



Hội Khuyến học Việt Nam  
*Viet Nam Association for  
Learning Promotion*



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Institute  
for Lifelong Learning



Bộ Giáo dục và Đào tạo  
*Ministry of Education and Training*

**VIETNAM CONFERENCE**  
**PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT**  
**THROUGH COMMUNITY LEARNING CENTRES**  
**(a Summary Final Report)**



**Vietnam, Hoa Binh City 7-8 October**

## CATEGORY

No	Content	Page
<b>I</b>	<b>Background of the Conference</b>	<b>3</b>
<b>II</b>	<b>Procedure of the Conference</b>	<b>5</b>
<b>1</b>	<b>Opening Ceremony</b>	<b>5</b>
<b>2</b>	<b>ESD and CLCs in Vietnam</b>	<b>7</b>
<b>3</b>	<b>ESD and CLCs in the region</b>	<b>10</b>
<b>4</b>	<b>Panel Discussions: Sharing experience - Case Studies</b>	<b>13</b>
	<b>Panel Discussion 1:</b> <b>Literacy and Poverty Reduction - Income Generating Education through CLCs</b>	<b>13</b>
	<b>Panel Discussion 2:</b> <b>Environmental Conservation and Health Protection Education through CLCs</b>	<b>14</b>
	<b>Panel Discussion 3:</b> <b>Socio-Cultural Education through CLCs</b>	<b>15</b>
<b>5</b>	<b>Plenary session:</b> <b>Challenges and future strategies for CLCs development to promote ESD</b>	<b>17</b>
<b>III</b>	<b>Commitments and Recommendations of the Conference</b>	<b>17</b>
<b>IV</b>	<b>Closing</b>	<b>20</b>
<b>V</b>	<b>Annex</b>	<b>21</b>
	<b>Annex 1: Agenda of the Conference</b>	<b>21</b>
	<b>Annex 2: List of participants</b>	<b>23</b>
	<b>Annex 3: The previous result of the Conference</b>	<b>28</b>

## **I. BACKGROUND OF THE CONFERENCE**

Sustainable development is one of the fundamental elements of economic growth model reform and a primary goal of Vietnam economy. The Government had approved *the Viet Nam Sustainable Development Strategy for the 2011-2020*, in which human beings are the center of sustainable development and education is crucial to sustainable development, especially non-formal and informal education through Community Learning Centres (CLCs).

In September 2015, the 17 Sustainable Development Goals has been launched at the UN Summit, promising to leave no one behind. The Goal 4 on education will “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030”, highlighting that all the 10 targets set for the SDG4 aims to achieve equity, inclusiveness and good quality of learning with lifelong learning both as a means and as an end.

As one follow-up to the United Nations Decade of Education for Sustainable Development (2005-2014), the Global Action Programme (GAP) on Education for Sustainable Development (ESD) was launched in the 2014 UNESCO World Conference on Education for Sustainable Development to generate and scale-up concrete actions in ESD. It is intended to make a substantial contribution to the 2030 development agenda. Among the five priority action areas, one is to accelerate sustainable solutions at local level with scaled up ESD and multi-stakeholder ESD networks.

CLCs in Vietnam were piloted in 1998-2000 with technical and financial support from UNESCO Bangkok and quickly expanded throughout the country. At present, there are about 11,000 CLCs (accounting for 99.7% of all communes in the whole country).

### **Rationale**

CLCs are established at grassroots level (commune level) to provide lifelong learning opportunities for all local people to improve their quality of life and to develop human resources for the community sustainable development. There some innovative cases where CLCs are actively promoting ESD, in particular environmental education such as climate change education and awareness raising, disaster risk reduction, biodiversity conservation. But CLC’s roles and potentials in promoting ESD have been not well recognized by the people and leaders at different levels. The roles of CLCs in promoting ESD in the local context have not yet been clearly defined and implemented at the local levels. That is why Research Institute for Development of Learning Society (RIDLS) is organizing the National Conference on ESD through CLCs.

### **The main objectives: The Conference aimed at**

- recognizing the role of CLCs in promoting education for sustainable development;
- sharing best practices on promoting ESD through CLCs, and discussing corresponding successes and challenges; and
- discussing how to strengthen the roles of CLCs with a view to cultivating a more sustainable community and developing future strategies for CLCs.

### **The outcomes/results of the Conference were**

- Commitments and Recommendations on promoting ESD through CLCs will be developed and shared with the Ministry of Education and Training for their policy consideration and shared with all CLCs in the country (about 11,000 CLCs).

### **Organizers of the Conference**

- Vietnam Association for Learning Promotion (VALP) - Research Institute for Development of Learning Society (RIDLS),
- Ministry of Education and Training (MOET) - Continuing Education Department (CED)
- Hoa Binh Association for Learning Promotion and Hoa Binh Department of Education and Training (DOET)

### **Co-Organizers of the Conference**

- UNESCO Institute for Lifelong Learning (UIL)
- UNESCO Office in Hanoi

### **The time and Place**

The Conference was organized during Lifelong Learning Week in Vietnam on 7<sup>th</sup> and 8<sup>th</sup> October 2016 in Hoa Binh hotel, Hoa Binh City, Hoa Binh Province

### **Participants**

About 70 participants were invited, including 32 participants from 10 provinces from Central and the North provinces representative different regions in Vietnam (Plain and Mountainous), participants from National Commission for UNESCO, Vietnam Association for EFA (VCEFA), MOET, VALP RIDLS, VNIES, Hoa Binh province, 5 participants from Lao and Cambodia; from International Organizations (UIL, UNESCO Hanoi, Bangkok and Japan) and the correspondent of the central mass media and local.

## The main content (Speech and Presentations)

### *Key-note speech*

- Introductory speech (RIDLS-VALP)
- CLCs and their role in promoting ESD in Vietnam (MOET)
- Community - Based ESD in Vietnam (VNIES)
- Action Principles and Policy Support Mechanisms for Community Based ESD (Ms. Rika Yorozu from UIL)
- UNESCO Hanoi with ESD and CLC in Vietnam
- KOMINKAN's experience with ESD focusing on Okayama City in Japan (Mr Kiichi Oyasu, Professor of Okayama University, Japan)
- CLCs and ESD in Lao and Cambodia

### *Case study presentations/Successful stories*

- CLC and Literacy
- CLC and Poverty Reduction -Income Generation;
- CLC and Community Nutrition and Health;
- CLC and Environmental Conservation - Climate Change
- CLC and Socio-Cultural Issues (including Gender Equality; Cultural Preservation and Development; social evils elimination; ...)

## II. PROCEDURE OF THE CONFERENCE

### 1. The opening ceremony



Prof. Dr. Nguyen Thi Doan, Chairwoman of Viet Nam Association for Learning Promotion (VALP) delivered the opening speech.

1.1. In the opening speech, Prof. Doan highly appreciated the initiative of organizing the conference on “Promoting ESD through CLCs”. The speech also addressed the Party’s and State’s guidelines, policies for sustainable development, affirming the role of ESD and the importance of CLCs in promoting ESD. Prof. Doan stressed that ESD should pay attention to adults as they are current workforce who have been and continue to influence the sustainable development of each community and nation. However, in her opinion, ESD and CLCs in Viet Nam are coping with a number of difficulties and challenges, therefore this conference is especially important in seeking solutions for ESD at CLCs achieve better results and higher effectiveness, so that the role of CLCs in promoting ESD could be further strengthened.

1.2. Next, Mr. Bui Van Cuu, Vice Chairman of Hoa Binh People’s Committee gave his welcome remarks. He summarized Hoa Binh’s achievements in socio-economic, cultural, and educational development. Mr. Cuu also reported on current status of CLCs in Hoa Binh province as well as the locality leader’s guidelines, policies and



decisions on maintaining, strengthening CLCs in the coming period. Particularly, he highly appreciated the support of UNESCO Bangkok in piloting the very first CLC model in Cao Son commune, Da Bac district since 1998. He expressed the trust in the conference’s objectives, and believed that the conference would serve as a forum for local and international participants to exchange ideas, sharing and learning from experience in promoting ESD. This is also an opportunity for Hoa Binh province’s leaders and those who work in learning promotion area of the province to communicate and share their opinions, learning valuable experience from both local participants and international experts to better serve the cause of learning promotion of Hoa Binh.

1.3 Finally, before the end of opening session, Prof. Dr. Pham Tat Dong, Vice Chairman cum Secretary General of VALP, Director General of the Research Institute for Development of Learning Society, delivered the keynote speech. Once again Prof. Dong affirmed the importance of ESD for communities and nations as well as the crucial role of CLCs for ESD.



In his speech, Prof. Dong stated the objectives of conference as follows:

- To affirm the role of CLCs in promoting ESD;
- To share experience of implementing ESD through CLCs;
- To discuss the solutions for maintaining and strengthening CLCs in order to promote ESD in the coming time, thus further enhancing the role of CLCs for ESD in the community.

Prof. Dong noted that the participants should focus on the issue of implementing ESD through CLCs, which in fact includes specific educational programs of: law education; economic development/ income generation education; socio-cultural education; health care education; and environmental education. All these programs are conducted in CLCs as per MOET's Circular No. 26/2010/TT-BGDĐT dated 27/10/2010.

Finally, Prof. Dong requested the participants to actively involve in the discussions with an open mind, willing to learn from each other, exchanging the current status and strength, weakness, opportunity, and threat (SWOT) of CLCs in Viet Nam, the implementation of ESD through CLCs in Viet Nam and experience from other countries such as Japan, Laos, Cambodia. We should particularly pay attention to the action principles and policy supports for community-based ESD as introduced by the UIL expert, and work together to commit to a specific action plan for maintaining and strengthening CLCs, promoting the role of CLCs in ESD in the time to come.

## **2. ESD and CLCs in Vietnam**

This session was chaired by Prof. Dr. Nguyen Duc Minh, Deputy Director General of RIDLS. It included three presentations:

***2.1 Report on “Current status of CLCs in Viet Nam: Difficulties/challenges and solutions”, presented by Dr. Nguyen Hong Son, Deputy Director of Continuing Education Department, MOET.***

The report highlighted three main issues:

- Achievements gained by CLCs network, manifested by rapid quantity development, diverse activities to promote CLCs development, learning programs and courses at CLCs;
- Challenges faced by CLCs and ESD, such as the lack of timely, reliable surveys for local people's learning needs; CLC managers are inexperienced in organizing CLC's activities; limitation and shortage of learning materials for people's learning needs; the planning for CLC's operation is not flexible; mobilization of educational institutions network and the collaboration among related sectors, units, organizations, projects in the localities are not effective; economic development in line with environmental protection and traditional culture values conservation is not properly implemented.
- Development orientations of CLCs in the coming period: i) Increasing the supports for local people to participate in continuous and lifelong learning; ii) Promoting the cooperation and exchange with international organizations and other countries who are experienced in ESD; iii) Effective evaluation, mobilization and utilization of local resources in terms of manpower, infrastructure, environment and cultural values.



***2.2 Report on “ESD in Viet Nam – Concept, current status, and solutions”, presented by Dr. Nguyen Minh Tuan, Director of Research Centre for Non-formal Education, Viet Nam Institute of Educational Sciences (VNIES).***

The report mentioned rationales for developing learning programs on: law education; economic development – income generation education; socio – cultural education; health care education; and environmental protection education. The report also clarified target groups, objectives, contents, teachers/facilitators, budget, and implementation mechanism of those programs in CLCs.



Besides, the report pointed out some limitations of the above programs, for example: not diverse, not relevant, not attractive to learners, not highly effective, not updated. Barriers with regards to awareness, policy, officers' capacity, and resources for implementing the programs were also addressed.



In order to better carry out ESD in CLCs, the report proposed 5 solutions: promoting advocacies for awareness raising; finalizing implementation mechanism and policy support; supplementing more specialized officers/teachers for CLCs; capacity building for teachers and officers; enhancing coordination and linkage among CLCs and related sectors, units at local level.

### ***2.3 Presentation “Education for Sustainable Development in Vietnam” by Mr. Toshiyuki Matsumoto, Education Expert, UNESCO Office in Hanoi.***

Six contents of this presentation are: (1) What is Education for Sustainable Development; (2) Three Pillars of ESD: Economy, Environment, and Society; (3) Project 1: MOET, UNESCO and Samsung ESD Initiative in Viet Nam; (4) Project 2: Enhancing the capacity of the Education Sector, schools and local communities in Disaster Risk Reduction; (5) Project 3: Strengthening ESD Policy in Viet Nam; (6) Project 4: MOET and UNESCO Gender Equality and Girls' Education Initiative.



The presentation emphasized the “MOET and UNESCO Gender Equality and Girls' Education Initiative” with the Goal: the enhancement of an enabling environment for the implementation of the legal right of girls and women to education through gender mainstreaming in plans, leadership training and awareness raising. This activity has conducted in Hoa Binh and Thai Binh province in June and July 2016 and the assessment report was presented in the consultation workshop (Sept 2016).

### 3. ESD and CLCs in the region

This section was moderated by Ms. Ushio Muira (UNESCO Bangkok) and included 4 presentations

#### *3.1 Presentation “Action Principles and Policy Support for Sustainable Development through CLCs” by Ms. Rika Yorozu, Programme Specialist Literacy and Basic Skills Programme, UIL*

The main contents of this presentation are i) UNESCO’s effort on ESD; ii) Six Action Principles & ESD Practices; iii) Four Policy Supports & Policy Case Studies; and iv) Conclusion.

UNESCO’s effort on ESD includes: Aichi-Nagoya Declaration on Education for Sustainable Development; Priority Action Areas of the Global Action Plan for ESD; Jakarta Statement 2014, Okayama Commitment 2014, Community in Action 2015, Vietnam Conference 2016.

Four action principles are: Providing resources, Networking/partnership, Capacity building, Content development.

Six Action Principles are: Responding, Sustaining, Transforming, Enabling, Engaging, Embedding.



She also introduced some successful projects: Okayama Kyoyama ESD Environment project, Japan; Disaster Risk Reduction Functional Literacy Project, The Philippines; Gram Nidhi, India; VITAL Lifelong Learning Villages, Mali; Moyog Family Literacy Project, Malaysia; Ganokendra and Community Learning Centres, Bangladesh; Integrated Women’s Empowerment Programme, Ethiopia; Weaving Waters Project, Brazil; Japanese Community-based learning centers, Kominkan; Policies and institutional frameworks, Namibia; Learning Lounge Programme, Indonesia.

### 3.2 Presentation “*Kominkan (CLCs) in Okayama*” by Mr Kiichi Oyasu, Professor in Okayama University, Japan

He presented the overall principle of Kominkan in Japan (Teranaka concept paper, 1946) and the legislation of Kominkan (Social Education Law, 1949). Some main aspects of Kominkan were introduced, such as Number of Kominkan in Japan; Main approaches of Kominkan; Management of Kominkan. Other problems in the presentation: 4 stages of assisting learning process; Role of “social capital” for community development; Individual – community dynamics.



He also introduced about ESD and Kominkan in Okayama city; Okayama ESD Project since 2005; ESD through Kominkan in Okayama including: the missions and functions of Kominkan in implementing ESD in Okayama city and explained the background and the actions which they conducted to achieve ESD in the city through Kominkan.

Seven priority areas in activities of Kominkan in Okayama are: Linkage with community safety and security networking, awareness for protecting local environment, Socialization and learning opportunities for senior citizens, Child care and youth development, Gender equality, Health promotion.

### 3.3 Presentation “*Breaking the cycle of youth marginalization and vulnerability in rural communities in Cambodia*” by Mr. Pork Pagna Pich from Cambodia

He introduced some information about CLCs in Cambodia. The achievement on CLCs policy actions includes: Develop guideline for CLC management; Develop CLC standards (target in 2016); Develop competency for CLC Committee Members in planning and management.

He also presented about main activities of the project “Breaking the cycle of youth marginalization and vulnerability in rural communities in Cambodia”. Duration of Project: 3 years (2015-2017), Location: Prey Veng province, Cambodia; Funded by European Union; Co-implemented by ACTED and KYA; Beneficiary: Disadvantaged

children and youth; Approach: ACTED's strategic support model to CLCs is based on a four prong approach and is outlined below:



- (1) Capacity Building to CLC Management Committees
- (2) Innovative teaching techniques
- (3) Linkages to the private sector through the National Employment Agency (NEA)
- (4) Financial Sustainability

### **3.4 Presentation “Education for Sustainable Development through Community Learning Centers” by Mr. Bounhome Sorphabmixay from NFEDC Lao PDR**

Nine contents of the presentation: Background information: CLC role; CLC management; CLC structure; Major Activities; Challenges, Needs improvement; Partnerships and some photos of ESD through CLCs.

In Laos, CLCs was establish in 1990 that under “the decrease illiteracy, upgrading education and vocational training project”. At the first time, it was started in LouangNamtha province. Role of CLCs are: Engage people Teaching-learning, developing, participatory, self survival, strengthen and sustainable their life; Provide basic vocational training, family business and developing quality of life. CLC Major Activities includes literacy, E P (Equivalency Programme), Information (Library), Basic Vocational Training (Income Generation).



Some challenges for CLCs in Laos: personnel, location, building, community participation, communicate, materials, budget.

#### **4. Panel discussion: Sharing experience - Case Studies**

##### ***4.1 Panel discussion 1: Literacy and Poverty Reduction – Income generating Education through CLCs***

This discussion was facilitated by Mr. Phan Dang Hung (VALP) with the participation of representatives for 3 CLCs from Bac Ninh, Lao Cai and Hoa Binh provinces.

- Dinh Bang CLC (Bac Ninh Province) shared their experience in organizing learning themes on technology transfer for increasing productivity of farmers' planting and animal husbandry, particularly those on guidance for changing from rice growing to peach tree planting. This shift has helped local people in Dinh Bang commune earn much higher income, compared to rice growing.
- Ta Chai CLC (Lao Cai province) shared experience in guiding local people produce clean and safe vegetables, which raised their income and contributed to environment and community health protection.
- Pa Co CLC (Hoa Binh province) introduced their story of conducting the training workshop on growing gene modified corn; they also shared experience in developing implementation plan, selecting the trainer, preparing videos and other learning materials to combine with observation and practicing processes during the training. Thanks to growing this type of corn, people's income was doubled and their life quality was gradually improved.



#### ***4.2 Panel Discussion 2: Environmental Conservation and Health Protection Education through CLCs***

This discussion was facilitated by Ms. Thai Xuan Dao (VALP) with the participation of 5 CLCs from Nam Dinh, Ninh Binh, Bac Giang and Hoa Binh provinces.

- Hai Long CLC (Nam Dinh province) shared their experience in organizing learning courses on environmental protection through the CLC, which guided local people to collect and process daily waste properly in the community, no littering on the streets, drains, rivers... These courses significantly contributed to environmental protection, keeping locality's landscape nice and clean, helping brighten rural area's look and meeting criteria for "new rural commune".
- Lien Son CLC (Ninh Binh province) introduced their successful practice in collaborating with related sectors, units, and experience in organizing activities with community participation, such as streets and drains cleaning; trees planting; advocacy for reducing the use of plastic bags; in-house waste classification; reusing recycle wastes like plastic bottles, paper, nylon bags... by collecting them for recycle services so as to save our resources. This CLC also shared its experience in celebrating good examples of families and individuals who help the common environment clean by broadcasting such cases on the radio system of three levels; experience in mobilizing people to contribute budget and to support job creation for poor households by assigning them the task of waste collection for the village so that they were able to earn an additional income.
- Xuan Phu CLC (Bac Giang province) contributed to the session by stating their current environmental issue in which 80% of daily waste within the commune were not yet collected and processed, people keep the bad habits of littering, burning waste in public places, ponds and rivers, drains... were polluted. CLC was assigned by commune's leaders to organize advocacies and movements for environmental protection through various measures and forms. These activities helped their environment improve remarkably: commune's roads and lanes were clean; people learned to avoid littering onto the dyke or into the rivers, drains as before. The environment reached the criteria of being green, clean, and nice, contributing the development of "new rural commune".
- Vinh Tien CLC (Hoa Binh province) shared their experience in conducting learning courses on "Classifying and processing household wastes"; collaborating with related sectors/units in the commune; utilizing materials available on the internet; selecting teachers and training venue; using diverse teaching methods such as combining teaching with observation and practice, organizing learning games,

creating problem solving situations, facilitating group discussion for learners to discover the problem, solve it and draw conclusions themselves; developing specific plan with elements of monitoring and assessment, commendation and rewards, ... With these diverse measures and activities, ESD through CLCs in Vinh Tien commune of Hoa Binh province proved to play an important role in changing people's attitude and behaviors in waste collection and processing, contributing to community's sustainable development.



- Huu Nghi CLC (Hoa Binh province) shared experience in health care education, food safety and hygiene education, conducting advocacy and mobilization to encourage people to come to CLC, organizing training courses and practice sessions which guided people how to choose safe foods with clear origin, being alert and critical to organizations and individuals who produce unsafe foods. Particularly, these learning courses were even spread wider in the community thanks to the dissemination of learners to their families, neighbors so that many more people know how to choose and use safe and clean food. Food toxic cases were decreased since then, helping the community to develop in a more sustainable way.

#### ***4.3 Panel Discussion 3: Socio-Cultural Education through CLCs***

This discussion was facilitated by Ms. Be Hong Hanh (VNIES) with participation of 5 CLCs from Son La, Thai Binh, Nghe An and Hoa Binh provinces.

- Sap Vat CLC (Son La province) shared their experience in conducting advocacies and mobilization of people to come to literacy classes.

- Binh Dinh CLC (Thai Binh province) contributed their interesting story of developing “a reading culture” by encouraging the book contribution from different sources for “community book cases”, starting from one book case in the CLC. Currently with 48 community book cases located in several places of the commune, which provide around 2500 items and 4000 books for thousands of readers weekly, creating a reading movement among local residents, facilitating a “reading culture” in the locality. This culture needs to be further strengthened as it definitely contributes to sustainable community development.
- Anh Son CLC (Nghe An province) brought to the session their experience in searching for simple, cost effective, and context relevant measures to help teach children swimming skills as a prevention for water drowning that happens quite often in the community.



- Dan Hoa CLC (Hoa Binh province) shared their experience in establishing poetry clubs to explore people’s talents and folk culture, contributing to the conservation of local tradition as well as connecting people more closely.
- Xuat Hoa CLC (Hoa Binh province) introduced the practice of implementing law education courses to raise local people’s attitude of living and working in conformity to the laws. Particularly, the learning theme on “Counseling for prevention and respond to domestic violence”, which was conducted with a number forms such as training, direct counseling, movie show, radio broadcasting, dramatization, created positive impacts to the decrease of domestic violence in the commune.



## **5. Plenary session: Challenges and future strategies for CLCs development to promote ESD.**

Next to the panel discussions, a plenary session was conducted to encourage participants' ideas on difficulties/challenges for CLCs today in implementing ESD, and necessary solutions/ strategies for CLCs to further promote their role in ESD. The following difficulties and challenges were most mentioned:

- Society's, leaders, and people's awareness on the role of CLCs to ESD is still limited;
- Legal framework for CLCs is not sufficient and strong enough;
- Policies and budget investment for CLCs are inadequate;
- Some localities' leaders do not pay proper attention nor being committed to ESD issue;
- Local people's ownership is limited;
- CLCs lack specialized officers;
- Mobilization of teachers/facilitators faces with several difficulties;
- CLCs' teachers/facilitators are not experienced, lack training on ESD;
- Collaboration and linkages among related sectors/ units are not effective and closely managed; overlapping is seen sometimes;
- Best practices on ESD through CLCs have not been documented and disseminated largely.

To further promote the role of CLCs in ESD, participants proposed some recommendations/ solutions as below:

- Increasing advocacies and propaganda to raise awareness of society, leaders at all levels, and people on the role of CLCs in ESD;
- Developing and refining legal framework for CLCs operation;
- Allocating more budget for CLCs;
- Supplementing at least one specialized officer for each CLC;
- Enhancing collaboration and linkage for ESD implementation through strengthening and promoting the role of the Steering Committee on Building Learning Society at all levels, particularly at central level;

Developing teaching and learning materials and conducting trainings to build capacity for teachers/ facilitators participating in ESD at the CLCs.

## **III. Commitments and recommendations of the Conference**

The conference adopted commitments and recommendations with the following contents:

“We, more than 70 participants representing learners, teachers/facilitators and managers of Community Learning Centres (CLCs) from 10 provinces, MOET, VALP, Research Institutes and participants from Lao PDR and Cambodia who have gathered in Hoa Binh

City, Viet Nam from 7 to 8 October 2016 in the conference "Promoting Education for Sustainable Development through Community Learning Centers", commit to continuing and expanding education for sustainable development (ESD) through lifelong learning.

Building on the rich experiences of CLCs in Viet Nam in providing various learning opportunities for local people, the Okayama Commitment 2014 on promoting ESD through community-based learning, the UNESCO Recommendation on Adult Learning and Education 2015, and the Global Action Programme on Education for Sustainable Development, we hereby commit and agree upon the following recommendations:

### **Our commitments**

Education for sustainable development, within the context of a lifelong learning policy framework must become an increasingly important part of the national education system. Rethinking education to build a sustainable learning society should give a key role to community-based learning. Lifelong learning through CLCs needs to be carried out collaboratively with all providers and stakeholders in national education and development systems to achieve the 2030 Agenda for Sustainable Development and its SDG4-Education 2030 targets.

We are all aware of the crucial role of lifelong education and learning for the sustainable development of nations in general and communities in particular. CLCs provide various learning and development opportunities in literacy, poverty reduction/income generation, democratic citizenship, community health, environmental conservation and other socio-cultural issues at local level. CLCs strength in providing contextualized, culturally and linguistically appropriate learning and education programmes for learners, particularly for youth and adult, needs to be fostered.

We also affirm that CLCs have been playing a very important role in promoting ESD and building learning societies in Viet Nam. However, CLCs today have to cope with several challenges in responding to the needs of local communities. To promote ESD at local level, it is necessary and imperative to maintain and strengthen the operation of existing CLCs so that they can become a model of sustainable community development.

In our respective individual and collective capacities, we commit to promote and implement the following actions:

1. **Raise** greater awareness of and advocacy for the significance of ESD in CLCs and the roles of CLCs in promoting ESD;
2. **Encourage** the community ownership and build appropriate governance structure for sustainable, effective management and operation of CLCs, making CLC a true lifelong learning school for adults, an information – counseling centre contributing to sustainable community development;

3. **Develop** professional competencies to enhance quality provision of education for sustainable development through the CLCs, thus attracting more people to come to CLCs, especially the disadvantaged groups (women, the poor, ethnic minorities, the disabled, and those having especially difficult circumstances);
4. **Implement** the five Continuing Education Programs through CLCs (Laws Education; Income-generating Education; Healthcare Education; Socio-cultural Education and Environment Protection Education, according to Circular No. 26 issued by Ministry of Education and Training on 27/10/2010) in order to provide local people with basic knowledge and skills to develop their communities sustainably;
5. **Strengthen** partnerships and cooperation network to mobilize resources (including human, material and financial resources) from communities, corporations and local, national and international sources for promoting ESD through CLCs.
6. **Support and share** good ESD practices at the local level through establishing networks of CLCs in the context of lifelong learning for all (children, youth, adults, the elderly, the disadvantaged, etc.);

### **Our recommendations**

To promote ESD at the local level and further strengthen the role of the CLCs in promoting lifelong learning, building learning society and sustainable development, we jointly recommend the following to the Government (Ministry of Education and Training and other relevant ministries) and local leaders at all levels:

1. **Increase** public awareness on and attention to ESD at local levels. Adult education must be considered an increasingly important component of national education system. In the educational reform to build a sustainable learning society, higher importance should be placed on lifelong learning of adults in the community;
2. **Improve** the legal basis/regulations and appropriate policies for maintaining, strengthening and sustaining CLCs;
3. **Develop** effective collaboration and partnership mechanism to mobilize all possible resources to support ESD activities at local levels;
4. **Ensure** the assignment of at least one permanent staff member for each CLC to take responsibility for daily operation of CLCs, including the planning and implementation of ESD activities in CLC's;
5. **Develop** capacities of managers, staff and teachers/facilitators of CLCs in ESD implementation by developing relevant training materials and organizing training courses for them. On-going capacity development for CLC managers and staff is an important factor for ensuring quality and quantity of ESD at the local level.”

## IV. Closing

In his closing speech, Prof. Pham Tat Dong, Director General of RIDLS, highly appreciated the delegates' active participation and enthusiasm in sharing, learning from each other. He affirmed that all objectives set forth of the conference were basically achieved after one day of active and effective working.

The conference succeeded in asserting the role of ESD for sustainable development of every community and nation, and highly valuing the role of CLCs in implementing ESD.

Prof. Dong also stated that an important impact of the conference was creating a good platform and opportunity for participants to exchange experience on promoting ESD through CLCs from Viet Nam, UNESCO as well as other countries, particularly from the 6 action principles and 4 supporting policies synthesized by UNESCO.

An important outcome of the conference, according to Prof. Dong, was the adoption of commitments and recommendations for promoting ESD through CLCs in the coming period by all participants. In order to actualize these commitments and recommendations and make them wider spread, Prof. Dong requested that VALP and MOET would disseminate these commitments to all 63 provinces/cities and more than 11,000 CLCs nationwide with specific guidelines for implementation.

Prof. Dong suggested that the conference participants should work together to build a plan for implementing these commitments in their localities and report initial results after one year at the preliminary conference to be held by end of next year in Hoa Binh province.

Finally, Prof. Dong expressed sincere thanks to effective technical and financial supports of UIL, UNESCO Ha Noi office, UNESCO Bangkok; active participation and significant contribution of experts and friends from Japan, Laos and Cambodia; close and effective collaboration of MOET, enthusiastic involvement of the National Committee for UNESCO, Association of Education for All and other research institutions...

Prof. Dong also conveyed his gratitude to the participation and sharing of experience on implementing ESD through CLCs from 10 provinces, especially Hoa Binh provinces for hosting the event in a venue with a great landscape; to mass media representatives for reporting the news.

**VIETNAM CONFERENCE**  
**“PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT**  
**THROUGH COMMUNITY LEARNING CENTRES”**  
**(Hoa Binh, Viet Nam 7-8 October 2016)**

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<b>Time</b>	<b>Activities</b>	<b>Responsible persons</b>
<b>7 October 2016</b>		
<b>7:30 - 8:00</b>	<b>Registration</b>	
<b>8:00 - 8:40</b>	<b>Opening Ceremony</b>	
	<b>Opening speech</b>	<b>Dr. Prof Nguyen Thi Doan</b> – President of VALP
	<b>Welcome speech</b>	<b>Mr. Bui Van Cuu</b> – Vice Chairman of Hoa Binh People’s Committee
	<b>Key-note speech</b>	<b>- Dr.Prof. Pham Tat Dong</b> Director-General of RIDLS
	<b>Moderator: Dr. Assoc. Prof Nguyen Duc Minh, Vice-Director of RIDLS</b>	
<b>8:40 - 9:30</b>	CLCs and ESD in Viet Nam	<b>Dr. Nguyen Hong Son</b> Vice-Director, CED - MOET
	Community – based ESD in Viet Nam	<b>Dr. Nguyen Minh Tuan</b> Diector RECENFED-VNIES
	UNESCO Hanoi with ESD and CLC in Viet Nam	<b>Mr. Toshiyuki Matsumoto</b> UNESCO Office in Hanoi
<b>9:30-10:00</b>	<b>Coffee Break and Group Foto</b>	
	<b>Moderator: Ms. Ushio Miura (UNESCO Bangkok)</b>	
<b>10:00-11:00</b>	Action Principles and Policy Support Mechanisms for Community Based ESD	<b>Ms. Rika Yorozu</b> , Programme Specialist Literacy and Basic Skills Programme, UIL
	KOMINKAN’s experience with ESD focusing on Okayama City in Japan	<b>Mr Kiichi Oyasu</b> , Professor in Okayama University, Japan
	CLCs and ESD in Cambodia	Mr. Pork Pagnapich
	ESD through CLCs in Lao PDR	Mr. Bounhome Sorphapmeexay

<b>11.00 - 12.00</b>	<b>Panel Discussion 1:</b> <b>Literacy and Poverty Reduction - Income Generation Education through CLCs</b>	<b>Moderator: Mr. Phan Dang Hung (VALP)</b> - Dinh Bang CLC – Bac Ninh province - Ta Chai CLC, Lao Cai province - Pa Co CLC, Hoa Binh Province
<b>12:00 - 13:30</b>	<b>Lunch</b>	<b>Hoa Binh People’s Committee</b>
<b>13:30 - 14:30</b>	<b>Panel Discussion 2:</b> <b>Environmental Conservation and Health Protection Education through CLCs</b>	<b>Moderator: Ms. Thai Xuan Dao (VALP)</b> - Xuan Phu CLC, Bac Giang province - Hai Long CLC, Nam Dinh Province - Lien Son CLC, Ninh Binh Province - Vinh Tien CLC, Hoa Binh province - Huu Nghi CLC, Hoa Binh province
<b>14:30 -15:30</b>	<b>Panel Discussion 3:</b> <b>Socio-Cultural Education through CLCs</b>	<b>Moderator: Ms. Be Hong Hanh</b> Deputy Director RECENFED -VNIES - Binh Dinh CLC, Thai Binh province - Sap Van CLC, Son La province - Anh Son CLC, Nghe An Province - Dan Hoa CLC, Hoa Binh province - Xuat Hoa CLC, Hoa Binh province
<b>15:30 - 15:40</b>	<b>Coffee Break</b>	
<b>15:40 - 17:00</b>	<b>Group Discussion:</b> Challenges and future strategies for CLCs to promote ESD	<b>Moderator: Mr. Phan Dang Hung and Ms. Thai Xuan Dao (VALP)</b>
<b>17:00 -17:20</b>	Adoption of Commitments and Recommendations on Promoting ESD through CLC	<b>Mr. Nguyen Dang Cuc, Vice Director RIDLS</b>
<b>17:20 -17:30</b>	Closing Session	<b>Prof.Dr. Pham Tat Dong</b> Director-General, RIDLS
<b>18:30 - 20:30</b>	<b>Farewell Party</b>	<b>VALP</b>
<b>8 October 2016</b>		
<b>7:30 - 8:30</b>	Leaving Hoa Binh City for field visit	
<b>8:30 - 11:30</b>	- Meeting with Xuat Hoa CLC Management Committee - Observing Xuat Hoa CLC’s activities	<b>Hoa Binh Department of Education and Training, and Hoa Binh Association for Learning Promotion</b>
<b>11:30 - 13:30</b>	<b>Lunch</b>	
<b>14:00 - 17:00</b>	<b>Leaving for Ha Noi</b>	

## LIST OF PARTICIPANTS

No.	Full name	Sex		Position	Work unit
		Male	Female		
1	Giáp Minh Quang	x		Permanent Vice Chairman	Bac Giang Association for Learning Promotion
2	Trần Văn Huân	x		Vice Director of CLC	Xuan Phu Commune, Yen Dung District, Bac Giang Province
3	Trần Ngọc Hiền	x		Head of Division for Continuing Education	Nam Dinh Department of Education and Training
4	Đỗ Hoàng Linh	x		Official	Nam Dinh Department of Education and Training
5	Trần Chiên	x		Chief of Office	Nam Dinh Association for Learning Promotion
6	Lại Hồng Phương	x		Director of CLC	Hai Long Commune, Hai Hau District, Nam Dinh Province
7	Nguyễn Tất Trường	x		Vice Director of CLC	Anh Son Town, Anh Son District, Nghe An Province
8	Ngô Minh Hạnh	x		Department of Continuing Education	Nghe An Department of Education and Training
9	Bùi Tấn Yên	x		Director of CLC	Binh Dinh Commune, Kien Xuong District, Thai Binh Province
10	Hà Thế Công	x		Official of Continuing Education Division	Kien Xuong District, Thai Binh Province
11	Đặng Văn Cao	x		Permanent Vice Chairman	Thai Binh Association for Learning Promotion
12	Nguyễn Ngọc Phái	x		Head of Division for Continuing Education	Thai Binh Department of Education and Training
13	Nguyễn Đình Chế	x		Vice Chairman	Bac Ninh Association for Learning Promotion
14	Phạm Văn Thiệp	x		Deputy Head of Division for Continuing Education	Bac Ninh Department of Education and Training
15	Nguyễn Đức Toàn	x		Deputy Director of CLC	Dinh Bang Ward, Tu Son District, Bac Ninh Province

16	Phạm Minh Đức	x		Continuing Education Division	Dong Nai Department of Education and Training
17	Vàng Đình Vi	x		Director of CLC	Ta Chai Commune, Bac Ha District, Lao Cai Province
18	Nguyễn Thu Hà		x	Official	Lao Cai Department of Education and Training
19	Đinh Thị Thu Huyền		x	Deputy Director of CLC	Lien Son Commune, Gia Vien District, Ninh Binh Province
20	Vũ Ngọc Hà		x	Vice Chairwoman	Ninh Binh Association for Learning Promotion
21	Đỗ Văn Chuyển	x		Permanent	Ninh Binh Association for Learning Promotion
22	Đào Ngọc Ánh		x	Deputy Director of CLC	Sap Vat Commune, Yen Chau District, Son La Province
23	Đinh Văn An	x		Continuing Education Division	Son La Department of Education and Training
24	Trần Luyến	x		Vice Chairman of Vietnam Association for Learning Promotion, Chairman of Son La Association for Learning Promotion	Son La Association for Learning Promotion
25	Cao Minh Châu	x		Permanent	Son La Association for Learning Promotion
26	Quách Công Vinh	x		Director of CLC	Xuat Hoa Commune, Lac Son District, Hoa Binh Province
27	Bùi Trọng Thông	x		Director of CLC	Vinh Tien Commune, Kim Boi District, Hoa Binh Province
28	Đinh Xuân Thao	x		Director of CLC	Dan Hoa Commune, Ky Son District, Hoa Binh Province
29	Hàng A Phương	x		Director of CLC	Pa Co Commune, Mai Chau District, Hoa Binh Province
30	Lê Văn Lương	x		Director of CLC	Huu Nghi Ward, Hoa Binh City, Hoa Binh Province
31	Quách Thế Tân	x		Chairman	Hoa Binh Association for Learning Promotion
32	Nguyễn Đức Hải	x		Chief of Office	Hoa Binh Association for Learning Promotion
33	Bùi Thị Huyền		x	Deputy Chief of Office	Hoa Binh Association for Learning Promotion



34	Trịnh Công Thái	x		Vice Chairman	Hoa Binh Association for Learning Promotion
35	Nguyễn Thị Lợi		x	Vice Chairwoman	Hoa Binh Association for Learning Promotion
36	Nguyễn Thị Hằng		x	Official	Hoa Binh Association for Learning Promotion
37	Nguyễn Trọng Hưng	x		Board for Information - Propaganda	Hoa Binh Association for Learning Promotion
38	Bùi Văn Cửu	x		Vice Chairman	Hoa Binh People's Committee
39	Đinh Văn Dực	x		Vice Chairman	Hoa Binh People's Council
40	Khà Thị Luận		x	Deputy Head of Board for Cultural – Social	Hoa Binh People's Committee
41	Hà Thị Bình		x	Deputy Head of Division	Hoa Binh Provincial Party Committee
42	Phạm Thị Tuyết		x	Deputy Director	Hoa Binh Department of Home Affairs
43	Hoàng Kiều	x		Official of Continuing Education Division	Hoa Binh Department of Education and Training
44	Đào Quốc Tuấn	x		Head of Division for Continuing Education	Hoa Binh Department of Education and Training
45	Đặng Quang Ngàn	x		Deputy Director	Hoa Binh Department of Education and Training
46	Nguyễn Thị Hương Giang		x	Official of Continuing Education Division	Hoa Binh Department of Education and Training
47	Nguyễn Vụ Biền	x		Continuing Education Division	Hoa Binh Department of Education and Training
48	Nguyễn Hồng Sơn	x		Deputy Director of Continuing Education Department	Ministry of Education and Training
49	Phạm Thị Ngọc Hải		x	Official of Continuing Education Department	Ministry of Education and Training
50	Nguyễn Thị Ngân		x	Official of Continuing Education Department	Ministry of Education and Training
51	Nguyễn Đức Minh	x		Deputy Director of Institute	Institute of Learning Society, Vietnam Association for Learning Promotion
52	Nguyễn Minh Tuấn	x		Director of Research	Vietnam Institute of

				Centre for Non-formal Education	Educational Sciences
53	Bế Hồng Hạnh		x	Deputy Director of Research Centre for Non-formal Education	Vietnam Institute of Educational Sciences
54	Bùi Thanh Xuân		x	Head of Research Division for General Issues	Research Centre for Non-formal Education, Vietnam Institute of Educational Sciences
55	Nguyễn Lê Vân Dung		x	Head of Research Division for Community Education	Research Centre for Non-formal Education, Vietnam Institute of Educational Sciences
56	Nguyễn Hoài Thu		x	Researcher	Research Centre for Non-formal Education, Vietnam Institute of Educational Sciences
57	Nguyễn Thị Bảo Lan		x	Education Specialist	UNESCO Committee in Vietnam
58	Nguyễn Xuân Phương	x		Vice Chairman	Vietnam Association for Education for All
59	Trần Xuân Nhĩ	x		Chairman	Vietnam Association for Education for All
60	Toshiyuki Matsumoto	x		Specialist	UNESCO Office in Hanoi
61	Hoàng Diễm Huyền		x	Interpreter	UNESCO Office in Hanoi
62	Trần Thị Phương Nhung		x		UNESCO Office in Hanoi
63	Kiichi Oyasu	x			Japan
64	Noriko Oyasu		x		Japan
65	Rika Yorozu		x		UNESCO Institute for Lifelong Learning
66	Ushio Miura		x		UNESCO Bangkok
67	Dokkham Xomsihapanya		x		Laos
68	Bounhome Sorphapmeexay	x			Laos
69	Bounthan Chanthasone	x			Laos
70	Peou Vanna		x		Cambodia
71	Pork Pagnapich	x			Cambodia
72	Nguyễn Thị Doan		x	Chairwoman	Vietnam Association for Learning Promotion
73	Phạm Thị Hòe		x	Vice Chairwoman	Vietnam Association for Learning Promotion
74	Phạm Hoàng Be	x		Vice Chairman	Vietnam Association for Learning Promotion

75	Phạm Tất Dong	x		Vice Chairman, Secretary General	Vietnam Association for Learning Promotion
76	Trần Xuân Đình	x		Chief of Office	Vietnam Association for Learning Promotion
77	Phan Đăng Hùng	x		Head of Board for Movement	Vietnam Association for Learning Promotion
78	Nguyễn Đăng Cúc	x		Head of Board for Organization	Vietnam Association for Learning Promotion
79	Thái Thị Xuân Đào		x	Deputy Head of Board for Movement	Vietnam Association for Learning Promotion
80	Nguyễn Thị Thảo		x	Official of Board for Movement	Vietnam Association for Learning Promotion
81	Lương Thanh Sỡ	x		Head of Board for Information - Propaganda	Vietnam Association for Learning Promotion
82	Phạm Quang Sáng	x		Head of Board for Center Management	Vietnam Association for Learning Promotion
83	Nguyễn Mạnh Hà	x		General Director	Reality television HDTV, Vietnam Association for Learning Promotion
84	Nguyễn Đình Lâm	x		Cameraman	Reality television HDTV, Vietnam Association for Learning Promotion
85	Nguyễn Văn Linh	x		Reporter	Reality television HDTV, Vietnam Association for Learning Promotion
86	Nguyễn Dương Liễu		x	Reporter	Hoa Binh Newspaper
87	Trần Đức Anh	x		Reporter	Hoa Binh Newspaper
88	Phạm Thu Hương		x	Reporter	Hoa Binh Television
89	Đỗ Hóa	x		Reporter	Hoa Binh Television
90	Nguyễn Thị Tuyết		x	Reporter	Hoa Binh Electronic Portal
91	Vũ Hồng Hạnh		x	Reporter	Dantri international News, Vietnam Association for Learning Promotion

### THE PREVIOUS RESULT OF THE CONFERENCE

Information about the Conference have been published on some Newspapers and websites of Dantri News, the Association for Learning Promotion, Ministry of Education and Training, the Hoa Binh Party Committee, Hoa Binh People's Committee, and others following websites:

1. <http://dantri.com.vn/giao-duc-khuyen-hoc/cam-ket-thuc-day-giao-duc-vi-su-phat-trien-ben-vung-20161009094701036.htm>
2. <http://www.hoikhuyenhoc.vn/modules.php?name=News&op=viewst&sid=4003>
3. <http://www.hoikhuyenhoc.vn/modules.php?name=News&op=viewst&sid=4011>
4. <http://www.moet.gov.vn/giaoducquocdan/giao-duc-thuong-xuyen/Pages/default.aspx?ItemID=4299>
5. [http://www.baohoabinh.com.vn/218/102542/Hoi\\_nghi\\_thuc\\_day\\_giao\\_duc\\_vi\\_su\\_phat\\_t\\_rien\\_ben\\_vung\\_thong\\_qua\\_Trung\\_tam\\_hoc\\_tap\\_cong\\_dong.htm](http://www.baohoabinh.com.vn/218/102542/Hoi_nghi_thuc_day_giao_duc_vi_su_phat_t_rien_ben_vung_thong_qua_Trung_tam_hoc_tap_cong_dong.htm)
6. [http://nghean.gov.vn:10040/wps/portal/mainportal/chitiet!/ut/p/c4/04\\_SB8K8xLLM9MSzPy8xBz9CP0os3j3ED8XX8tgYxNzE2dnA0dH52CPEDNTI18DU\\_2CbEdFAEbtBvY!/?WCM\\_PORTLET=PC\\_7\\_GTNDM9S3474CC0AACSH7652M44\\_WCM&WCM\\_GLOBAL\\_CONTEXT=/wps/wcm/connect/hoi+khuyen+hoc+nghe+an/hkhna/hkhttsk/c2f184804ead73d4b55cb7351bd0d542](http://nghean.gov.vn:10040/wps/portal/mainportal/chitiet!/ut/p/c4/04_SB8K8xLLM9MSzPy8xBz9CP0os3j3ED8XX8tgYxNzE2dnA0dH52CPEDNTI18DU_2CbEdFAEbtBvY!/?WCM_PORTLET=PC_7_GTNDM9S3474CC0AACSH7652M44_WCM&WCM_GLOBAL_CONTEXT=/wps/wcm/connect/hoi+khuyen+hoc+nghe+an/hkhna/hkhttsk/c2f184804ead73d4b55cb7351bd0d542)
7. <http://hoabinh.gov.vn/web/guest/68/-/vcmsviewcontent/GbkG/2422/2422/133503>
8. <http://tinhuypoabinh.vn/chuyenmuc/chitietchuyenmuc/tabid/236/title/2608/ctitle/232/Default.aspx?TopMenuId=6&keysearch=&cMenu0=6&cMenu1=219&cMenu2=232>
9. <http://sikmek.net/chu-toa-hoi-khuyen-hoc-nguyen-thi-doan-can-day-manh-phat-trien-giao-duc-vung-ben-tai-cac-trung-tam-hoc-tap-cong-dong.html>

Vietnam Association for Learning Promotion has had dispatch to notify the results of the Conference to Association for Learning Promotion of 63 provinces/cities throughout the country and has asked the 10 participating local to send following action plans in 2017 and in 5 next years to implement the commitment of the Conference.

The Ministry of Education has announced 63 provinces/cities and more than 11,000 CLCs in the country on its website.