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# **SCENARIOS FOR VIETNAM EDUCATION ON THE WAY OF BUILDING A LLL SYSTEM**

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# I. Introduction

1. What is a LLL system?
2. Building a LLL system requires a paradigm shift in educational development.
3. Actually, Vietnam education is still in the traditional learning model.
4. The building of a genuine LLL system in VN requires 10-15 years more. During that period, under the impact of socio-economic factors, what will be the LLL system formation?
5. Scenarios methodology can help to find the answer

## II. Impact of socio-economic factors

1. The golden stage of Vietnam's population
  - It is a golden opportunity for Vietnam to take advantage of a young and abundant labour force.
  - However, 86,6% of the population above 15 years old have not yet received professional training and remain unskilled.
  - Improving the quality of the labour force is and will be a big challenge for Vietnam.
  - Education will face the traditional problem of quantity vs quality, but at a higher level of complexity than before.

# II. Impact of socio-economic factors

2. The paradigm shift of economic growth model
  - According to the Draft of Socio-economic development strategy for 2011-2020: change of growth model and economic restructure is required.
  - One strategic breakthrough is human resources strong development.
  - This entails a corresponding paradigm shift in model of education development.
  - The shift from actual traditional learning system to genuine LLL system is imperative.

## II. Impact of socio-economic factors

3. Increased impact of ICT development and application
  - ICT revolution has the potential of radically transforming education.
  - Many countries in the world and in the region have proactively developed initiatives for ICT application in education.
  - Vietnam seems to be still embarrassed in the way of ICT-based education modernization.
  - The new model of education development has to take fully account of opportunities and challenges from ICT application in LLL system formation.

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## II. Impact of socio-economic factors

4. Trends in education market formation
  - Education market is an entity already existing and in development.
  - It has already existed in Vietnam during the process of renovation and will develop in the process of international integration.
  - In fact, it is only a quasi-market.
  - It is necessary to recognize it, carry out related research, develop appropriate policies, and evaluate its impacts on LLL system formation and development.

## II. Impact of socio-economic factors

### 5. Role of the state and the civil society

- In Vietnam, the government is the big patron, responsible in conducting education development.
- However, there is a big persisting contradiction between education development high objectives and poor financial resources. The contradiction becomes critical in LLL system development.
- Actual solution: enhancing social participation in education development. The point is how to create a dynamic balance of interests between 3 sectors: the state, the market, and the civil society.



# III. Possible scenarios for LLL system in Vietnam

1. Scenarios are consistent and coherent descriptions of alternative hypothetical futures of education. They are developed on basis of both logic and imagination. Their value is in opening minds to consider new possibilities and to deal with change.
2. CEDEFOP developed “Scenarios and strategies for VET and LLL in Europe”:
  - Identification of specific trends in 3 contextual environments: economy & technology; employment & the labour market; training, skills & knowledge.
  - 16 scenarios were proposed and analysed
  - ~~Strategy formation for training and LLL.~~

# III. . Possible scenarios for LLL system in Vietnam

3. Proposed scenario approach for LLL system in Vietnam
  - Temporary scenarios development in only one contextual environment: economy & technology.
  - Economy: the provision of education shifts from quasi-monopoly to quasi-market.
  - Technology: the organisation of education shifts from little computerization to comprehensive computerization

	Quasi-monopoly model in education provision	Quasi-market model in education provision
Little computerization in education organization	<p><b>Sc1.</b> Offer do not meet demand in LLL. Persistent difficulties in connectivity and streaming. Formal ed remains the 1<sup>st</sup> choice. Nonformal ed is still left behind. Informal ed is not yet considered. No satisfactory solution for the quantity vs quality issue. Halfway formation of the LLL system.</p>	<p><b>Sc2.</b> Some progress in meeting ed demands. Opportunities for learners in choice for where and how to learn. Linkage between training market and labour market. Positive change in ed quality. Formation of a LLL system with risks related to inequity, brain drain, and fraud in education.</p>
Comprehensive computerization in education organization	<p><b>Sc3.</b> Basic changes in institution network, method of teaching and learning. Increased access in LLL can be met. Big demands in financial resources, developed ICT infrastructure, modern management. Trade-off between qty and qlty. Slow and unsustainable formation of the LLL system.</p>	<p><b>Sc4.</b> The LLL system is a whole society network. Competitive mechanism and technology progress create diversification in ed organization and activities. Financial resources are mobilised strongly from the civil society and market. Faster formation of the LLL system with risks related to inequity and fraud in education.</p>

# III. . Possible scenarios for LLL system in Vietnam

## 4. Scenario choice

- Actually, Vietnam LLL system corresponds to Sc1.
- With the introduction of market mechanism into education activities, trends is to move to Sc2.
- As before mentionned, it is imperative to shift to an ICT-based open education system. Therefore, it is necessary to move to Sc3 or Sc4.
- In view of taking advantage of both (market mechanism and ICT), Sc4 is desirable.

# IV. Conclusion

1. This is a rudimentary attempt to present some possible scenarios for LLL development in Vietnam in view of helping policy makers to call attention to different LLL futures and to think outside the box.
2. Presently, it is shown that:
  - No genuine LLL system can be achieved under the present rigid financial mechanism and backward educational organisation.
  - New drivers in LLL system development, namely the market mechanism and ICT advance, have to be considered and enhanced actively.



**THANK YOU**  
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