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**DEVELOPING COMMUNITY LEARNING CENTRES  
IN THE RED RIVER DELTA IN THE EARLY PHASE OF  
BUILDING A LEARNING SOCIETY IN VIETNAM**

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## INTRODUCTION

### 1. Rationale for the study

Nowadays, continuing education, lifelong learning, and learning society construction are essential for every nation and people in order to live and work in a dynamic and rapid changing world.

In Vietnam, right after the nation's independence, President Ho Chi Minh proposed the idea of life long learning. Following Ho Chi Minh's idea, the leading Party and State, for many years, have promulgated guidelines and policies defining the role and necessity of education, lifelong learning and learning society for all. Resolution of the National Party's 9<sup>th</sup> Congress, Resolution of the national 10<sup>th</sup> Congress and Resolution No.29-NQ/TW dated November 4<sup>th</sup>,2013 by the 6<sup>th</sup> session Party 's central committee confirmed "to fulfill the national education system towards an open education system, lifelong learning and learning society construction.

Since 1999, Ministry of Education and Training have researched and directed the construction and development of community learning centres (CLCs) throughout the country. Not yet developing for long history but those centres have confirmed their position in continuing education system and socio-economic targets of communities and the whole country.

Red River Delta region has been Vietnamese cultural cradle with good reputation for studying and degrees, and is the birthplace of many national talented people. For over 15 years, the Red River Delta has built and developed 2450 CLCs against 2451 wards/communes/towns. Those centres have contributed to improving population knowledge, developing human resources, and maintaining nation's cultural heritages. However, facing the targeted socio-economic requirements of the region and nation, those centres have been in difficulties of organization, policies, financial resources, infrastructure, management team, teachers, facilitators, and reports ... Therefore, it is necessary and urgent to find sustainable solution for developing CLCs in the initial stage of building a learning society. That is the reason for my choice to the research theme "*Developing community learning centres in the Red River Delta in the early phase of building a learning society in Vietnam*".

### 2. Aims of the study

On the basis of theoretical and practical research, the thesis proposes management solutions to developing CLCs for constructing a provincial learning society and socio-economy in the Red River Delta in the beginning period of building a learning society in Vietnam.

### 3. The subject matter and the object of the research

#### 3.1 *The subject matter of the research*

The development of CLCs.

#### 3.2 *The object of the research*

The development of CLCs in the Red River Delta provinces.

### 4. Scientific hypotheses

Application of systematic and comprehensive management solutions conforming to characteristics of CLCs as an educational society-entity, and due attention to socio-

economic characteristics, cultural tradition, educational practice and social security requirements of the Red River Delta region will help improve educational quality and effectiveness of community learning centres.

### **5. The study content and scope of the study**

- Theoretical basics for developing CLCs linked to the communities' demands and meeting the socio-economic demands of the localities.

- The status of managing the CLCs in the course of building a learning society in Vietnam.

- To propose solutions to managing and developing CLC system which meets the demands of community and requirements for socio-economic development of the Red River Delta in the early phase of building a learning society.

- To assay solutions to developing CLCs in some provinces in the Red River Delta region such as Hai Duong, Thai Binh, Bac Ninh, Nam Dinh, Quang Ninh; to pilot several development solutions to CLCs in some provinces in the Red River Delta region like Quang Ninh.

### **6. Approaches and research methods**

#### ***6.1. Approaches to the research***

- Systematic approach to define the management elements of CLCs and the relationship between these elements and co-ordinating and affecting mechanism. In addition, it is necessary to regard CLCs as a part of informal education in its systematic relationship with formal education in the course of building an open education system.

- Logical-historical approach to thoroughly study the situation and development trend of CLCs in specific circumstances of the local economic, cultural and social development in order to refine the essential development trend of CLCs at present.

- Approach the local demands to organize activities and produce development solutions for CLCs for the community and socio-economic development of the locality

#### ***6.2. Research methods***

- To collect and aggregate documents relating to the research subject; to systemize, analyze, compare, interpret, induct, historize, and logicalize to set up the theoretical frame of the research subject; to use the statistical, comparing, qualitative, quantitative methods to handle the survey results.

- To send questionnaire to educational management staff, teachers/facilitators, and learners at CLCs and others.

- To review the management, operation and development of CLCs in order to summarize the actual experience.

- To study typical cases: study the management reality of some advanced CLCs to gain lessons learned from experience for solution proposals.

- To consult experts: To use scientific conferences for consulting experts and educational managers on solution groups proposed by researchers.

- To assay and pilot proposed solutions to define their rationality and feasibility in reality.

### **7. Ideas of the thesis**

- The management of CLC development which helps link those to each community and provides people with opportunities to take part in continuing study is an

important and practical task for building a learning society at grassroots levels, contributing to the implementation of the Decision No.89/QĐ-TTg dated January 9<sup>th</sup>, 2013 by the Prime Minister on approving the Project to Build a Learning Society in 2012-2020 period.

- The targeting CLC is an adult education institute, with the main objective is to build dignity and capability for skilled workers and empower them to improve the life of themselves, of their families and communities.

- CLCs should become a continuing education institute and a local human resource flourishing place. At present, CLCs are offering literacy and post-literacy classes, vocational training courses and thematic programmes meeting the demand “to study what is needed” of the people Learners’ Needs Responsive Programme, LNRP). In near future, some CLCs will offer various learning opportunities to meet the diverse learning needs of different groups of learners.

### **8. Proposed arguments**

- The CLC formation resulted from a process of searching for a lifelong learning model for the people at grassroots level in many countries, including Vietnam. CLCs are adult education institutes at commune level. Since 2005, the Party, the State and the people have considered CLC as an indispensable education institution to meet the people’s requirements for knowledge of science, technology, law, and life-skills in fast-changing environment of nature and society. Characteristically, CLCs are informal educating basis in population communities. The development management of CLCs is to manage the development of education institutions at commune/ward level.

- The course of building and developing has proven that we need to pay a special attention to “management” factor in order to make CLCs operate effectively and practically. It is the key point to ensure CLCs to become education institutes of communities, by communities and for communities.

- To realize the management view in the development of CLCs in current situation by synchronously performing all management functions: planning, organizing the implementation, directing, checking, and assessing the operation of CLCs; facilitating the management activities of CLCs; improving co-ordinating mechanism and policy among the authorities and CLCs; applying information and communication technology into management and teaching and learning activities at CLCs for their sustainable development. This will contribute to pushing the national industrialization and modernization and facilitating the market expansion, exchange and integration with the region and worldwide.

### **9. Contributions of the thesis**

The thesis analyses and generalizes solutions for sustainable development of CLCs from experiences and initiatives of people in the Red River Delta, some other provinces and some nations in the world on organizing and developing adult education models in communities. This contributes to setting up and expanding theories on sustainable construction, management, development of CLCs in Vietnam in general and the Red River Delta in particular. The thesis, at the same time, proposes effective and appropriate solutions in new situations.

### **10. The organization of the thesis**

In addition to Introduction, Conclusion and Recommendations, the thesis content is composed of 3 chapters:

Chapter 1: Theoretical foundation on developing CLCs in early phases of building a learning society in Vietnam.

Chapter 2: Vietnam and international experience, and reality of developing CLCs in the Red River Delta

Chapter 3: Solutions for developing CLCs in the Red River Delta in initial years of building a learning society in Vietnam

## **Chapter 1**

### **THEORETICAL FOUNDATION ON DEVELOPING CLCS IN THE EARLY PHASE OF BUILDING A LEARNING SOCIETY IN VIETNAM**

#### **1.1. Historical overview of the research**

##### ***1.1.1. Research on lifelong learning and building a learning society***

###### *1.1.1.1. Research on lifelong learning and building a learning society worldwide*

Learning society concept has been discussed since the 60s of 20<sup>th</sup> century by international scientists. For economic development issues and rapid development of science and technology, Donal Alan Schon gave the concept of “learning society” in mentioning to public and private learning in a significant and quick changing society (Beyond the stable state: public and private learning in a changing society).

Many scientific works assume that adult education is the key to social development and that it is a need to offer learning opportunities for adults in a continuing learning society (Robert M.Hutchin, Turten Husen, etc)

In’Am Al Mufli talked about offering more chances to learn for adults and creating a qualified workforce for production. Roberto Caneiro emphasized the elimination of new distressful situation as well as the poverty of moral and physical culture of labour people. Nowadays, developed nations started to build learning cities and learning citizens towards building learning societies..

UNESCO general director, Mr. Federico Mayor confirmed that it is necessary to change the learning viewpoint to regard education as a key factor for development.

Concept of lifelong learning is always attached to concept of learning society. Jacques Delor is the first to show 4 pillars of learning/education that the people study during their long lives. Talking about lifelong learning, Mr. Myong Won Sulir wrote of a need to expand people’s knowledge by lifelong learning for their beautiful life. During 90<sup>th</sup> decade of 20<sup>th</sup> century, Aleksandra Kornhauser showed his work of lifelong learning with sustainable human development. Also during this period, Rodolfo Stavenhagen mentioned the issue lifelong learning for a multi-cultural world. Karan Singh put a larger issue: Lifelong learning for a global society.

Therefore, the realization of learning society, lifelong learning and learning cities depends on macro performance at national government level and micro activities of the cities, communities. Experiences showed that, the foundation of learning cities, learning citizen models have become approaching ways in order to push lifelong learning in international community, despite of challenges.

### *1.1.1.2. Research on lifelong learning and learning society of Vietnam*

In Vietnam, works on learning society focus on 3 following approaching ways: Firstly, intellectual economic issues suggest renovation in education with learning society as core content; Secondly, human resource for industrialization, modernization in an economic integration situation suggests learning society; Thirdly, the development of specific sciences, direct production branches make researchers suggest an education renovation in a direction of building a learning society.

With new requirements on international integration and sustainable development, in his report “Reality and view 2020 of lifelong learning – building learning society in Vietnam”, Deputy Minister Nguyen Vinh Hien affirmed to guarantee all necessary conditions to facilitate all people at any ages, any education levels continuing learning, lifelong learning helping to increase population knowledge and competency, increase human resource quality and the quality of individual’s life, family and society. Lifelong, therefore, is both target and solution for building learning society; learning concept in learning society is expanded with 5 majors: learning to know, learning to work, learning to survive, learning to get on and learning to concern to the planet.

### **1.1.2. Research and development of CLCs**

#### *1.1.2.1. Research and development course of CLCs in the world*

Reports by International Council of 21<sup>st</sup> century education sent to UNESCO in 1996 affirmed that 3 key factors for the success of educational renovation is local communities (parents, head of social organizations and teachers), local governments and international councils.

UNESCO considered the construction and development of CLCs an important solution to develop communities, contributing to eliminate the difference between rural and urban. Community learning centre model is considered the most effective tool, mechanism to perform “Learning for people” and “People for learning”. In 1998, an education integration for adults – community learning centre – was suggested and put into operation in 18 Asia-Pacific countries among which is Vietnam.

#### *1.1.2.2. Research and community learning centre development in Vietnam*

In Vietnam, there have been researches done To Ba Truong, Thai Xuan Dao, Pham Quang Huan, Nguyen Nhu At, Nguyen Van Nghia ... on the construction and development of community learning centres, the results of those have explained the theoretical and practical issues of CLCs such as: the role of CLCs in national learning system and continuing learning system; role of CLCs towards targets to develop local economy, culture, society; functions of community learning centres; tasks to manage community learning centres; initial results in the development of community learning centre model ...

Theme “To build testing model of CLCs at commune level in Northern rural areas” made by group under Vietnam Institute of Science and Education presented results of research on CLCs on both theoretical and practical aspects.

In some research works, author Pham Tat Dong assessed the results of community learning centres: to create chances for continuing learning, “to learn what is needed”, help increase the living quality and human resource development, develop education in communities.

Vietnam association for learning encouragement is the leader in undertaking the Party and State guidelines on building learning society, developing CLCs by implementing research projects, meeting, conferences, movements for encouraging learning and talents ...

Ministry of Education and Training co-ordinating NFUAJ compiled “Booklet on foundation and management the community learning centres”.

Results of above mentioned researches is significantly important for the performance of CLCs both in theory and in practice. However, there has not been a research giving proper evaluation on community learning centre reality in order to get an solutions for effective operation of CLCs to meet the learning demand the people and to follow the development trends of initial years of constructing learning society in our country at current stage.

## **1.2. Some fundamental concepts**

**1.2.1. Learning society:** a society in which every people has chances to learn, continuingly, lifelong, anytime, anyplace and any social units should be responsible for creating learning chances for people.

**1.2.2. Lifelong learning:** a continuing learning course of each individual in order to supplement and adapt to knowledge and skills, observations and performing competency. Lifelong learning provides people with knowledge, teach them how to do, how to behave and accumulate experiences about socio-history.

### **1.2.3. Learning forms in learning society**

**1.2.3.1. Formal education:** basic learning system with tight structure by learning levels which are performed at schools (from pre-schools to universities). Learning programs are controlled of learning targets, learning contents, learning timing, learning methods, means to check and assess at each grade, each level, each learning type. Therefore, formal learning is understood as an officially organized and provided in learning units.

**1.2.3.2. Non - formal education:** learning system with programs outside formal system. It is the learning form with flexible regulation on learning targets, management forms and methods, timing, means to check and assess results. Teaching contents are built suitably for learners’ demand and learner group’s need.

**1.2.3.3. Informal education:** is a controversial concept. Some authors confuse this with informal learning. This is a learning form of quick response to leaners in forms of “to learn what is needed”, or unintended learning at chance. This learning form allows learners to self-study accoding to their interests, fortes, willingness, and learning chances in their lifes, works and conditions of learning documents, communicationa dn knowledge sources.

**1.2.4. Education permanent:** understood as informal learning system, beside formal learning system. Continuing learning term, as defined in 2005 Education Law, informal learning helps people get chances working, to learning, continuing learning, lifelong learning in order to complete their personality, expand their knowledge, increase academic level, profession in order to improve their lives, looking for jobs, create jobs and adapt to society. Informal learning is performed in continuing learning units and also in formal learning units.



### **1.2.5. Community and community learning**

*1.2.5.1. Community:* is collection of members living in specific location, connecting to each other by relationship, habits and customs, tradition of history – culture, sharing to each other of mentality - emotion, responsibility – duty, knowledge – experience, physical, mental... Concept of community used in this theme is limited to scopes of commune, ward, town ...

*1.2.5.2. Community learning:* learning in the community with community participation into learning in the forms of informal learning and unofficial learning. Basic philosophy of community learning is „education is for all people and study is lifelong“. Accordingly, learners can get knowledge, skills for their daily lives and other necessary information for adapting to contemporary and future society.

### **1.2.6. Development and development management**

*1.2.6.1. Development:* Development as per the most general sense is the movement of upward trend, the evolution of things from small to big, from simple to complex, from low to high, from old substance to new substance.

*1.2.6.2. Community development:* Community development is activities directing to an increase of physical and social welfare for population in local, rural or urban with the same sense and benefits. In principle, those people must play major role in deciding and taking part in activities; Integration of principles and methods to encourage a community's people to concern and respond to the increase of community's physical and social living.

*1.2.6.3. Sustainable development:* Sustainable development is understood as development course to meet the current demands without damaging future generation's serving. Sustainable development is consisted of 3 aspects: sustainability of economy, of society and of environment.

*1.2.6.4. Management of change:* is planization and implementation of change for reaching the target without disturbing if not necessary. Managing the education change is based on „active balance“ and its route is an important characteristics. Managing the change respects principles of conformance, adaptation and legacy.

*1.2.6.5. Development management:* is the process of performances such as making plan, organizing implementation, management and supervision the subject (management/target) in order to ensure the sustainable shift of both quality and quantity to the planned targets.

Management of development has following basic points:

- Subjects of development management are issues, relationship, behaviours required to be settled in the development course of a society , a nation.

- The management units are not only state authorities but also social associations, unions as social integrations. Of which the state authorities function public units (public managers), social associations function partly managers or self-managers.

- Management methods are mostly categorized into 2 types: public management and self-management.

**1.2.7. CLCs are** educational bases founded at communes, wards, towns and operated as informal learning method.

### ***1.2.8. Managing CLCs and managing to develop community learning centres***

*1.2.8.1. Managing CLCs* is to manage, organize, control the whole operation of the centres in order to make sure the desired results of the education institution.

*1.2.8.2. Managing to develop the CLCs* is performed by state authorities and social associations by their means; those affect the centres' construction, development and improvement targeting the development and sustainable development of adult education. In other words, managing to develop the CLCs is a continuous course reaching new target set by manipulating operation of planning, organizing, managing and assessing the development.

### **1.3. CLCs – a community education institution**

#### ***1.3.1. The purpose of community learning centres***

#### ***1.3.2. The role of community learning centres***

#### ***1.3.3. The functions of community learning centres***

#### ***1.3.4. The mission of community learning centres***

#### ***1.3.5. The features of community learning centres***

#### ***1.3.6. The organization, operation procedures of community learning centres***

### **1.4. Community learning centre development as management function**

#### ***1.4.1. Planning***

Planning means to think in advance about something to be implemented and prepare to carry out unexpected operations. Making plans is bridging from organization position and its destination.

#### ***1.4.2. Organizing the implementation***

Organizing is to arrange for competent individuals to actively work and contact with each other. Organizing procedure includes 5 steps: review plans and targets, define activities, classify and categorize activities, assign tasks and human resource, evaluate results.

#### ***1.4.3. Management - co-ordination***

Managers should be effective. Managing functions include: directing; creating influences; supervising; instructing.

The best co-ordination found when individuals realize the fact that how their assignments contribute to organization targets is necessary for not only some leaders but also all other members in the organization.

#### ***1.4.4. Supervision - Checking***

Test function allows managers to define if the organization meets the target set so that they could adjust the plan and operation. Managing function of the inspection includes measuring and adjusting tasks done by subordinates to ensure the effectiveness of plans' implementation. For the inspection and supervision to be effective, the management should set up standards, schedules, measurements and result explanation.

***1.4.5. Resources to develop CLCs include:*** human resource, financial resource, infrastructure resource, information resource.

#### ***1.4.6. Characteristics of managing to develop community learning centres***

The management of community learning centres is a process of managing, organizing, controlling the whole operation of the community learning centre, in order

to make sure the desired achievements of this learning institution. Managing community learning centre is individualized, flexible; it is the management of adult learning activities.

#### ***1.4.7. Elements affecting the management of community learning centre development***

The leadership and guidance of committees, the local authority's support, the community's voluntary participation and the community's ownership awareness; population learning interest and continuing learning demands; competence of the centre's managers; community's resources.

### **Chapter 1 Summary**

Building the learning society associated with lifelong learning for all people is a development trend worldwide, especially in the era of intellectual economy, integration, and globalization. In Vietnam, CLCs have just been started since 1999. Management as a key role in forming and developing CLCs needs to be regularly reviewed and researched for improvement. Development management means the management of the stability and development of the centre's functions and tasks.

### **Chapter 2**

#### **NATIONAL AND INTERNATIONAL EXPERIENCES, REALITY OF THE DEVELOPMENT OF CLCs IN THE RED RIVER DELTA**

##### **2.1. Establishment and development of CLCs in some countries in the world**

The community learning centre is considered the most important invention that the world has been looking for in order to perform "education for all people, every people" and "all for education".

Asia Pacific Program on Education for All is started in 1998. Many regional countries such as China, Japan, Kazakhstan, Thailand, India, Myanma, Singapore ... have built and developed community learning centre and got achievements, particularly Japan, China and Singapore.

##### **2.2. Overview of establishment and development of CLCs in Vietnam**

***2.2.1. The Party and State have issued many documents to direct, manage the construction of learning society, lifelong learning and community learning centre development.***

- Resolution of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> national congress, resolution no.29-NQ/TW dated November 4<sup>th</sup> 2013 by the Party central committee XI on fundamental and comprehensive innovation of education and training to meet the requirements of industrialization and modernization in circumstance of socialist-oriented market economy and international integration have pointed out "improving national education system towards open educational system, lifelong learning and a learning society building"

- Education Act, Article 44 asserts that "continuing education helps people learn by working, learn continuously, lifelong learning in order to improve the personality, expand knowledge, improve education, professional services to improve the quality of life, find jobs, create jobs and adapt to social life ", Clause 1, Article 46 states:" community learning center is the basis of continuing education which is organized in

communes, wards and towns ".

- Education Development Strategy 2001-2010, 2012-2020; Decision No. 112/QĐ - TTg approving "Project of construction learning society in period 2005-2010"; Decision No. 89 / QĐ - TTg approving "Project of construction learning society in period 2012-2020" ...

### ***2.2.2. Some achievements***

From the 10 pilot centres established with Japanese financial support (in 1998-1999 school year), to 2013-2014 school year, there were 10,994 CLCs accounting for 98.75% of total communes, wards and towns in the country with 30,410 managers. Most CLCs have enough management staffs. Despite many difficulties, those CLCs have made efforts to achieve specific results affecting significantly to the socio-economic development. Circular 96/2008 / TT-BTC dated 27/10/2008 by the Ministry of Finance guiding the financial support by the state budget for CLCs has been actively implemented by many localities. In addition to the support from the State, local authorities have been mobilizing other resources to support operations in community learning centres; local authorities have also directed to build model to combine community learning centre with centre for Culture - Sports, Library, Cultural Post Office to take advantage infrastructure and available facilities in the local ...

Some social organizations such as Vietnam Study Encouragement Association, Vietnam Women's Union, Vietnam Farmers Association, Ho Chi Minh Communist Youth Union, Vietnam Elderly Association, Bordering Army Force, Vietnam ex-teachers Association have made an important contribution to activities of community learning centres, particularly Vietnam study Encouragement Association.

Impacts of community learning centres: helped reach to the goals of education, culture and society as literacy, education, improving people's knowledge; reducing social evils; building cultural families, cultural villages; maintaining cultural identities of local peoples; restricting gender inequality; preventing diseases and caring people health ... CLCs also gave an important contribution to improving knowledge, skills and awareness of people about environmental protection - an important factor for the sustainable development of the community.

### ***2.2.3. CLCs in socio-economic, politico-cultural life and the establishment of the learning society***

Newly founded and developed in Vietnam, the community learning centre is evaluated an effective learning model in creating lifelong learning chances to people in community. The centre is considered an essential tool to build learning society at communities as it is evaluated an effective learning model in implementing "Learning for all people and all people for learning". Construction learning society in our country should be divided into 2 stages: first stage of learning society associated with targets of economic growth, hunger elimination – poverty reduction, social justice; second stage of construction learning society for developing intellectual economy.

## **2.3. Development status of CLCs in some areas outside the Red River Delta**

Many provinces such as Thanh Hoa, Dong Nai, and Hoa Binh, vv have set specific policies to establish and develop community learning centres, details as below:

- Thanh Hoa has applied innovatively and effectively the central directions and policies to specific local conditions, properly promulgate local committee's guiding

documents in accordance with the particular social and economic conditions of each region; attaching importance to direct, preliminarily review, finally review, draw experience on managing and organizing tasks of CLCs according to each region in the province (city areas, urban rural lowlands ; mountainous areas), while pointing out the shortcomings in the management, direction and activities of community learning centres, proposing solutions for future.

- In Hoa Binh, Department of Education and Training initiatively advised the provincial Party Committee, People's Committee to promulgate guiding documents to consolidate and develop community learning centres; budgeted 20-25 million per centre annually; spent 1.4 billion to build a new centre in each district; Steering build and develop sub-commune community development club at slogan: each community learning centre is a commune school; Community development club is the class of the sub-commune, villages, groups; Member groups of the club is learning groups in the sub-commune. Those clubs have become "satellite", "centipede-leg systems" of the community learning centre. The community development club is a new model enabling to sustainably developing community learning centres.

- Dong Nai has innovatively and flexibly incorporated the centre for culture, sports with CLCs to make culture - sports - CLCs to take advantage and exploit local available resources to meet the demand for learning, recreationing, entertaining, improving the people's quality of life in communes, especially in rural and remote areas.

## **2.4. The status quo of establishing and developing CLCs in the Red River Delta**

### ***2.4.1. General overview of natural conditions, socio-economic development, historical traditions, culture, and education***

Education and training (Education and Training) in the Red River Delta region has grown steadily and always led the country in both scale and quality. The creation of learning society has been deployed simultaneously. Continuing education programs at the provincial and district Continuing Education Centres and CLCs are diversified, meeting the learning needs of the communities. Provinces in the region have always led the nation in research, piloting organizing activities of CLCs combined with culture-sports centres, communal post offices to take advantage of the available equipments and facilities, mobilize all human resources locally, contributing to the creation of learning society. In the region, the city of Hai Duong is the first unit in the country that builds a pilot learning city, a breakthrough in creating a learning society in the global trend of development.

However, the region's education and training still presents some problems such as: Quality of education has not met the requirements of the current technical job market; Education advising authorities at all levels are not efficient in fulfilling their functions; Quality of teachers is not even quality, unreasonable structure; Teaching facilities are insufficient, failing to meet the requirements of renewal of content, programs and teaching methods.

### ***2.4.2. General overview of CLCs in the Red River Delta***

Since 1999, the Red River Delta was selected by MoET as an experimental region to build CLCs with one pilot CLC established in Viet Thuan Commune (Vu Thu District, Thai Binh Province) along with other pilot CLCs nationwide. To date, the system of CLCs has developed widely, with 2,450 CLCs in 2451 communal units.

*On the number of learners:* is the region with the highest number of participants.

*On the teaching contents:* in addition to MoET documents, the provinces have actively compiled their own documents regarding politics, laws, environmental protection, public healthcare, promotion programs in agriculture, forestry, fishery deployed at CECs and CLCs in, for example, Thai Binh, Quang Ninh, and Bac Ninh.

*On budgets:* apart from the government's regulations, provinces in the region have issued policies on funding the initial expenditures of purchases of equipments, annual operating funds for CLCs and provide budgets mobilized from other sources to support the operations of CLCs.

*On facilities and equipments:* is the region with the nation's highest owning rate of private premises, bookcases, and lab rooms

*On teachers:* is the region with the nation's highest number of instructors, collaborators, guest speakers regularly participating CLCs' activities

*On teaching and learning quality:* in 2013-2014 school year, 100% of the provinces in the region have evaluated and ranked CLCs. The working modes have been increasingly diverse, rich and flexible, creating more opportunities for the local citizens to learn. Many localities have actively built CLCs models with multiple functions to work in conjunction with the commune cultural centre. This region also is on the lead in this regard.

### ***2.4.3. On the management of CLCs in the Red River Delta***

The results of the 211 questionnaires administered directors, deputy directors, teachers, instructors, and learners at CLCs in the region show that, though CLCs managers have made a lot of efforts in the management and development of CLCs, the working efficiency is low (This might be due to the limited capacity of managers, especially directors of CLCs); CLCs managers lack time due to heavy workload; the propagation and dissemination of the role and functions of CLCs to the people, communities and organizations are not effective, which results in limited participation and collaboration.

### ***2.4.4. Evaluating the management and development of the CLCs in the Red River Delta***

#### ***2.4.4.1. Gains***

The legal documents and directives of the central and local governments have been issued to facilitate the nationwide development of the community learning centers. The Education and Training agencies and the Learning Promotion Associations of all the levels have actively advised the local communist party leaders and governments to formulate and implement appropriate policies to support the development of the community learning centers.

Local areas in the Red River delta have applied the central government's policies and launched specific systems to build and develop the community learning centers, introduce the guidance documents of the communist party leaders and governments of the provincial, district and commune levels in line with the socio-economic features of each area, arrange the management and teaching personnel for the community learning centers, finance the investment in the teaching facilities, organize the compilation of teaching materials, conduct technological transfer, offer vocational training to learners

in each commune, provide training in management to education and training division managers and managers of the community learning centers.

#### *2.4.4.2. Shortcomings*

- The awareness of the society, the leaders and managers of various levels and the people of the development of the community learning centers as well as the formation of the learning society is poor with many failing to understand or wrongly understand the community learning centers; the legal documents in the initial years were not timely and consistent; the application of the policies is subject to the awareness of each local, etc.

- The planning and organization of operation are not yet practical; the learning contents are not up-to-date and some contents fail to meet the learning needs of the community;

- The management of the community learning centers is insufficient, weak and inflexible. Many staff being sent to work in the community learning centers do not regard it as focal task but temporary job;

- The budget allocated to the community learning centers is inadequate. The investment in the facilities for the operation of the community learning centers is insufficient. Most community learning centers do not have their own offices and are short of classrooms and facilities;

- The coordination between different agencies and social forces is far from close. The socialization is not strongly promoted apart from the absence of appropriate policies to employ other social sources. The participation in terms of ownership of the local communities in the development of the community learning centers is restricted;

- The coordination and interaction between the community learning centers and the four partners: the farmers, the State, the scientists and the businessmen in agricultural production and other services of the community are absent;

- The monitoring and evaluation have not motivated the development of CLCs.

#### *2.4.4.3. Success factors*

The success factors include the education socialization and development policies of the Party and the Government; the direction of the Ministry of Education and Training and the Learning Promotion Association of Vietnam in the introduction of the legal documents and guidance for the formation and development of the community learning centers; the direction of the party leaders and governments of all levels in contribution to the formation of the community learning centers in every town, commune, village; the utilization of the available sources of the local; the integration of different cultural, sport, education activities for a practical shared objective being the requirements for learning, recreation and improvement in the living quality of the community people.

#### *2.4.4.4. Causes of weaknesses*

- The community learning centers serve as a new educational institution so the issuance of directives, legal documents and guidance of the central and local governments is not timely and consistent;

- The awareness of the party leaders and governments of different levels as well as the people of the functions, duties, objectives, role of the community learning centers in

the community life and in the educational and socio-economic development of the local community is low;

- The coordination system in the management and deployment of such resources as personnel, finance, facilities, materials) in response to the requirements of the distance education institutions in the towns and communes is absent; The management of the community learning centers at the commune level is weak, mainly reliant on the experience and zest of the managers;

- The teaching personnel of the community learning centers is insufficient in both quantity and quality; Their capacity in content selection, teaching methods and learners' psychology is poor.

#### *2.4.4.5. Opportunities and challenges to the development of CLCs in the initial years of their formation*

The Party and the State have introduced various documents and directives to various ministries and agencies; the industrialization and modernization in linkage with the development of the knowledge economy and the international integration of the nation require the rising learning needs of the people; the Red River delta is the nation's pioneer in socio-economic development.

### **Chapter 2 Summary**

The Red River Delta - the key socio-economic region of the nation – is undergoing strong development towards the industrialization and modernization. With the community learning centre network nearly covering all the communes/towns (99.96% coverage), the CLCs are required to play an active role in the boost of the socio-economic development in the communes/towns. Still, the reality has revealed many problems which should be tackled to enhance CLCs. First and foremost, the management and teaching personnel at CLCs should be trained more professionally to acquire fundamental issues in adult education. Also, the teaching and learning at CLCs should be improved with an emphasis on self-study and practice. In terms of the state management, there should be appropriate investment policies to enable learners to approach distance learning and online learning.

The introduction of effective measures to manage and develop CLCs is an urgent need in response to the rising demand for the education in general and distance learning in particular in the context of the industrialization and modernization, market development and international integration.

### **Chapter 3**

## **THE SOLUTION TO DEVELOP THE CLCS OF THE RED RIVER DELTA IN THE EARLY YEARS OF CREATING THE LEARNING SOCIETY IN VIETNAM**

### **3.1. Orientation of developing the CLCs of the Red Rive Delta**

#### ***3.1.1. Socio-economic development orientation of the Red Rive Delta***

Planning the socio-economic development of the Red Rive Delta up to 2020, with the aim of “Building the Red Rive Delta to actually become the pioneer location of the whole country to implement “the strategic breakthroughs”, restructuring the economy, renovating successfully the growth model, becoming the leader of the whole country in



economic development, undertaking the huge role in the cause of industrialization, modernization of the country and contributing to raising Vietnam's position in international arena; ensuring the coherence between economic development with ensuring social security, maintaining the whole nation's national defense, people's security and social security order".

### ***3.1.2. Orientation of developing the community learning centre of the Red Rive Delta***

On the basis of socio-economic development orientation of the Red Rive Delta towards 2020, the orientation to renovate the national educational system, renovating and developing the distance educating method, the CLCs of the Red Rive Delta in the years to come will have to implement the following objectives:

(1) Construct and develop the open educational model, connecting the full-time education with non-full-time education, developing the commune-level CLCs system to be suitable to the learning society construction strategy from the locality; the operation of the CLCs should connect with the target of the Project: Building the learning society from 2012-2020, The project: Promoting the lifelong learning movement in families, clans, communities up to 2020 and the project of illiteracy clearing up to 2020.

(2) Completing the mechanistic organization, working mechanism, the financial management regime, managing the operations of CLCs in ways that ensure CLCs to be autonomous, accountable for implementing the tasks, financial organization. Proposing to the State to enact the legal norm documents aimed at sustainable development of CLCs.

(3) Organizing well the learning content in CLCs as stipulated in Circular No. 26/2010/TT-BGDĐT of MOET. Organizing more flexible learning forms, practically attached to the socioeconomic development of the region, of each locality; prioritizing education and training of traditional crafts, maintaining and developing traditional culture, environmental protection, contributing to building a new countryside; ensuring that the people are transferred with new knowledge, new technologies to develop production, economic growth, improving the material life and spiritual life, meeting the lifelong learning demand of everybody.

(4) Mobilize effectively the resources to invest in sustained development of CLCs, meeting demand in technical facilities to suit the practical condition of the locality. Application of ICT in management, teaching and learning to improve the quality, effect of the operations of CLCs.

## **3.2. Principles to propose solutions**

Ensure the historical and legacy qualities; ensure practicality; ensure the viability; ensure the feasibilities, and ensure uniformity.

## **3.3. The solution to develop CLCs of the Red Rive Delta in the early years of creating the learning society in Vietnam**

***3.3.1. Solution 1: Stepping up the leadership of the executive committee and the management and direction of the local governments at all levels to achieve the targets of building the learning society at the locality by the Decisions of the Prime Minister***

### ***3.3.1.1 Objective of the solution***

The Party committee and local governments should thoroughly grasp the Party's and the State's guidelines in building the CLCs including the development of CLCs.

Raising the awareness of people, help people understand the significance of learning, continuing education, life-long learning, from which to promote the whole society to take part in learning and together contributing to develop CLCs, building the learning society.

#### *3.3.1.2. Significance of the solution*

The direct, comprehensive leadership of the Party committee and administrations at all levels, promoting the strength of the whole political system, making profound changes in perception, coordination, synchronization to build the plan and organize the operations of CLCs..

#### *3.3.1.3. Content and how to implement the solution*

1) Ensure the role of the Party committees, governments at all levels, especially the communes, wards in leadership of CLCs, regularly monitor, inspect and supervise the implementation of the construction and development of the learning society; considering the implementation of these tasks as one of the evaluation criteria and classification of Party levels.

2) Promulgate policies and regulations to encourage the officers, Party members to self-study and enroll in training courses which are suitable to the requirements and tasks assigned and being exemplary, actively participate in learning, regular training at the CLCs.

3) Regularly do well the communication work, providing information on the guidelines, aims and politics; purpose and requirements; advantages and disadvantages ... to make positive changes in people's perception of the position and role of the construction and development of CLCs.

4) Advocacy and mobilization associated with the development of CLCs with regular learning movement, lifelong learning in each family, each clan, in the community in many different forms of organization, spiritual encouragement and praise, offering rewards.

#### *3.3.1.4. Conditions to implement the solution*

The Party committee and governments issued the resolutions, the action program, legal documents, timely instruction documents on managing the development of CLCs at the locality; educational management levels guide closely the implementation of the resolutions, action program to achieve the best results according to the set out objectives; application of information technology and communication in the leadership of the Party committee and the management and direction of the local government levels.

### ***3.3.2. Solution 2: Working out the action plan, innovating content, teaching and learning methods of CLCs in alignment with the local targets in advancing life long learning, human resource training and forming learning models***

#### *3.3.2.1. Objectives of the solution*

To help the CLCs' Boards of Management outline specific steps and identify correctly the learning needs of the local people responding the community's targets of socio-economic development from which operation plans are outlined with contents and methods appropriate to the needs of lifelong learning of the community.

### 3.3.2.2. *Significance of the solution*

Facilitating the development of lifelong learning, involving the local people in the CLC activities oriented towards bettering their lives in economic and cultural quality in the context of national industrialization and modernization .

### 3.3.2.3. *Content and how to implement the solution*

1) This solution focuses on these issues: illiteracy eradication and education; effective enhancement of professional skilled labour; transfer of production technology in line with the knowledge economy, improved computer literacy and competency in foreign languages; experience sharing, innovation transfer and lessons learned, preservation of local traditional crafts; cultural exchanges, sports, preservation of national cultural identity; knowledge of life skills, working for better personal and community lives.

2) Surveying the needs of learners and the communities, constantly encouraging learners to participate in varied activities carried out by CLCs. Conducting community discussions, needs questionnaire on households, group interviews, or analysis of the reports of social organizations in the localities. The more detailed information, the more suitable learning contents will be.

3) Working out short term, medium term and long term development plans of CLCs consistent with the needs of the local socio-economic development and the planning activities of CLCs. The contents and methods need to be consistent with the learning needs of the community.

4) Developing programs with diverse, flexible, learner-centred teaching and learning contents

5) Incorporating learning contents and forms of operation of CLCs with creating the learning society, building competency framework of learning citizen; Adhering to the "Promoting the movement of lifelong learning within the family, clan, community 2020", in the meantime, aligning to the regional and international competency frameworks of learning citizen. The competency framework for Vietnam nationals is composed of: 1) promoting the studious spirit, responsibility for learning; 2) learning autonomy; 3) Being skilled in one profession and dynamic in career pathways; 4) Being ethical and abiding by the law; 5) Having a sense of constructing and contributing to society; 6) Being skilled in information technology; 7) high labor productivity; 8) Awareness of striving to eradicate poverty.

6) ICT applications in making development plans of CLCs, operational plans, innovative content, teaching and learning methods in order to improve productivity, quality and effectiveness of teaching and learning activities of CLCs

7) Selection of appropriate teaching methods, in accordance with objectives, teaching content; habit, interest, competence, the language(s) learners use; existing equipments & facilities and resources, and time.

### 3.3.2.4. *Conditions to implement the solution*

The local Party executive committees, local authorities, polito-socio organizations, local communities are held accountable for managing and running the CLCs. The CLCs managers actively work out action plans, understand the local people's needs, learner's conditions and their abilities. Ensure that there are essential equipments and facilities that support the implementation of all CLC teaching & learning activities.

***3.3.4. Solution 3: Finalizing the organization structure and operation mechanism, connecting the operation of the community learning center with the cause of building the new countryside (in the countryside) and the civilized residential areas (in the cities); strengthening the management capability for the management staff and enhancing the professional knowledge as well as pedagogical skills for teachers, guides and reporters in the community learning center***

***3.3.3.1. Objectives of the solution***

The management board of the community learning center has the management capability to fulfill the requirements of the center in building the new countryside and civilized residential areas in the current period.

***3.3.3.2. Significance of the solution***

Establishing and finalizing the organization board, operation mechanism, functions and tasks of the community learning center will help the management board of the community learning center to strengthen the management capability and fulfill the tasks of the center in the current period and the period till 2020.

***3.3.3.3. Content and how to implement the solution***

1) Implementing the current regulations on organizing the structure of the community learning center in line with the socio-economic features of the local area. Strengthening and consolidating the management mechanism and personnel in order to ensure that the center operates smoothly even when there are changes in personnel. When the community learning center coordinate with the Culture and Sports Center, the personnel of the management board has to include the staff in charge of culture and sports areas. In addition, it is also possible to consider other models to be suitable with the specific features of the locality.

2) Strengthening the current community learning center and connecting it closely with the course of building the new countryside and civilized residential areas.

3) Enhancing the management capability of the management staff of the community learning center; Identifying the capability model of management titles of the community learning center; Building training programs; Regularly strengthening the management knowledge for the management staff according to the capability model of the management officers of the community learning center; Training by different methods such as direct coaching, compiling the self-study documents and online training for management staff of the community learning center.

4) Enhancing the professional ability and skills, pedagogical methods for teachers, guides, and reporters of the community learning center so that the teaching in the center is more effective and suitable with learners' ability to acquire new knowledge.

***3.3.3.4. Conditions to implement the solution***

The committee and the local authority at different levels have to grasp the guidelines and policies of the Party and the Government on building a learning society and developing community learning centers; ensure the rights and policies for the management staff of community learning centers; create the most favorable conditions about personnel and budget to implement projects on building and sustainably developing community learning centers of the locality.

**3.3.4. Solution 4: Cooperating with social forces to ensure the mutual positive impacts between regular and non-regular training and build the cultural and educational institutional system in the villages/wards.**

*3.3.4.1. Objectives of the solution*

Finalizing the cultural-educational institutional system for the locality in order to mobilize all the forces to build and develop the community learning centers effectively as well as create the opportunities for every one to participate in life-long learning.

*3.3.4.2. Significance of the solution*

Connecting teachers and staff of kindergartens, primary schools, secondary schools, high schools and centers for continuing training in the locality to participate in the activities of the centers. Cultural and sports agencies should cooperate with the CLCs to mobilize the available resources in the community for the operation of the community learning centres.

*3.3.4.3. Content and how to implement the solution*

1) Establishing the relationship and cooperation between community learning centers with kindergartens, primary schools, secondary schools and high schools so that all participate in the operation of community learning centers.

2) Building the relationship and cooperation between community learning centers and other socio-economic organizations of the locality.

3) Cooperating with training institutions, cultural and sports agencies at the locality to build, sustainably develop and implement activities of the community learning center.

4) Setting up the cooperation regulations and the mechanism between the community learning center with other agencies and organization.

*3.3.4.4. Conditions to implement the solution*

The committee and the authority at different levels should pay due attention to directing related agencies and organizations to coordinate with community learning centers in its operation. Study encouragement associations also need to coordinate with community learning centers to compile the regulations on the cooperation among different forces, training institutions cultural and sports agencies to implement activities of the community learning centers. The management staff needs to be capable of mobilizing the local people, agencies and unions in the community to participate in managing the community learning centers.

**3.3.5. Solution 5: Ensuring the finance, necessary infrastructure and facilities for the operation of the community learning center.**

*3.3.5.1. Objectives of the solution*

Mobilizing every source to invest in infrastructure, facilities and equipments for the community learning center; ensuring the constant budget for different activities and the demand for continuing learning and lifelong learning of the community

*3.3.5.2. Significance of the solution*

Resources are vital to the establishment and sustainable development of the community learning center; therefore, it is important to have the attention and participation from different levels and sectors as well as social forces in building, developing and organizing activities for the community learning center.

### *3.3.5.3. Content and how to implement the solution*

Investing in the infrastructure, facilities and resources for the operation of the community learning center; Following the regulations on “using the available infrastructure and facilities of the villages” such as Cultural House, Sports Center, Post Office or other infrastructures; Making full use of the infrastructure of offices, businesses, services in the locality; Exploiting the infrastructure of other education and training institutions in the locality.

Ensuring that the state regulations on the budget for certain activities at the community learning center are implemented; Strengthening the socialization in mobilizing other resources; Fully utilizing the facilities, teachers and guides of the community learning center to actively connect with programs and projects being implemented in the locality, the international organizations and donors.

### *3.3.5.4. Conditions to implement the solution*

It is important to have the unanimity between the committees, authorities at different levels and the agencies in charge of the facilities at the locality and the agreement and coordination in using these facilities effectively. The management staff of the center needs to be active and flexible in mobilizing other non-state budget to develop the facilities for the operation of the community learning center and for the socio-economic development of the community.

## ***3.3.6. Solution 6: Aligning the operation of CLCs with the locality’s needs for social security***

### *3.3.6.1. Objectives of the solution*

User activity in the service CLCs resolve intellectual poverty, poor human and income poverty; and raise the level of cultural enjoyment of the people, the level of knowledge and skills to self-being, fully capable to face the risk of life.

Aligning all activities of CLCs with addressing intellectual poverty, humanistic poverty and low income; raising the level of cultural appreciation of the people, the level of knowledge and skills of self-being, fully capable to face the risks of life.

### *3.3.6.2. Significance of the solution*

Social security issues have always received due attention from the Party and the government in the national cause of socio-economic development with a socialist orientation and global integration. Aligned to this national goal, the significance and impact of CLCs will be much highlighted.

### *3.3.6.3. Content and how to implement the solution*

1) Organizing activities at CLCs in order to improve the quality of life for residents, such as creating jobs, housing, social services (healthcare and regular health check-up services), transportation services, life skills for all ages.

2) Equipping the residents with knowledge and skills to prevent risks, the downside risks in their daily lives from the natural environment and social environment.

### *3.3.6.4. Conditions to implement the solution*

Local authorities should pay due attention to disseminating legal knowledge; calling for people to eliminate the backward practices unsuitable for modern life and international integration, to promote the spirit of cultural family, families with studious spirit; constructing or rehabilitating "village conventions" adding new items which are

suitable and consistent with the trends of national development and international integration. Contents of social security education must be incorporated into the overall plan and detailed teaching plans of local CLCs.

***3.3.7. Solution 7: Developing effective mechanisms for monitoring, inspection and evaluation on the education activities of CLCs. Timely organizing the preliminary and final evaluation, reflection, introduction of the typical advanced models, rewarding and promoting every endeavour and contribution to the development of CLCs***

*3.3.7.1. Objectives of the solution*

The solution is proposed to help education managers of all levels, Party committees and authorities at all levels, social forces realize the importance of monitoring, inspection and evaluation on the effectiveness of activities implemented by CLCs towards the sustainable development of CLCs.

*3.3.7.2. Significance of the solution*

The implementation of self-checking, individual and collective evaluation along with the effective implementation of inspection, monitoring and evaluation of CLC directors needs to be done on a regular basis. The implementation of competition and reward, the introduction of advanced models serves as a force for the rapid and sustainable development of CLCs.

*3.3.7.3. Content and how to implement the solution*

1) Developing mechanisms for monitoring, inspection and evaluation on the effectiveness of education activities of CLCs under current regulations specified by the education sector, Party committees and authorities at all levels.

2) In the future, after the guidance of the Ministry of Education and Training is released, CLCs will exercise educational accreditation as the formal educational institutions.

3) Monitoring, inspection and evaluation of education activities of CLCs.

4) Mobilizing the community to participate in monitoring and evaluating the education activities of CLCs

5) Periodically organize preliminary and final reviews of CLCs' activities on commune, district and province, and region levels to assess the management and organization of activities of CLCs, presenting strengths and weaknesses, lessons learned; timely reward teams and individuals for their achievements in learning, their contribution to the establishment and development of CLCs (managers, teachers, instructors, students, organizations and individuals, enterprises, domestic and overseas donors); build and replicate the typical advanced models in the movement of developing CLCs and creating the learning society in localities and organizations.

*3.3.7.4. Conditions to implement the solution*

The Party committees and governments at all levels and business units must master the regimes, policies and regulations of the government, ministries and agencies on the task of building and development of CLCs, creation of the learning society. CLCs managers must master the purpose and requirements of monitoring and evaluation; having the capacity in working out plans, monitoring, and evaluating the performances of CLCs; have the capacity to analyze and process the results collected from the monitoring and the evaluation work.

### **3.3.8. Solution 8: Enhancing ICT application in management, teaching and learning to develop CLCs**

#### *3.3.8.1. Objectives of the solution*

It aims at effective ICT applications in management and administration of CLCs; and at innovative teaching and learning methods to develop CLCs.

#### *3.3.8.2. Significance of the solution*

Application of information and communications technology (ICT) provides high efficiency in management, administration, and organization of CLCs's activities.

#### *3.3.8.3. Content and how to implement the solution*

1) Raising the awareness of managers, instructors and teachers about the importance of ICT applications in management, teaching and learning in CLCs

2) Organizing training courses to provide managers, instructors, teachers, and learners at CLCs with knowledge of IT, basic skills of IT and effective Internet access

3) Applying the management software at CLCs (CLC-MIS), supporting CLCs in management, teaching and learning, supporting the management staffs to collect and synthesize information. Access the management software system at: [WWW.CLC-MIS.EDU.VN](http://WWW.CLC-MIS.EDU.VN)

4) Stepping up the socialization in the application of ICT in management and innovation in teaching and learning at CLCs

#### *3.3.8.4. Conditions to implement the solution*

Administrative staff at CLCs need to have a consensus and must know how to use computers and the management software; instructors, teachers constantly improve the level of IT literacy, know how to effectively integrate IT into their teaching. Facilities & equipments and financial resources need to be sufficient to cover the costs of running the classes.

### **3.4. The interrelationship of the solutions**

Each solution has its own content, but the contents of the 8 solutions have a close-knit relationship, complementary of one another, serving the basis for one another. The solutions have a common goal of sustainable development of the system of CLCs, contributing to the creation of the learning society.

Solutions 1, 3 and 4 refer to the involvement of people fulfilling the same duty of constructing and developing CLCs. Solution 2, 5, 6, and 8 involve the activities of CLCs activities geared towards the interest of the people, an important factor in the socio-economic development of the locality.

As we present in our research, Solution 8 is identified as a breakthrough solution: "*Strengthening the ICT application in management, teaching and learning to develop CLCs*". Solution 2: "*Developing action plans, innovating content, teaching and learning methods of CLCs associated with the target of promoting lifelong learning in the locality, training of human resources in place and building the learning models*" has a decisive role to the sustainable development of CLCs in the early years of creating the learning society.

### **3.5. Assessing the necessity and the feasibility of the proposed solutions**

Seeking opinions through questionnaires (sample); assessing on scale; conducting synthesis and analysis of data for each target group in order to assess the necessity and



feasibility of the solutions proposed in the current study. The assay results suggest that the 8 proposed solutions are very necessary and highly feasible.

### **3.6. Piloting the solution 2: Developing action plans, innovating contents, teaching and learning methods of CLCs association with the objective to promote the lifelong learning movement of the locality, training of human resources in place and building the learning models**

#### **3.6.1. Common problems encountered in trials**

Due to the time constraint and other factors, we conducted trials of 1 solution in two CLCs in Dong Trieu town and Mao Khe, Dong Trieu district, Quang Ninh province. This solution has been identified as the most critical among the proposed solutions. Successful implementation of this solution would guarantee the success of the implementation of the other solutions. Furthermore, the implementation of this solution also fully meets all the requirements for an experiment.

#### **3.6.2. Procedures and the results of trials**

Implementation period: from May 01 to May 2014. The results after 5 months of implementation show that, CLCs in Dong Trieu town had organized 23 activities for all 53 classes and 18,116 participants; in 2013 the center organized 66 classes with 14,857 participants; the CLC in Mao Khe town, after 5 months of implementation, had organized 66 classes with 35,632 participants; in 2013, the CLC organized 101 with 21,849 participants.

The evaluation of the contents is categorized: *very necessary and necessary, very appropriate and appropriate* with the practical needs; In terms of organization and implementation methods, the CLCs are assessed as *good*. Contents and documents posted on the Centre's website attracted an increased number of visitors in 2014.

### **Chapter 3 Summary**

The thesis has presented eight solutions with regards to the management of CLCs. To improve the efficiency of management and sustainable development CLCs in the Red River Delta region, it is essential to conduct a synchronous implementation of 8 solutions in a flexible manner, taking into account the inter-relationship and the interaction of the solutions, focusing on the solutions which are critical and decisive in order that CLCs really is "of the community, by the community and for the community". Solution 2 was identified as having the crucial role in improving the management efficiency and sustainable development of CLCs. It should therefore be selected for testing. The results of the trials showed that all eight solutions are appropriate and highly feasible in the construction, management and development of CLCs in the Red River Delta region in the present time.

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

In the era of knowledge economy, integration, and globalization today, it is essential to create a learning society (LS), create opportunities for people to pursue lifelong learning to develop all their capabilities so that they are able to directly take part in the cause of socio-economic development of the country and their localities; establish a close relationship amongst the people themselves, between the people with

their communities. "Education for all, all for education" is a condition for national sustainable development.

Nations such as Japan, China, and Thailand have launched various types and modes of organization and operation of GDKCQ in communities, including institutions of CLCs. These educational institutions increasingly promote their important role and contribute to the creation of learning society, in its turn, to the national development. These CLCs have received proper attention and significant investments in many aspects from the governments.

In Vietnam, on the basis of learning and applying the experience of the countries in the world and the results of the pilot local CLCs, The Ministry of Education and Training (MoET) since 1999 has directed the nationwide establishment and development of CLCs. The relevant authorities have issued legal documents which guide the direction, management and operating activities of the CLCs, and the uniform implementation of CLCs, across all levels from central and local. This demonstrates that the Vietnamese Communist Party, State and people have regarded CLCs as an effective and preferable institution for adult education.

The Red River Delta Region is the national key socioeconomic zone, which is strongly growing into a modern and industrialized area with a network of CLCs seen in almost all communes/wards/towns (with a coverage rate of 99.96%). However, at present, the CLCs in Vietnam in general and in the Red River Delta in particular have not yet to reach the planned targets, not to meet the people's needs for continuing education and lifelong learning needs. The CLCs still present some problems that need to be addressed so that the CLCs will serve effectively for the attainment of the Region's socioeconomic development goals and the objectives of the project on "the creation of a learning society, period 2012-2020" approved by the Prime Minister.

On the basis of the theoretical and practical research, the thesis proposes a group of 8 solutions to the development of CLCs in provinces in the Red River Delta region in the initial years of creating a learning society in Vietnam. The proposed solutions emanate from the comprehensive theoretical and practical review, informed by the actual circumstances of the Red River Delta region, situated in the current national and global development contexts. Amongst the suggested solutions, the most critical solution is "*work out action plans, renew the content and teaching & learning methods in alignment with the Region's objective to advance lifelong learning, train human resources in place and build learning models*". The breakthrough solution is : "To promote the application of information and communications technology (ICT) in the management, teaching and learning to develop CLCs".

## **2. Recommendations**

The research results in this thesis could not only be used as reference materials in the Red River Delta area but also could be edited and complemented to be applicable in other regions in Vietnam.

The proposed solutions need certain requirements to be realized. Especially, solutions within the limits of macromanagement should be considered and approved by the authorities via proper policies./.

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