing these activities.

CLCs are the institutes of continuing education in the national education system, the centers of community learning at the village level, with the State's management and support together with the participation and contributions of the people in the community. The CLC mechanical operation is the State and the community people working collaboratively; The CLCs are established inside communes, quarters and towns, based and rooted in each village, are favorable conditions to implement the slogan "*everybody learns*" contributing to forming LS successfully. Establishing CLCs are the right, necessary and essential steps to contribute to the success in forming learning community in Thai Binh, in Vietnam.

1.2.3. Developing community learning centers

Developing CLCs is the process of increasing the opportunities provided and the community learning conditions and improving learning quality to meet each individual as well as the whole community's progress toward building a learning community.

The content of CLC developments = individual's efforts + the government's support.

1.2.4. Managing community learning centers orienting towards learning society

Managing the CLC developments is defined as a comprehensive set of processes from making decisions, designing plans, implementing and evaluating the development process in all the CLC's activities aiming to create a LS.

Alternatively, managing CLC developments is the process of achieving the the centers' objectives (to contribute to creating a LS) by applying actions (functions) making plans (analysing environment, forecasting, making plans), organizing, managing (supervising) and evaluating the development process.

1.3. Community learning centers with creating learning society

1.3.1. Learning society -unavoidable demands of the intellectual economy

Crating LSs to meet the requirements of the intellectual economy has been many discussed by domestic as well as international scholars.

1.3.2. The fundamental characteristics of a learning society

First, the level of participation in learning and learning styles of the members of the society / community;

Second, the construction of the education system aiming to provide different learning opportunities;

Third, the mobilization of the forces participating in creating LS;

Fourth, the results or impacts of LS on socio-economic developments.

1.3.3. Developing community learning centers -contributing to creating learning society and developing the social economy

1.3.3.1. The characteristics of community learning centers - contributing to creating learning society

The characteristics of CLCs are the institutions of community non-formal education; by the community and for the community; the combined uses of orthodox and unorthodox learning resources. Other economic and educational partners share their training resources with the CLCs; Learners share the mankind's knowledge. Developing the culture of lifelong learning is the community's targets.

1.3.3.2. The role of community learning centers to developing the social economy

In order to improve rural residents' competences, it is necessary to train, foster vocational training for peasants, the fundamental component to building the innovative countryside, the basis for forming rural LS and the opportunities for each peasant to go on lifelong learning; CLCs are the nucleus, an important practice of people in the local social and economic developments.

1.4. Developing community learning centers orienting learning society

1.4.1. Objectives, principles and procedures for developing community learning centers

1.4.1.1. The objectives of developing community learning centers

Developing CLC aims at the following basis: human development, through the process of enhancing human capacity to overcome obstacles and difficulties in order to improve and enhance the quality of individuals as well as communities' life, associating with the development of a local as well as the whole country.

1.4.1.2. The principles of developing community learning centers

Developing CLC bases on the bottom-up approaching method, the CLC developments must be originated from the people's needs; the people directly propose their learning needs, propose and select the learning process appropriate for their time conditions.

1.4.1.3. The procedures of developing community learning centers

The general process of CLC developments includes several stages:

i) Provoking the community: The early stage of development, the prerequisite for the community to understand, fully appreciate the community resources; the stage in which communities need to thoroughly understand their current situation, the practical needs and their own problems.

ii) Strengthening competency: The activities for the community to understand and know how to exploit and mobilize what they have but have not yet used (land, facilities, talents), external support sources (expertise, credit, investment, funding organizations); the process of enhancing the community's resources for the community to afford to overcome obstacles and difficulties.

iii) Selfcenteredness: the process as well as the most important purpose of community development. Self-sufficient community is the community with of recourses, particularly the necessary human resources for self-change and self-development.

The criteria describing the CLC development characteristics:

- i) The diversity, the more complex CLC structure;
- ii) The more specificity of the CLC functions;
- iii) The strengthening of the CLC capacity to adjust to exist in the education system and the society with rapid economic and social changes.

1.4.2. The methods of managing community learning centers

Currently in the world there exist three main management practices, including: (1) State centralized management, (2) community-based management, (3) self-managing community.

The community-based management method includes 5 levels:

Announcing level: the government makes the decisions, informs and guides the community to participate in the management.

Consulting level: the community provides information, the State consult the community's opinions to make decisions, inform and guide the community to participate in management.

Collaborative implementation level: community is providing chances and allowed to participate in discussions to make decisions and participate in management.

Partner Level: the State and the community share the management.

Chairing level: the community is empowered by the State to manage, the State only control the managements.

This thesis bases on the approach of community-based management basing on the four-level community -partner level: the State and the community collaboratively manage.

1.4.3. Contents of managing community learning centers in the orientation to learning society

1.4.3.1. Designing the overall plans to develop the centers

Designing developing plans is a powerful tool for deciding priorities and making right decisions about the community learning in the future, facilitating the use of the CLC resources in a fast changing environment. Making development plans is different from using other common types of plans on these aspects: focus on the future, a desired and feasible future.

Performing proactive approach in management; The purposes, orientations and values that the community are highly appreciated focusing on the results achieved.

People's learning needs are very diverse and various. Therefore, managing CLC developments needs to determine and classify these learning needs precisely; to identify the needs appropriate for the objectives of the local socio-economic developments.

Orientating the population' learning needs and obligations includes these tasks: conducting surveys, identifying and classifying the people's learning needs; relying on the community to select the targets that are appropriate for the developments.

Organizing plans and program contents to introduce and orient the population's learning needs and obligations.

Evaluating the results of orientating the population's learning needs and obligations.

1.4.3.2. Organization models and the center personnel structures

In general principle, the organizational model for implementing the management function includes two factors that is the personnel structure (shown by

the personnel structure chart / human resource diagram) and the operation model (shown by the ways in which the learning activities are carried out through collaboration). The principles include:

The first principle: CLCs determine all the aspects of community learning and learning management to specify management functions.

The second principle: in order to create favorable conditions for the learning of every citizen in the community, the centers should be organized in two levels, or in other words, the activities should be carried out in hamlets, villages, different groups of communes, wards and towns.

The third principle: the organic relationships between CLC development managements and other areas of economic and social managements in communes, wards and towns should be respected in the process of forming the community's learning management mechanism.

1.4.3.3. Methods of organizing programs to disseminate knowledge and training

Methods of organizing learning programs will enable stakeholders to create chain management series of activities with optimum quality, adapting to rapid changes, organizing effective, high productive quality.

The steps to take: drafting and approving decisions; identifying and classifying the necessary activities to achieve the objectives; selecting of appropriate members of the community and the right partners; precisely distributing tasks and authorities among divisions (professional responsible groups; hamlet CLCs, ...); binding different divisions vertically and horizontally in relation to the responsibility, authority and communication.

1.4.3.4. Mobilizing resources for the learning community developments

Operating budget is relied heavily on the socio-economic institutions' donations and the contributions of the people in the community; the support from the State budget is very limited. The CLC technical and engineering facilities are very poor and must rely on the facilities available for cultural and community activities in communes.

The expansion of cooperation, linking the forces involved in providing learning programs is vital for the maintenance and development of the CLCs. It is crucial to assert that expanding cooperations, linking the forces engaged in CLC activities is one of the the center director's duties.

1.4.3.5. Evaluating and strengthening the center gradual developments

The management subjects ought to control the continuous changes from the external sides; to perform the functions of forecasting and reporting information at the right time.

Assessment is the process of forming judgments, evaluations about the results of the work, proposing appropriate decisions to improve the situation as well as the quality and efficiency of work.

Creating working motivation is provoking people to take actions, defining each member or group's performance / learning outcomes.

Strengthening the changes / developments; comparing with CLC managements, CLC development managements include the members' participations expressed a clear difference; evaluating and strengthening step-by-step developments.

1.4.3.6. The State support and supervision for the developments of community learning centers

First, CLC is one educational institution in the education system.

Second, the State's roles of leading and directing the changes for CLC. The close connection between the State's direction of development and the goal of developing CLC.

Third, almost all CLCs lack of human resources and finance.

1.5. The standards framework for evaluating community learning center developments management orienting learning society

The criteria to evaluate the developments/ CLC development management orienting LS is the requirements for the centers ensuring the results in creating learning community.

The criteria to evaluate the developments/ CLC development management orienting LS is the requirements for the centers in each specific content of each standard. There are indexes to evaluate the centers in each criterion.

Standard 1: Successfully developing the way for the center medium- and long-term developing plans;

Standard 2: Organizing the centers' personnel structure and mechanism ensuring effective operations;

Standard 3: Ways and methods of organizing programs to disseminate knowledge and training to transfer science and technology effectively;

Standard 4: Mobilizing resources for developing community learning;

Standard 5: Evaluating the results and effectiveness of learning in CLC.

1.6. Analyzing the environment in managing community learning center developments

1.6.1. Analysis of the external environment

The external environment of CLC development managements is the synthesizing motion, interacting among the management system external factors and forces but has direct or indirect influence on managing the center's activities.

The macro environmental factors

Macroeconomic environment: The total gross domestic product (GDP); salaries and income; ...

Cultural - social environmental factors: the population; culture; occupations of labour forces;

The factors of politics, laws, the State's leadership and managements;

The factors of scientific and technological progress.

1.6.2. Analysis of the internal environment

Managing center developments usually confront common obstacles from the internal environmental factors, not all members of the community approve the changes; conservative and stagnant thinking, think that there is no need to change, do not want to change, or satisfy with the existing ones.

The internal elements help the centers identify their own strengths and weaknesses in the operation of management. These internal factors have important impacts to define the centers' mission and objectives.

1.6.3. Solutions to managing environmental uncertainty factors

The measures used are: predicting; providing limits; signing contracts; member admission; linking centers via media;

Analyzing external environmental factors: Assessing the external factors is as important as assessing the internal factors in the process of orienting towards developing CLC, which is also a point to distinguish the normal management processes used more often in reality.

The external factors may have strong impacts on CLC.

Analyzing the internal and external environments that affect CLC development managements should focus on clarifying and promoting the awareness, enthusiasm and competency of people in the community and community solidarity, such as: awareness, understanding; enthusiasm; and the capacity to act.

Conclusion Chapter 1

Managing CLC developments is the process of increasing the provision of learning opportunities and conditions in communities, together with improving learning quality to meet the progress of each individual as well as of the whole community towards creating LS. Managing CLC developments focusses these basic aims: human developments through the process of improving human capacity to overcome obstacles and difficulties in order to improve and enhance the quality of individuals as well as community's life, associating with the developments of a local and the entire country.

Managing CLC developments orienting LS is defined as a comprehensive set of procedures, from making decisions, creating plans, implementing developing plans, evaluating steps, and strengthening the developing process in all the center's activities, aiming to build a LS. The community-based managing method, partner level is most appropriate, from the angle of practical perspectives in our country and the effectiveness of the developments in terms of finance, management, economy and society. The contents of CLC development managements include: i) designing the overall plans for the center developments; ii) determining the center's organizational model personnel structure; iii) determining the methods of conducting programs to disseminate knowledge and training; iv) mobilizing different resources to develop community learning; v) evaluating and strengthening the center's step-by-step developments; vi) the State support and supervision over the CLC developments.

The criteria to evaluate the CLC development managements orienting LS will focus on: i) drawing a path in the plans to develop the centers in medium as well as long-term periods; ii) the center organizational model ensures that all activities are operated effectively; iii) methods of organizing programs to disseminate knowledge and training to transfer science and technology have good quality; iv) successfully mobilizing resources for the development of community learning; v) being able to evaluate the CLC learning results and effectiveness.

Analyzing the interaction between internal and external environmental factors, creating each center's complete management environments. The center leaders and managers can reduce the center dependence on the environment by a profound and precise awareness of the environmental factors to prepare exact strategies/ solutions and policies for proper managements, to help the centers exist and develop.

Chapter 2. THE PRACTICAL BASIS OF MANAGING THE COMMUNITY LEARNING CENTER DEVELOPMENTS UNDER THE ORIENTATION TOWARDS LEARNING SOCIETY

2.1. Foreign experiences

2.1.1. Overview of other countries' community learning center development management trend

Trends in managing CLC development in the region and other countries in the world, especially in countries with similar socio-economic conditions and levels of development is one of the necessary basis for managing CLC developments in

accordance with the conditions and circumstances of rural communities in our country. The study results showed that, compared to the limitations, shortcomings of traditional management, CLC development managements have been paid considerable attentions to meet the increasing learning needs of the population.

Some centers fall into the underdeveloped context, that is not supported by the community participation, to own the community. In such context, managing CLC development is considered the idea of an educational way to fasten education up to meet the requirements of economic and social development in every country, every community, for every man after leaving traditional school.

Trends in other counties' CLC development managements has also had considerable changes, from public management or self-management into a lot of other forms of managements such as public management; self-management and the combination of public management and self-management.

2.1.2. Community learning center development managements in some Asian countries

Learning content, curriculum

Organizing learning forms

The methods of managing the CLC are the integration of two forms of managements: public management and self-management.

Each country has chosen a certain method for managing the CLCs, the State management (public management) or community management (self-management). Few countries have the combination of other management practices –Japan typifies one of these. It is such a skilful combination that has brought success and effectiveness for the CLCs in Japan.

2.1.3. Experience from the practices of community learning center development managements in Asian countries for Vietnam

First: CLCs are of the people, by the people and for the people; centers must be specifically oriented to development, ensuring that everybody has the equal opportunity to learn.

Second: Managing CLC developments in an opening mechanism and CLCs need to build a network of links with other educational institutions, social organizations, the business enterprises and professional experts in all fields.

Third: Managing CLC developments should be everywhere to meet people's learning needs.

Fourth: CLC ownership patterns are very diverse, CLCs established by the local government and CLCs established privately with smaller scale so that CLCs exist everywhere. However, these principles must be assures: CLC must have teachers and the right teaching equipments and the actions of training.

Fifth: One of three methods of managing developments must be chosen. Choosing methods of development managements should be based on local social, economic and intellectual conditions of each nation and region.

Sixth: Assessing methods allow everyone in the community to own and evaluate the quality and effectiveness of managing the center developments.

2.2. The essentials of human resources, training systems and community learning center networks in Thai Binh

2.2.1. Thai Binh human resources categorized by level of education and technical expertise

The average population of the province in 2012 was 1,786,389, of which the number of female population was 928,875, accounting for 51.9% of the total number

of household members. The percentage of the population living in the urban areas accounted for only 9.71%, lower than the average rate of the Red River Delta region (which was 29.64%).

Regarding the population educational level, the proportion of the population aged from 15 years old and over but have not had any schooling in 2010 was 1.08%, this rate is lower than the country average rate (that was 4.81%). The percentage of population aged 15 and older have not completed primary education was 5.23%, which was also lower than the country and the Red River Delta average rates.

The structures of labor in the agriculture, forestry, fishery sectors have declined from 66% in 2005 to 62.4% in 2010 and 59.4% 2011. The number of labour workers in most industries and services blocks has increased considerably (from 34% in 2005 to 37.6% in 2010 and 40.6% in 2011). In reality labourers have been shifting from agriculture to processing industry, aquaculture and fisheries, commercial services, construction, State managements and other services; these are favorable conditions for attracting laborers to learning at CLCs.

2.2.2. The generalized system of education and training in Thai Binh

The percentage of educational managers and teachers having standard and greater than standard training qualifications is higher than the national average rate; To be more specific: Thai Binh preschool education has the standard rate of 98.3% - higher than the country standard rate of 94.47%, similarly, primary education has the standard rate of 99.6% compared to the whole country standard rate of 99.46%, lower secondary education standard rate of 99.8% compared to whole country standard rate of 98.84%, secondary education standard rate was 100% compared to the whole country standard rate of 99.14%. The population of nucleus teachers in vocational schools, colleges, and universities was up to 1,000 people (in 2011), the teachers' professional qualification has significantly increased. In the tertiary education sector, the majority of young teachers have university degrees; the proportion of teachers owning doctorate degrees is just a little over 9%. the provincial education and training are eligible to meet the requirements of agriculture and rural industrialization - modernization as well as building LS.

2.2.3. The network and learning scale in community learning centers in Thai Binh

CLC in Viet Thuan commune, Vu Thu district, which was founded in September 1999 was the first CLC in Thai Binh as well as one of the first CLC having been piloted in Vietnam. After summarizing, drawing experience of Viet Thuan commune CLC model, other CLCs in Thai Binh were respectively established and flourished both in quantity and quality.

The number of people learning at the CLCs increased every year; the CLC effective work is quite clear, contributing to the economic growth of the agricultural province, which is highly appreciated by commissions, governments, agencies, organizations and people in the province. By the beginning of 2006, 100% of communes, hamlets, wards and towns in Thai Binh had had CLCs, there were 286 CLCs in the province then. Experience in building CLCs and managing CLC developments of Thai Binh CLC is very rich, therefore, a lot of other provinces and cities in the country have come to visit and conduct surveys.

2.3. The current situation of community learning center development managements in Thai Binh

2.3.1. Designing plans to develop community learning centers

The process of making plans should follow four steps:

Step 1: Analyzing CLC contexts, identifying learning needs and community developments which will change to propose the idea about changes.

Step 2: Determining the changing objectives.

Step 3: Selecting the tasks to be taken to implement the changes.

Step 4: Making plans.

2.3.2. *Building the center organization model and structure*

The CLC organizational model is not really flexible, has not created favorable conditions for every citizen in the community to learn. The CLC patterns only include village level, the activities have not taken in smaller hamlets, villages, inter-villages, groups of communes, wards and towns.

Some CLCs have formed groups of professional sections, such as politics section, current events section, laws advocacy section; science and technology transfer section and vocational training section; universal education section; art and culture section, health section and sports section, but the number of the above sections is still limited and they have not been specialized enough.

2.3.3. *Methods of organizing programs to disseminate knowledge and training workshops*

Constructing model of operation, implementing the contents of CLC activities are evaluated basing on three contents: the first is *to build operating the mode*, the second is *to include these activities in the centers' learning programs* and the third is *to assess the level of implementing those contents at CLCs*.

The methods of organizing various learning programs have been implemented but have not yet created conditions for people to learn anywhere, anytime, to learn continuously, and to learn all their life. Although learning contents are plentiful, some of the contents are not regular or the implementation result is still modest.

2.3.4. *Mobilizing resources for the development of learning communities*

Teams of reporters, communicators, teachers basically have the professional capacity that can be exploited to ensure effective use for implementating the programs to disseminate knowledge and training to transfer science and technology at CLCs. It is crucial to emphasize the sufficiency of quantity but insufficiency of quality. The Learning Promotion Fund in hamlets, villages, communes, wards and towns have been working actively, practically and effectively, however, it has been effective for the learning of CHILDREN in community but has not been implemented effectively for ADULTS lifelong learning.

Linking and coordinating activities mentioned above if have been performed in a number of CLCs; the results obtained have not been as high as expected and thus have not left much impact on the community.

The collaboration and coordination among CLCs are not yet efficient and the effects of linking operation and combination are still low.

Managing CLC developments has not been able to mobilize the leading resources of the people in the community. The exploitation of resources, the coordination to expand cooperation, the links among CLCs, the links between CLC and other types of education still have considerable restrictions.

2.3.5. *Assessing and strengthening the centers' developments*

CLCs have tried to follow the identified operating procedures, however, the implementing and adjusting activities have not been performed well.

The implementation of the content activities of CLCs has been evaluated basing on two contents: the first is *the activity content and the level of the activity*

inclusion into the study programs and the second is evaluating the level of implementation of the contents in CLCs.

Assessing the level of content implementation: CLCs not only organize regularly but also organize relatively effectively some contents, for example, *contributing to consolidating and improving the effectiveness of eliminating illiteracy, supporting the universal primary and junior secondary education; educating local historical traditions; discussing ways to carry out local collective activities, with the participation of the CLCs.* Some of the contents are held regular, but the performing results are not yet good, such as *providing people with the Constitution contents, laws and bylaws documents (only 48% is good); providing the people with the knowledge of disease prevention and treatment (39.3% is good).* Some critical and necessary contents of operations have been paid little attention to and the results of the execution were not good, such as, *improving people's literacy, production capacity, gradually helping people obtain the knowledge and skills to eliminate starvation and alleviating poverty (26.7% good) or creating extra jobs for more people, helping people increase their income (20% good).*

The central target of the evaluation activities in CLCs that need to be strived for is the results the CLC achieve, but not orientating towards managing CLC developments.

Assessing activities conducted in CLC has not focused on the stakeholders' self-assessment (there are no self-assessment activities of individuals and collectives in CLC).

Conducting assessments in CLCs has not been carried out regularly; has not been organized systematically; has not been able to mobilize the entire community to participate in; has not been made public, transparent; the CLC examination and evaluation objectives have not oriented towards managing the CLC developments; and thus, there need to be a specific set of criteria.

2.3.6. The State's supervision and support for community learning centers

The process of managing CLC developments can not be successful if there are only individual community's efforts and the CLC's director and deputy directors' managements; in order to succeed, CLCs need the State's support and supervision for the the centers' developments.

Comprehensively interviews with 30 CLC directors in 8 districts and the city:

Profoundly paying attention to each matter of fostering CLC leadership and management skills is the regular actions in terms of awareness, skills in making and implementing development plans; in each content, gradually adjust and supplement to meet the requirements of the changes, the socio - economic developments; fostering the CLC directors' skills in management and assessment so that the center operation is effective and quality for the community life.

2.4. Overall assessment of community learning center development managements, orienting learning society in Thai Binh

2.4.1. The target of the learning society formation project in Thai Binh

Mobilizing the entire social power to meet the learning requirements and opportunities for people to apply lifelong learning, appropriate to their conditions and circumstances; every individual has the responsibility and obligation to learn throughout their life, taking every opportunity to learn to be good citizens, unemployed and to work with high efficiency; ensuring democracy and social justice

in education; enhancing the learning activities outside schools contributing to improving human resources quality.

2.4.2. The advantages and disadvantages of managing community learning center developments

CLCs in Thai Binh have created opportunities for the poor and the people whose different conditions do not allow them to attend formal education at schools to exchange and share the mankind knowledge.

The CLCs have tried really hard to contribute to the movement in building innovative rural areas in Thai Binh, an important prerequisite for the developments of LS.

Through CLC activities, a LS has been being formed in Thai Binh even though it is quite faint.

2.4.3. Achievements and limitations of community learning center managements orienting towards building learning society

Achievements: managing CLC developments orienting towards LS has contributed an important part in helping Thai Binh economy have quite high improvement, higher than in 2012 as well as higher than the average for the whole country. GDP was estimated at 37,188 billion, 8.8% greater than in 2012. The total value of production is estimated to increase 9.74%; GDP per capita is estimated at 26.1 million. Establishing innovative countryside is focused on monitoring the implementation and has had positive changes. A lot of good models, excellent and effective practices in mobilizing the power of the people in the commune, hamlets and villages, striving to fulfill the criteria of innovative rural construction right in 2013; by the end of 2013, the province had had four communes that had completed 19 criteria of innovative countryside, 121 communes that had met 11-18 criteria, 140 communes had reached 6-10 criteria. Education and Training sector was preserved and developed steadily. In the academic year 2012 - 2013, Thai Binh was one of first five provinces in the country which have been approved to fulfill universal preschool education for 5-year-old children; the percentage of students finishing secondary school education is high; the numbers of students passing the entrance examinations to college and universities ranked number 2 nationwide; the CLCs have been identified as nuclears, the basis for building LS, gradually establishing learning communities.

CLCs in Thai Binh have created favorable conditions for people of all ages to learn constantly, throughout their life; to be disseminated knowledge and experience in production, contributing to eliminate starvation and to reduce poverty, to increase productivity, to solve employment issue; to improve the quality of life of every citizen and the whole community; there have been considerable contributions in the movement to build an innovative countryside in Thai Binh, an important prerequisite for developing LS and lifelong learning.

Shortcomings: the CLC activities orienting towards building LS have been being formed in Thai Binh, although being the typical unit of the country, are still very blurred, unclear, do not stick to the basic principles of development managements.

There has mostly had no key activity organization to manage CLC developments orienting LS. The administration and coordination to conduct activities among CLCs have not been good enough. The partnership, association to join participating forces to strengthen the provision of learning opportunities for the

community is not good, not tight, thus have not been able to mobilize the community power, each locality's potential and strengths, in particular, have not mobilized all the successful people who were born in hamlets and villages but now live in other provinces or countries to participate in building CLCs. The existing model of hamlet, village, ward, town CLC also cause a lot of difficulties for the CLC development managements. The people's higher and more diversified learning needs require other smaller and more flexible CLC models, for example, the hamlet and inter-hamlet CLCs which not only make the managements easier but also create more opportunities for people to learn at CLCs.

The support and supervision of the local (provincial and district) for the local CLC have not been much or good enough, as most of the work is assigned to the education and training sector at different levels, and there has no or very little active coordination of other sectors;

The quality of Thai Binh people's life has been increased but Thai Binh is still a poor province, the poverty rate was 4.55%, the percentage of becoming-poor households was 3.51% (in 2013), which was still high compared with other provinces in the Red River Delta.

Causes:

The center staff's capacity is limited, commune leaders who work part-time in CLC do not have high responsibility, as they mainly rely on the superiors' guidance; they are not people with noticeable competency, they do not necessity have prestige among the community, not being trained, with little regular training to update knowledge, all of which leads to the fact that centers organize activities moderately without expected results or not for the people at all;

Because the great local characteristics of each family in rural areas in Thai Binh, organizing social activities of CLCs in hamlets and villages has a lot of difficulties and obstacles; on the other hand, because there are certain obstructions of the distance between hamlets and villages and the centers it is vary time-consuming for the people to come for specialized topics or experience exchanges;

The technical materials and facilities for CLC activities are inadequate, lacking, and deficient and there is little investment.

Conclusion Chapter 2

All countries make the very specific philosophy of, orientation to, and programs for developing CLCs; *managing CLC developments is of the people, by the people and for the people; CLC development management is the point of convergence, creating opportunities for people in the community all have the opportunity to learn.*

The form of managing CLC development ownership are various, CLCs established locally or privately are operated under consistent principles, the most important of which are these basic principles: there must be teachers, the necessary teaching equipment and actual teaching.

In terms of development managements, three methods of management can be chosen.

The evaluation of CLC development managements allows stakeholders to participate in assessing the quality and effectiveness of the CLC activities. The State has implemented effective supervision and support for CLC.

In Vietnam, some CLC models having been tested can be replicated in other localities throughout the country. The CLCs in Thai Binh, from the inception up to

now has gradually asserted their roles and positions. Managing CLC development has contributed to increase people's knowledge, to create the communities' stability and sustainable developments, to initially form LS and lifelong learning in Thai Binh. However, managing CLC developments in Thai Binh also reveals certain limitations: the CLC action plans have been built, but mainly seasonal plans, there are no overall CLC development plans... The CLC development managements have a lot of difficulties, such as CLC managers and teachers' perception of in the and community learning not adequate, the ability to act as the development of CLC development managements is deficient; lack of operating funds; poor and out-of-date facilities and teaching equipments; the educational managers and teachers staff have not met the proposed requirements, both for quantity and quality. Thai Binh has not had good mechanism for managing the developments of CLCs.

The advantages and limitations mentioned above clarifies that if effective and feasible solutions to managing CLC developments are not proposed and approved, the CLCs will not be able to develop sustainably and thus will not be able to effectively participate in forming LS and lifelong learning and constructing innovative rural areas.

Chapter 3. SOME SOLUTIONS TO MANAGING COMMUNITY LEARNING CENTER DEVELOPMENTS UNDER THE ORIENTATION TOWARDS SOCIAL LEARNING IN THAI BINH

3.1. The orientation towards developing community learning centers and the principles of proposing solutions

3.1.1. Community learning center development orientation towards forming learning society in our country

The characteristics of the learning population in our country are: "*In LS, all individuals are responsible for continuing and lifelong learning, taking every opportunity to learn to become good citizens; skilled and skilful laborers working with increasing efficiency; to learn so that they themselves as well as the surrounding people are all happy; to learn to contribute to the developments of their hometown, their country and the entire humanity*".

The society expect a new CLC model to be a true model of the CLC of the community that will mobilize and promote all the forces inside and outside the community to participate, to create opportunities and provide more and more effective programs and learning facilities, satisfying the target groups' learning needs.

The new CLC model includes comprehensive innovation in operations, methods of organizing the CLC, from identifying learning needs to the providing better programs and learning conditions; however, the emphasizing point here is the way to organize and manage the center which involves the community members' participation and the mobilization of forces / organizations inside and outside the community so as to have a real LS. The most striking feature of the new CLC model must demonstrates three basic characteristics: self-control – self-study – self-monitoring and evaluation.

Self-management: If only rely on the center's current managerial structure (The highest have 3 people - most do not work full time for the centers), it is obvious that

they are not able to organize all the activities to meet the community's learning needs. It is, thus, necessary to establish "*Autonomous learning Council*" -a community organization, for community members' learning, agreed and selected by the community members (not excluding in the form of election) working under the direction of the center's director.

The members of the Autonomous Learning Council work voluntarily and are trusted by the community members. The autonomous council works ensuring that the participants all work in a democratic manner, active in learning, developing self-reliance, respect, equality, cooperation and the community members' solidarity spirit.

The structure of the Autonomous Learning Council should include one chairman, two vice presidents and other board members: board of learning, board of the benefits, board of the library and learning materials; board of external relationships and resource mobilization. The board of learning should be formed with at least one representative of every hamlet.

Self Study: Encouraging and motivating self-study for each community member; fostering self-learning capability, self-study for every community member;

Organizing classes for different target groups in order to increase learning interest and providing suitable conditions for members to experience, explore, and self occupy knowledge;

Using certain tools such as learning points in hamlet communities, CLC libraries as well as family's library each hamlet and village, mailboxes of friends with similar interests and workshops for sharing production and business experience among the people in the community, ...

Self-monitoring, self-evaluation: Each community member themselves enroll in learning and evaluate their own active learning and learning outcomes;

Basing on these standards and criteria for managing CLC developments, each CLC self-monitor and evaluate their center's progress / the extent of their learning community criteria accomplishments.

Annually, communities self assess the extent of fulfilling people's learning needs, the level of forces and resources mobilization to provide learning opportunities, the level of community members' participation in and their learning effectiveness.

In order to form this new CLC model, it is necessary to continue summarizing the more advanced models' experience, shaping the detailed procedure for organizing and conducting activities; piloting and gradually multiply the model.

3.1.2. The principle of proposing solutions

Ensuring the scientific characteristic;

Being in accordance with the practical needs and conditions;

Ensuring the uniformity and feasibility.

3.2. Proposing a set of evaluation criteria of managing community center developments orienting learning society

The set of standard criteria proposed below bases on the basis of the standard frame mentioned in Chapter 1 and a lot of these criteria have been used in assessing the actual situation in order to apply for evaluating CLC development management orienting LS. Specifically:

Order	Standards	Number of criteria	Note
1	To determine the direction of centers' medium- and long-term developing plans	4	
2	To certify that the centers' model of organization and personnel structure ensure effective operation	3	
3	To ascertain that the methods and organization of programs to disseminate knowledge and training to transfer science – technology are effective	7	
4	To be able to mobilize resources for developing community learning	10	
5	To evaluate the learning results and effectiveness at CLC	6	
Total		30	

Method of assessment: Each criterion is evaluated according to five levels:

Level 1: There is nothing at all (no documentation, plans, or testament); if the quantitative criterion is 3% or more different from the standard; (1 point);

Level 2: There are only plans; if the quantitative criterion is from 2 to 3 or less than 3% different from the standard; (2 points);

Level 3: There is documentation and plans but no distinct; if the quantitative criterion is from 1 to 2 or less than 2% different from the standard; (3 points);

Level 4: There is documentation, plans and testament; if the quantitative criterion is from 0 to 1 or less than 1% different from the standard; (4 points);

Level 5: There is documentation, plans, and distinctive and high efficiency evidence of the evaluation criteria; if the quantitative criteria achieve the benchmark or higher; (5 points).

Every criterion of the standard criteria is equally weighted; the total point of evaluating CLC development managements orienting LS is sum of the points given to all the 30 criteria. The maximum score per criterion is 5, multiplied by 30 criteria equal 150 points.

The final score of all the criteria for CLC development managements orienting LS are classified like this:

Excellent CLC centers have got from 120 to 150 points; Good CLC centers have got from 105 to less than 120 points; Mediocre from 75 to less than 105 points; Weak under 75 points.

3.3. Some solutions to managing community learning center developments orienting learning society

3.3.1. Designing the overall plans to develop the centers with the broad participation of all stakeholders

Outstanding representatives of the communities take part in making activity plans with CLC.

Conducting extended conferences with the participation of a large number of resident classes in the community. People are facilitated to express their learning needs and contribute ideas to the management of CLC.

Identifying the community learning needs via surveys and investigations in the community.

Classifying people's learning needs, sorting out groups of the issues associated with developing economy - society according to the CLC capacity to respond to.

Propagating, orienting towards community people's learning needs, as well as distinctively identifying their learning responsibilities.

Determining the objectives of the local community's socio-economic developments and the community conditions, orienting the citizens' learning needs and obligations.

3.3.2. Constructing two-level community learning centers

The center network model shows that each village has a central CLC including two, three or more smaller centers as the satellites.

Building and operating a two-level CLC model; the formation of the two-level CLC model which provides learning programs means that the centers are close to the people; however, to avoid investing in the facilities and techniques for two-level CLC model inefficiently, it is vital to take advantage of the facilities available in the community such as the village cultural house, the local formal school facilities, family's altars, churches and public places of the hamlets, villages, inter-village, ...

3.3.3. Organizing the center activities orienting towards the target groups

CLC directors have meetings with heads of unions, chairmen of the local organizations to discuss and determine the reason, purpose, and requirements to be achieved via targeting the CLC activities at certain groups of objects. Making plans and organizing, monitoring and supervising the classification of the community learning groups together.

The local organizations as the unions of youth, former-teacher Union, learning-promotion, the elderly, the women, veterans, the retirements ... carry out investigations into their union members' capacity to share experience and learning needs; the residents themselves register their needs to self-study to improve economy.

Developing appropriate and attractive programs and activity contents for the target group, choosing specific measures to stimulate people's learning needs.

Coordinating with the district and the city's vocational centers to form vocational classes, vocational training, agricultural job changing for farmers in each residential area, meeting the requirements of forming innovative rural areas; conducting training courses in industrial sewing machine, mechanic, civil electrical work, to find jobs in the service sector, industrial zones in the province, district, village, town, ...

3.3.4. Attracting human resources through enhancing partners' associations

Strengthening the link between CLC centers with other educational institutions orienting towards LS:

Defining the objectives, contents, common interests of CLCs, other models and institutions that can be combined to work together to achieve a common target at improving the community. Some of the models and institutions that can link with CLC are local community organizations, different unions, professional departments ... In addition, some organizations, institutions that share the same program objectives and working relationships can also link in the network as developing organizations, domestic and foreign NGOs, agencies, departments, district unions.

Assessing the level of cooperation and the benefits received in relation to the network, the link between the CLC centers and between CLC with other models, institutions, community educational institutions (called community group).

The assessment of the level of cooperation among CLCs is expressed by identifying if a CLC has involved in the network or not, on which field and what

results they have achieved; how the link between CLC with partners has been conducted.

Linking to vocational centers in all aspects such as agricultural vocational training, aiming at restructuring economic structure; industrial vocational training, aiming to work in the clusters industrial zones, industrial parks; commercial service vocational training,

To promote socialization to develop learning programs at the centers:

Promoting the propaganda on the mass media, stimulating mobilization to provide information about education socialization to raise the society awareness about socializing education.

Accomplishing the CLC mechanisms, regulations, administrative reform, simplifying the procedures for establishing, leasing, raising capital and human resources. Maximizing the democracy in local areas to monitor the managements and implementation of CLC. Attaching the movement of uniting the entire population to build the cultural life in the CLC activities in each hamlet, village, town; forming groups of rural teachers in villages and towns to manage learners' participation in scientific professional workshop at CLC. Every citizen, educational manager, teacher, learner and performs learning well, working well, living culturally; each family creates a favorable environment for all the family members to learn at the CLC when needed.

3.3.5. Training and fostering the staff's capability to manage the center developments

Identifying and fostering the qualities of the subjects of managing developments need to achieve these qualities:

Understanding the organization: The leaders and managers choose the right direction, exact objectives and timely adjust to adapt to changes.

The capacity choose and use exact personnel: the capacity choose and use correct personnel is shown in the art and cleverness to select, the use, and to manage the personnel as well as the management style. To be successful the managers need to be able to recognize and appreciate the personnel's ability; understand, care about them; give them authority and tasks as well as supervising them. The skill is the ability to obtain knowledge and apply it in practice. The managers' skills to manage all the changes include: *information conveying skills; Planning skills; Teamwork skills; Problem solving skills; Communication skills.*

3.4. Experimenting and testing the proposed solutions

3.4.1. Experimenting the urgency and feasibility of the solutions

The above solutions are all given generally high consistent consensus among the Communist Party committees, the local governments, the mass organizations of the district/ the city and communes / wards / towns, different levels of educational managers, as well as the CLC managers and teachers; these solutions are all urgent and feasible. The leading urgency is the solution to foster the center staff's capacity to manage developments (87% essential); this suggests that the capacity of the CLC pedagogical managers is now the hottest issue that must be discussed and resolve first.

3.4.2. Testing two solutions

The conclusion of the trial:

(1) Hamlet CLCs meet the grass roots' learning needs of, by and for the community. Hamlet, village, inter-village CLCs have sufficient basis for widespread application in the coming time with certain practical results, contributing significantly to encourage and create learning opportunities for members in each hamlet.

(2) For the good quality, high efficiency, CLC development management in communes, hamlets, and villages need to implement the solutions to operating towards the target groups, which is a precondition for opening classes, meeting the people's demands for performing lifelong learning regularly and continuously.

(3) The conducting process and the trial results are considered successful; however, it is important to continue to observe, to collect feedback from other information channels in during the testing process to add and complete the set of measures on evaluating CLC criteria.

(4) It is necessary to disseminate information widely to the CLC educational managers to apply the thesis recommendations after having been tested.

On the economic angle: Contributing to increase the average income of the households participating in the trial, by shifting from traditional rice cultivation into growing fresh vegetables and cucumber to export; flowers planting has increased from 5 million per acre per year to 8-10 million per acre per year; producing noodles, making arrowroot vermicelli career bring higher income per year per household in the trial; the total income has increased by 35 to 50 million per year.

On the social angle: having been contributed considerably to improve the society, reducing the number of poor and near-poor households in hamlets, villages and communes. This will actively contribute to stabilize the society - economy, forming innovative sustainable local rural areas.

Conclusion Chapter 3

The solutions to managing CLC developments in the orientation towards LS have focused on the contents of building new CLC models demonstrating three basic characteristics: self-control, self-study, self-monitoring and evaluation; proposing a set of evaluation criteria with a lot of criteria in order to apply for the evaluation of CLC development managements orienting towards LS; the proposed solutions include: scheduling overall CLC development with the broad participation of the stakeholders; designing two-level CLC model; Organizing CLC activities towards the object groups; Attracting resources through enhancing the links with partners; Fostering the managers' development managing competency for the for the center officials, meeting the requirements of the changes in CLC development managements in Thai Binh province.

The trial results show that the solutions proposed are urgent and highly feasible. The experiment success shows that the proposed solutions not only meet the questions of theory put forth but also adequately respond to the question of practicality. Implementing the solutions to manage CLC developments orienting to LS is an objectively crucial principle of managing the changes, meeting the requirements of social development.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

The thesis confirms the following basic innovative points: CLC development management is the process of enhancing the provision of learning opportunities and conditions for the communities, together with improving learning quality to meet each individual's as well as the entire community's learning process orienting towards building LS. The basic objective of development management CLC aim at is: human development through the process of improving human capacity to overcome obstacles and difficulties improve and enhance each individual's as well as the entire community's quality of life associated with each local's and the whole nation's developments.

Managing CLC developments orienting to building LS is identified as a comprehensive set of processes from decisions, making plans, implementing, evaluating and gradually strengthening each activity of the centers aiming to build a LS.

The method of managing basing on the community at the stage in which *the State- and the community co-manage* is best suited to the implementation of CLC development managements orienting to LS in the present context of Thai Binh and Vietnam. The appropriate contents of managing CLC developments orienting to LS which are consistent with the developments include: i) making the center overall development plan; ii) determining the center organization and personnel structure model; iii) Determining the organizing methods and programs to disseminate knowledge and training; iv) mobilizing resources for the development of community learning; v) evaluating and strengthening the center's step-by-step developments; vi) utilizing the State's support and supervision for the CLC developments.

Managing CLC developments orienting to LS is different form other types of managements in following certain points, CLC development managements orient towards CLC constant developments (with strategic vision, development strategy, strategic objectives) in which the following aspects are paid special attention: managing developments are set in the context of continuous changing environment, society, developing CLC focuses on socio-economic contexts (analysis of the external environment); developing the community towards external social objectives; attracting the participation and efforts of all the community members on the progress; preserving and developing the values of the community to create sustainable development.

In Vietnam, with the local community increasing learning needs, after concluding its experience in managing CLC development, the experimental model has been multiplied continuously and developed in other regions in the country.

In Thai Binh, the CLCs have been established and developed form more than 10 years, have been gradually impressed people as well as asserted their position and role through satisfying part of the community people diverse learning needs. However, CLC development management in Thai Binh CLC also has also revealed certain limitations that need to emphasize: there have been no overall CLC development plans; CLC organization models and personnel structure are monotonous; the new CLCs have just focused on providing people knowledge and experience; but have not facilitated continuous and lifelong learning for them; have not been able to mobilize the people's resources; the coordination and links among CLCs as well as between CLCs with other types of education are still limited; the State's support and supervision for CLCs has not been much. In managing CLC

developments, there have not been standard assessing criteria of CLC development managements orienting to LS.

To continue to develop the strengths of managing CLC developments, to overcome the limitations of CLC managements, to contribute to forming LS in communities, the thesis has proposed some contents such as forming new CLC models including the comprehensive innovation in operating and organizing CLCs. The most striking feature of the new model represents three basic characteristics: self-control, self-learning, self-monitoring and evaluation. The thesis has proposed a set of evaluation criteria with multiple criteria to apply for evaluating CLC development managements orienting to LS; selected were selected managing CLC development solutions such as making CLC development plans with the broad participation of all the stakeholders; forming two-level CLC model; organizing CLC activities towards the target groups; attracting resources through enhancing the links among partners; fostering managers' managing development capacity for the center staff is appropriate to the province situation.

The two solutions to *developing new two-level CLC models and conducting CLC activities orienting towards the target groups* have been piloted and obtained considerable achievements; the results of the poll conducted among managers and teachers, and of the comprehensive interviews with CLC directors show the proposed solution are accepted with features of urgency and feasible. Therefore, managing CLC developments orienting to LS is an indispensable requirement of the socio-economic developments and the new rural construction, is the essential historical procedure of our country to achieve the objective of a prosperous people, strong country, democratic, fair and civilized society.

2. Recommendation

2.1. To the Central Government and the Ministry of Education and Training

Managing CLC developments to contribute to forming LS is one of the Party and State's policies. Therefore, the Government and the Ministry of Education and Training ought to assist locals and CLCs in the fields of the legal framework, ground rules and policies to funding, human resources, material resources ...; especially in the issue of training, fostering development management competence for the stakeholders and CLC managers.

2.2. To the department of education and training, the provincial people committee

Department of Education and Training should collaborate with the study-promotion union and relevant departments to give consultation to the provincial people committee in enacting supporting policies, allowance structure; policies to develop and conduct training programs on managing CLC development in communities.

2.3. To the community learning centers

CLC is a model of non-formal education, of, by and for the people. Therefore, to manage the CLC developments orienting towards LS, the followings must be done well:

- i) All the community members are given the best conditions to contribute; all are beneficial according to the level of contribution and participation in managing CLC developments in an open way.
- ii) To reward timely and precisely.
- iii) The community selects their own CLC development managers. Modes of managing CLC development should be taken flexibly in a versatile way. /.