



MOET
MINISTRY OF EDUCATION
AND TRAINING OF VIETNAM



**Follow-up Meeting of
the 2nd ASEM Ministers Meeting on Education**

ASEM Lifelong Learning Conference
*“Increasing Opportunities and Removing Obstacles
for Lifelong Learning”*

29-30 October 2009, Nha Trang City, Vietnam

Overview

1. Foreword| P. 3

Welcome note by H.E. Dr. Nguyen Thi Nghia, Vietnamese Deputy Minister of Education and Training

2. Programme | P. 4

3. Conference Theme | P. 7

4. Conference Objectives | P. 7

5. Who is Who | P. 8

6. Presentations and Abstracts | P.19

7. Milestones in ASEM Education Process | P.29.

- 1996: What is ASEM?
- 1997: What is ASEF?
- 2002: What is ASEM LLL Hub?
- 2008: First ASEM Ministerial Meeting on Education
- 2009: Second ASEM Ministerial Meeting on Education

8. Milestones in Denmark-Vietnam Relationship | P.38.

9. Emergency Contacts | P. 41.

10. Organising Committee | P41.

1. Foreword



Dr. Nguyen Thi Nghia

Deputy Minister of Education and Training, Vietnam

Welcome to the ASEM Lifelong Learning Conference: “*Increasing Opportunities and Removing Obstacles for Lifelong Learning*”

Lifelong learning is increasingly becoming the key concept for educational reforms in the 21st century. Not only has this concept continued to inspire educational policy, research and practice, it is developing into an ever-more viable justification for educational changes.

Recent years witnessed international concerted efforts signifying the growing relevance of lifelong learning and focusing on the global debates and current trends in this field.

The First World Forum on Lifelong Learning was held at the end of October 2008, and so far constant international presence and high-level contributions from governments, UNESCO, and other international organizations made it a powerful platform for examining existing systems of lifelong learning and training, and enhancing innovative practices in various parts of the world. The debates reflect the key thesis that lifelong learning can only be an inclusive social project if we can “Increase Opportunities and Remove Obstacles for Lifelong Learning”.

At the second ASEM Ministers Meeting on Education (ASEM EMM2) in Hanoi, May 2009, representatives from member countries also suggested that in order to strengthen the coordination and development of lifelong learning in both regions, it is important to have clearer definitions and common understandings of the scope and activities in lifelong learning.

Against this background, it is a great honour for Vietnamese Ministry of Education and Training, in collaboration with the Danish Ministry of Education and the ASEM Education and Research Hub for Lifelong Learning to organise the ASEM Conference entitled “*Increasing Opportunities and Removing Obstacles for Lifelong Learning*” on 29-30 October, 2009 in Nhatrang, Vietnam

With 14 presentations concerning various aspects of lifelong learning, the Conference is an important platform for ASEM member countries to share the latest research findings, ideas and developments in legislative, financial and organizational frameworks; to identify main obstacles to lifelong learning regarding psychological, socio-cultural, economic, geopolitical and legislative contexts and explore ASEM experience and solutions for promoting and supporting lifelong learning in the two regions as well as in each country. The Conference will also support our government policy in lifelong learning and increase academic capacity and expansion of Vietnam's research network in this area.

On behalf of Vietnamese Ministry of Education and Training, I would like to thank Danish Ministry of Education and the ASEM Education and Research Hub for Lifelong Learning for their invaluable contribution to this conference. I also extend my sincere thanks to the presenters and all participants for taking your time to participate in the Conference. I believe our lasting ASEM friendship and cooperation will grow from strength to strength. I wish you all a wonderful stay in Vietnam and a good journey home.

2. Programme

Wednesday 28 October

Arrival of delegates

1800 - 2100 Informal dinner for participants at the Yasaka Nhatrang Hotel restaurant.

Thursday 29 October (Day 1- Grand Function, 1st Floor, Yasaka Nhatrang Hotel)

0830 - 0900 Registration of the participants

0900 - 0910 Welcome and Introduction

Mr. Tran Ba Viet Dung, Director General of the International Cooperation Department, Ministry of Education and Training (MOET), Vietnam.

0915 - 0930 Opening address

By H.E. Dr. Nguyen Thi Nghia - Deputy Minister of Education and Training, Vietnam

0930 - 0945 Opening address

Senior Advisor, Joern Skovsgaard, on behalf of H.E. Mr. Bertel Haarder - Minister of Education, Denmark

0945 - 1000 Opening address

By H.E. Dr. Dam Huu Dac- Standing Deputy Minister of Labour, War Invalids and Social Affairs of Vietnam

1000 - 1015 Remarks

Mr. Arne Carlsen - Chairman of the ASEM LLL Hub

1015 - 1030 Remarks

Ambassador Nguyen Quoc Khanh - Deputy Executive Director of Asia-Europe Foundation

1030 - 1100 Coffee/Tea break (Group photo session)

1100 - 1130 [Presentation 1: “Lifelong Learning: the Defining Issues, Initiatives and their Impacts on Socio-economic Development of a Country”](#)

Dr. Arne Carlsen, Chairman of the ASEM LLL Hub

1130 - 1200 [Presentation 2: “Vietnam’s Perspective on Lifelong Learning”](#)

Dr. Nguyen Thi Nghia - Deputy Minister of Education and Training, Vietnam

1200 - 1330 [Conference lunch at Babelone Restaurant hosted by MOET, Vietnam](#)

- 1330 -1415 **Presentation 3: “Psychological, Socio-cultural, Economic, Geopolitical and Legislative Contexts that hinder the development of lifelong learning in the two regions”**
Professor Peter Jarvis, University of Surrey, UK.
- 1415 - 1500 **Presentation 4: “Qualifications Systems to Promote Lifelong Learning; the Case of Recognition of Non-formal and Informal Learning”**
Dr. Patrick Werquin, Senior Analyst, CERI, OECD Directorate for Education
- 1500 - 1530 Coffee/Tea break
- 1530 -1600 **Presentation 5: “Bilateral, Regional and Inter-regional Cooperation in Lifelong Learning”- EU Perspective**
Ms. Anouk van Neck, Team Leader, Social Sector, Delegation of the European Commission to Vietnam
- 1550 - 1630 **Presentation 6: “Bilateral, Regional and Inter-regional Cooperation in Lifelong Learning”- ASEAN Perspective**
Professor Supachai Yavaprabhas, Director, the Southeast Asian Ministers of Education Organisation (SEAMEO)
- 1700 -1730 **Panel discussion on “Lifelong Learning in Vietnam”**
Vietnam’s Deputy Minister of Education and Training, Dr. Nguyen Thi Nghia; ASEM LLL Hub Chairman, Mr Arne Carlsen; Deputy Minister of Labour, War Invalids and Social Affairs, Dr. Dam Huu Dac.
- 1900 - 2130 **Dinner hosted by the Deputy Minister of MOET, Vietnam at Imperial Huong Viet Restaurant, Sunrise Hotel.**

Friday 30th October, 2009 (Day 2)

Two Parallel Workshops

- 0900 - 1045 **Workshop 1: Initiatives, Trends and Policies for Lifelong Learning**
Venue: Summit Room, 1st floor, Yasaka Nha Trang Hotel

Moderator: Dr. Nguyen Ngoc Hung, Deputy Director General, MOET Vietnam
20 min. per presentation to provide key inputs for discussion.

Presentation 1A: “Financing Lifelong Learning in Denmark”
Mr. Joern Skovsgaard, Senior Advisor, Danish Ministry of Education

Presentation 1B: “Research and Policy Development in Lifelong Learning in China”
Dr. Rui Wang, Director of academic research Division, Committee of Lifelong Education research, Chinese Society of Educational Development Strategy, Ministry of Education, China.

Presentation 1C: “Lifelong Learning and Virtual University in India”

Professor S. Y. Shah, Director, International Institute of Adult and Lifelong Education

Presentation 1D: “Obstacles to Lifelong Learning in Vietnam and some Suggested Solutions”

Professor Pham Do Nhat Tien, Educational Sector Group in Vietnam

Rapporteur: Que Anh Dang, Head of the ASEM LLL Hub Secretariat

0900 - 1045 **Workshop 2: Initiatives, Trends and Policies for Lifelong Learning**
Venue: Grand Function, 1st Floor, Yasaka Nha Trang Hotel

Moderator: Mr. Arne Carlsen - Chairman of the ASEM LLL Hub
20 min. per presentation to provide key inputs for discussion.

Presentation 2A: “Implementation of Lifelong Learning Strategies in Korea”

Dr In Joo Park, President of Korean National Institute of Lifelong Learning

Presentation 2B: “Lifelong Learning and the Open University System in Vietnam”

Professor Pham Minh Viet, President of Hanoi Open University

Presentation 2C: “Thailand’s Experience and Lessons Learned from the Lifelong Learning Conference on e-Learning and Workplace Learning”

Dr. Thapanee Thammetar, Director of Thailand Cyber University Project, the Higher Education Commission, Ministry of Education, Thailand

Presentation 2D: “Issues and Challenges of Non-Formal Education in Indonesia to Implementing Lifelong Learning for Adults”

Dr. Hurip Danu Ismadi, Directorate General of Non formal and Informal, Ministry of National Education, Indonesia.

Rapporteur: Dr. Nguyen Loc, Deputy Director General, MOET, Vietnam

1045 - 1115 Coffee break

1115 - 1145 Round-up session, chaired by Dr. Nguyen Ngoc Hung, Deputy Director General, MOET, Vietnam
Reports on Parallel Sessions by the two Rapporteurs

1145 - 1200 Key statements and action plan.
By Dr. Nguyen Loc, Deputy Director General, MOET, Vietnam

1200 - 1330 **Conference Farewell Lunch at Babelone Restaurant, hosted the Danish Ministry of Education**

1400 - 1730 Nha Trang City Tour

3. Conference Theme

The ASEM Lifelong Learning Hub Advisory Board Meeting in Beijing 2008 and the recent ASEM Education Ministers Meeting (ASEM EMM2) in Hanoi, May 2009 acknowledged that lifelong learning provides a solid framework for sustainable human resource development, which generates economic growth, social welfare and enables individuals to pursue stimulating learning opportunities at all stages of their lives. Therefore, it deserves specific attention for intensified cooperation among the ASEM countries.

Representatives from member countries, however, suggested that in order to strengthen the coordination and development of lifelong learning in both regions, it is important to have a clearer definition and common understanding of the scope and activities of lifelong learning.

Against this background, Vietnam identifies the theme “*Increasing Opportunities and Removing Obstacles for Lifelong Learning*” for this conference.

The Conference is co-organized and sponsored by the Ministry of Education and Training (MOET) Vietnam, the Danish Ministry of Education and in cooperation with the ASEM Education and Research Hub for Lifelong Learning, Danish School of Education, Aarhus University, Denmark.

4. Conference Objectives

The Conference will provide a forum for sharing understanding of the scope and activities of lifelong learning with focus on “increasing opportunities and removing obstacles to lifelong learning”.

- To share the latest research findings, ideas and developments in legislative, financial and organizational frameworks for promoting and supporting lifelong learning in the two regions;
- To identify main obstacles to lifelong learning regarding psychological, socio-cultural, economic, geopolitical and legislative contexts, which hinder the development of lifelong learning in the two regions and explore ASEM experience and solutions to remove such obstacles to increase opportunities for lifelong learning.
- To strengthen linkages between researchers and policy makers and educational institutions of the two regions.
- To explore bilateral and multilateral cooperation initiatives to assist developing members to advance and enhance the implementation of lifelong learning initiatives, including the initiative and invitation to establishing a network of national institutes for lifelong learning within and/or between the two regions.

5. Who is Who

Mr. Tran Ba Viet Dzung, Director General, Department for International Cooperation, MOET, Vietnam



Mr. Tran Ba Viet Dzung is Director General of the International Cooperation Department, Ministry of Education and Training of Vietnam since 2001. Prior to this position he had worked at Hanoi Foreign Trade University (FTU) in various managerial posts, such as Head of English Department, Head of Department of Academic Research and International Relations. He also served as Director of the Vietnam-Japan Human Resources Cooperation Center at FTU.

Mr Tran Ba Viet Dzung obtained his masters degree in TESOL (Teachers of English to Speakers of Other Languages) at University of Canberra, Australia. He also received two UK postgraduate diplomas, one from Ealing College of Advanced Education (1979) and the other in Development Economics (1993) at University of Manchester. Additionally, he was a visiting scholar at the College of Business Administration, University of Hawaii, USA.

Mr Tran Ba Viet Dzung is active in the international arena. He had been Governing Board Member of South East Asian Ministers of Education Organisation's (SEAMEO) Regional Language Center for two terms (1999-2004) before serving as Chairperson of SEAMEO Regional Training Centre's Governing Board from 2004 until present.

In the past almost forty years Mr. Dzung has participated in many social and community activities especially with youth.

Dr. Nguyen Ngoc Hung, Deputy Director General, Department for International Cooperation, MOET, Vietnam



Dr. Nguyen Ngoc Hung is Deputy General Director of the International Cooperation Department, Ministry of Education and Training. He was director of academic studies at Ha Noi University of Foreign Studies, deputy director of the English for Specific Purpose Resource Centre, director of Vietnamese language Centre.

Dr. Nguyen Ngoc Hung received his Doctor degree in Humanities from Laguna State Polytechnic College, the Philippines, his master degree in TESOL (Teachers of English to Speakers of Other Languages) from Canberra University, Australia, and a UK postgraduate diploma. In his 30-year career both as a teacher and leader at the university he specialized in curriculum development, simultaneous interpreters, multi-media aids for language training and teaching methodology.

Mr. Nguyen Cong Hinh, Acting Director General, Department of Continuing Education, MOET, Vietnam



Mr Nguyen Cong Hinh is acting Director-General of the Continuing Education Department, Ministry of Education and Training, Vietnam. He has received his master degree in education from Hanoi National University of Education. He was a teacher High school in Bac Giang Province between 1980 and 1985. From 1985 he was an officer at the Department of Education and Training, Bac Giang Province before serving as a governmental official the Ministry from 1997.

Assistant Professor Dr. Nguyen Loc, Deputy Director General, Vietnam Institute of Educational Sciences



Associate Professor Dr. Nguyen Loc is deputy director general of the Vietnam Institute for Educational Sciences (VNIES) which serves as a think-tank for the Ministry of Education and Training of Vietnam in educational strategy formation and curriculum development. He received his PhD in Theories and History of Educational Sciences from The Academy of Educational Sciences in Russia in 1989.

His scientific interest is broad and ranges from vocational and technical to higher education, from educational strategy development to curriculum development. In particular, Dr. Nguyen Loc has devoted his efforts and interest in the issue of human resource development over nearly 20 years.

Dr. Nguyen Loc has conducted intensive research work in human resource development such as “The Vocational Training on Workplace in Vietnam” (1992), “Development of Managerial Human Resources” (2002), “Creation of Linkages between Training, Research and Production in Higher Education Institutions” (2007). At present he is leading a research group to carry out the project “Theory and Practice of Human Resource Development in Vietnam”. He has been invited to chair and moderate a number of international conferences and workshops on various issues of education. Associate professor Nguyen Loc also teaches postgraduate programmes in educational sciences and educational management at VNIES, Hanoi National University, Ho Chi Minh City National University and Hanoi National University of Education.

Dr. Nguyen Hong Son, Deputy Director General, Department of Continuing Education, MOET, Vietnam.



Dr Nguyen Hong Son is Deputy Director General Department for Continuing Education, Ministry of Education and Training (MOET), Vietnam. He received his bachelor degree from Voronez National University of Pedagogy, Russia in 1986 and doctor degree from Russian Academy of Science in 2004. He was a teacher at Hanoi National University of Education between 1986 and 1987. He worked as editor at the Education Publishing House from 1998 to 2001 before embarking on his PhD study in Russia. Since his return to Vietnam in 2004, he serves as a governmental officer and then Deputy Director General at the Department for Continuing Education.

Ambassador Nguyen Quoc Khanh, Asia-Europe Foundation



Ambassador Nguyen Quoc Khanh, a career Vietnamese diplomat, joined ASEF as its Deputy Executive Director in August, 2008. Prior to this, he was Director - General of Department for South Asia, Southeast Asia and South Pacific Affairs, Ministry of Foreign Affairs of Vietnam, the post he previously held in 2000-2002.

He graduated from Hanoi's Institute of International Relations in early 1974 and joined Vietnamese Foreign Service soon after. In 1991-1992 he undertook post-graduate study in International Relations and Development in the Institute for Social Studies, the Netherlands.

Ambassador Khanh served at Vietnamese diplomatic missions abroad at various capacities; the latest was the Vietnamese Ambassador to the Kingdom of Thailand and Permanent Representative to the UNESCAP during 2002-2006.

He has long been involving in promoting Asia and Europe understanding and co-operation and served as ASEF Governor for Viet Nam in 2001-2002.

Mr Joern Skovsgaard, Senior Advisor, Danish Ministry of Education.



Joern Skovsgaard is senior adviser to the Danish Minister of Education, Mr Bertel Haarder, in the domain of international relations and international cooperation on education policy and he is attached to the Department for Higher Education and International Cooperation in the Ministry of Education. He is also counsellor to the Danish development aid programme DANIDA.

Joern Skovsgaard is the Danish delegate to the OECD Education Policy Committee and he is the Danish governing board member to OECD's Centre for Educational Research and Innovation (CERI). He has had a number of positions of trust in OECD committees, working groups, networks and sub-committees. He was a member of the INES Strategic Management Group for two election periods. He took part in the initial design of the OECD surveys PISA (programme for the international assessment of student achievement) and PIAAC (programme for the international assessment of adult competencies). He is currently member of the CERI Bureau.

Joern Skovsgaard takes the overarching responsibility for Danish cooperation on educational policy in Asia and Latin America. In this capacity he has initiated several multi- as well as bilateral projects. He is coordinating Danish relations to the education branch of ASEM and he is heading the preparation of the third ASEM Education Ministerial Meeting to be held in Copenhagen in 2011. He was one of the founding members of the ASEM Research and Education Hub for Lifelong Learning and the first chairman of the advisory board. He was the driving force behind the Memorandum of Understanding between Denmark and the Republic of Korea.

Joern Skovsgaard has contributed to several publications in Danish especially on institutional management and strategic thinking in education. Samples of his other publications in English include:

“Ensuring Basic Skills for All”, thematic report for the ASEM LLL Initiative 2002. Co-authors: Lars Alrø Olesen and Arne Carlsen; “The Folkeskole Year 2000 – a National Strategy for Enhanced Learning”, American Association of Colleges for Teacher Education, Washington D.C. 2002; “School-management and Parent’s Commitment in Denmark”, which was also printed in Portuguese in “Autonomia – gestao e avaliacao das escolas”, ASA Lisboa 1998. www.cursoverao.pt/c_1998/jorns.htm;

“Four Dimensions in Intercultural Analysis and the Roots of School Organisation in Denmark”; contribution to bilateral Anglo-Danish project – “Leadership for Change”, Fredensborg- Humlebæk 1995.

Dr. Arne Carlsen, Chairman of the ASEM LLL Hub



Arne Carlsen is Director for International Affairs at the Danish School of Education, Aarhus University. He is a founding member and the chairman of the ASEM Education and Research Hub for Lifelong Learning. His background is in Philosophy of Knowledge and Science. His areas of expertise and significant contributions lie within national and international lifelong learning policies; the interface between evidence-based educational research, educational policies and educational practices; transformation of knowledge, skills and attitudes into competences; and the role of vocational education and training and of higher education for development of knowledge economy and learning society.

He was Vice-rector for Education at the Danish University of Education from 2001 to 2006, and heading the designing of 21 new master programmes in education, that enrolled more than 4000 postgraduate students yearly. He has served as an expert in adult education, new basic skills, non-formal adult learning, vocational education and training, and lifelong learning policy to UNESCO, European Commission, OECD, and Nordic Council of Ministers. When taking up a research position in the Danish National Institute of Educational Research in 1999 he was leading a comparative research project on “Lifelong Learning, Democracy and Civil Society – a comparative analysis of lifelong learning reforms in the Nordic countries”. He was the national research coordinator in Denmark for the OECD-CERI review “ICT and Organisational Change” within the “Schooling for Tomorrow” programme. He was in the 1990s rector of the Nordic Council of Ministers institution - Nordic Folk Academy in Gothenburg, Sweden and initiated the Nordic-Baltic cooperation in adult education. He also recently served as a member of the Nordic Think-Tank on future competences.

He is a member of editorial boards and a scientific referee of international journals in lifelong learning. He has been visiting professor at Kaunas University in Lithuania, the German Institute for Adult Education in Frankfurt in Germany, University of Western Timisoara in Romania, Malaysia National University and Peking University where he contributed to the development of new strategies and research areas in relation to lifelong learning

Professor Peter Jarvis, University of Surrey, UK



Peter Jarvis, having left school without university entrance qualifications, now has degrees from the Universities of London, Sheffield, Birmingham, Aston and Surrey. He has been a member of the Royal Air Force, a Methodist Minister and a school teacher trainer. Since 1976 he has been at the University of Surrey where he is Professor of Continuing Education and was Head of Department of Educational Studies. He has also been involved in distance education with the British Open University and the University of Surrey since the time that the Open University was established. He has been Visiting Professor and Guest Professor at many universities throughout the world and holds a number of

awards and honorary doctorates.

Among Peter Jarvis' Visiting Professorships are ones at Tianjin Radio and Television University and at the School of Professional, Adult and Continuing Education at the University of Hong Kong. He was also a recipient of a Japan Society for the Promotion of Science scholarship and spent a month studying adult education in Japan. Last year he was a keynote speaker at the Asian Conference of Open Universities in Tianjin and also at an adult education conference at the Seoul National University where he lectured on *Learning to Be: East and West*. He is a frequent visitor to many countries in Asia but this is his first visit to Vietnam.

He is a prolific writer, having authored and edited over 40 books including a trilogy on Lifelong Learning and the Learning Society and he has recently authored *Learning to be a Person in Society* and edited *The Routledge International Handbook on Lifelong Learning*. All his recent books have been published by Routledge. He is also the founding editor of *The International Journal of Lifelong Education*, he has chaired the Board of Editors of *Comparative Education* and serves on editorial committees for a number of journals. He is a frequent lecturer around the world.

He now holds a part-time position at the University of Surrey and since retiring from full-time employment he continues to write and edit - he is currently writing *The Philosophy of Learning* and editing *The Routledge International Handbook on Learning*, but he is also the founding chairman of the University of the Third Age (U3A) in his town on Thatcham and is active in both the U3A more widely and in civic activities in his town.

Patrick Werquin, Senior Economist, the Organisation for Economic Co-operation and Development



Patrick Werquin is currently senior economist in the Centre for Educational Research and Innovation (CERI) of the Organisation for Economic Co-operation and Development (OECD), Directorate for Education, in Paris. Before joining CERI, he worked for 10 years in the Education and Training Policy Division at the OECD's Directorate for Education. He has a PhD in Economics and has taught Economics and Econometrics at various universities in France and Switzerland.

From 1992 to February 1999, Patrick Werquin was a researcher at the French Centre for Research on Education, Training and Employment of the French Ministries of Labour and Education. He has published papers and edited books on issues such as the transition from school to working life, including public intervention in the youth labour market, poverty, wage and unemployment. He was chairman of the European

Research Network on Transition in Youth (TIY) from 1998 to 2001 and is a member of the editorial board of the Journal *Économie et Prévision*, Paris.

At the OECD, Patrick Werquin is working on the role of national qualifications systems in promoting lifelong learning, adult learning, low skilled individuals/workers, adult literacy, new competencies and assessment of adult skills, school to work transition as well as recognition of non-formal and informal learning, credit transfer, qualifications frameworks and statistical indicators for education and the labour market (INES Networks). He is the OECD contact person for the International Adult Literacy Survey (IALS) and the Adult Literacy and Life Skills Survey (ALL). He is involved in the preparation of the PIAAC survey (Programme for International Assessment of Adult Competencies).

He has contributed to the following OECD publications: the third IALS report (*Literacy in the Information Age*, 2000), the 2001 Education Policy Analysis (prepared for the meeting of the Education Committee at the ministerial level), the two reports of the Thematic Review of Adult Learning (*Beyond Rhetoric: Adult Learning Policies and Practices*, 2003; *Promoting Adult Learning*, 2005), the first ALL report (*Learning a Living*, 2005) and the international synthesis report of the activity on the *Role of National Qualifications Systems in Promoting Lifelong Learning (Qualifications Systems: Bridges to Lifelong Learning*, 2007). He is the author of the forthcoming OECD publication: *Recognition of non-formal and informal learning: Islands of Good Practice* (2009).

Ms Anouk van Neck, Team Leader, Social Sector, European Union Delegation to Vietnam



Anouk Van Neck is currently social sectors specialist in the Delegation of the European Commission to Vietnam. Before joining the European Commission, she worked for 4 years for the Belgian Directorate General for Development Cooperation (DGDC) in Vietnam. From 1996 – 2000, Anouk Van Neck, was programme director for a teacher training and curriculum development project at the National Economics University in

Hanoi, Vietnam. She has a Master degree in Development Cooperation and Gender Issues.

After 13 years, Anouk Van Neck has extensive experience in Vietnam. She was the co-chair of the education sector working group for 3 years as well as

an advisor to the Ministry of Education and Training on policy issues and she chairs the EU Higher Education working group in Hanoi.

She is currently supporting the Ministry of Education and Training in Vietnam in the development of the new Education Development Strategic Plan (2011 – 2020). She is a member of many different working groups such as Education For All-Fast Track Initiative (EFA-FTI), Education Management Information System (EMIS) and regional advisory boards such as the Education Program Development Fund of EFA-FTI.

Professor Supachai Yavaprabhas, Director , The Southeast Asian Ministers of Education Organization (SEAMEO)



Professor Dr. Supachai Yavaprabhas was appointed Director of SEAMEO RIHED in 2005. He obtained a Bachelor's Degree (honor) in Political Science from the Chulalongkorn University, Thailand in 1976. As a Chulalongkorn University scholarship, he earned a Master's Degree and Doctoral Degree in Public Administration and Public Affairs in 1984 from Virginia Polytechnic Institute and State University, USA.

The Director is also concurrently Professor in Public Personnel Administration, Faculty of Political Science, Chulalongkorn University. Previously, he was Director of ASEAN University Network (AUN) from 1997-2005 and former Vice-President for International Affairs, Chulalongkorn University. His research interests include public sector reform and policy analysis, such as Restructuring Thai Public Agencies: A Conceptual Prospect, Designing a structural configuration of an office of natural environment protection agency, Expertise of Thailand's Elite Civil Servants and The Applicability of QC Concepts in Thai Public Agencies.

He is the author of Introduction to Public Policy (Faculty of Political Science, Chulalongkorn University Press, 1999), Public Personnel Administration (Chulalongkorn University Press, 1990-2005), and Research Methodology for Public Administration (Faculty of Political Science, Chulalongkorn University, 1993).

As a Professor, Dr. Supachai taught both undergraduate and graduate level courses in public policy, policy analysis, research methodology and data analysis at Chulalongkorn University and Thammasat University.

Dr. Rui Wang, Vice Director of Education Policy Evaluation Research Division, National Center for Education Development Research, Ministry of Education, China.



Rui Wang is an associate professor and vice director of Education Policy Evaluation Research Division in National Center for Education Development Research under Ministry of Education of the People's Republic of China. Rui WANG has Ph.D Degree in Education and over 10 years of experience in educational policy research and making. She participated in many national level research projects. Her most recent research projects include: Continuing education consultation Report for National Guideline on Educational reform and planning by 2020, the Key Research Projects 'Educational Modernization and Institutional Reform' for National Eleventh (11th)

five-year (2006-2010) Program for Economic and Social Development, and the World Bank Funds Project "The Multilevel Analysis on the development of Peasant workers' Children in different schools". She is good at empirical study, especially the large scale data analysis and multilevel data analysis. Her research interests include Economics of Education, Vocational Education and training, Continuing education and lifelong learning, educational policy evaluation and analysis. She has published in journals such as Education Research, Peking University Education Review. Samples of her recent papers include "The Classification and Factors on Employee's View of Working Skill, a Multilevel Analysis" is published in Peking University Education Review in 2007.

Professor S.Y. Shah, Jawaharlal Nehru University, New Delhi, India



Professor S.Y. Shah is the Honorary Director of the International Institute of Adult and Lifelong Education (New Delhi, India) and the Vice President of Indian Adult Education Association. He holds the position of full Professor at Jawaharlal Nehru University, New Delhi where he served as the Director of Adult Education for over a decade. Earlier, he served as a Senior Fellow at the National Institute of Adult Education, New Delhi; Joint Adviser (Education Division) Planning Commission, Government of India and a faculty member at the National Council of Educational Research and Training, New Delhi. In the past

he has been associated with teaching and research at various universities, viz., Aarhus (Denmark), Nottingham and Warwick (UK), Syracuse (USA), Toronto (Canada).

During his professional experience spanning over three decades, he has undertaken several short term consultancy assignments from UNESCO-India; Commonwealth of Learning, Vancouver; UNESCO Institute for Lifelong Education, Hamburg; Indira Gandhi National Open University, New Delhi and Asian South Pacific Bureau of Adult Education besides twelve research/evaluation projects. He has published eleven books and forty papers and participated in several international conferences. He has been an expert member of several committees of the National Literacy Mission, University Grants Commission, World Literacy of Canada and some of the Universities and State Resource Centres of Adult Education.

Professor Pham Do Nhat Tien, Educational Sector Group Vietnam



Pham Do Nhat Tien is actually working in educational research. For a long time he was assistant to the Minister of Education, contributing actively to the development of the Education Law, Strategic Plan for Education Development, as well as other related legal documents in education. He was also for 5 years National Co-Director of the “Support to the Ministry of Education and Training” EC project, which activities contributed considerably to the capacity building of educational managers in terms of policy setting, management renovation, and pedagogic improvement.

He gained his post-doctoral degree as Dr.Sc. in Philosophy of Sciences from the Institute of Philosophy, Russian Academy of Sciences. Prior to taking up educational management he was lecturer of physics and educational expert in Algeria. His current major research interest is in the macro issues of Vietnam education development such as renovation of education management, vision development, education reform, liberalization of trade in education services, comparative education, international cooperation in education etc...

Dr. In Joo Park, President of Korean National Institute of Lifelong Learning



In Joo Park is president of National Institute for Lifelong education (NILE) of Korea. Prior to this position he served as the president of Korean Association for Lifelong Education (KALE) from 2002 to 2008 and as the director general of Citizen’s Association for Clean Election from 1994 to 2002. He was also honorary president of the Young Korean Academy which is 100 year old NGO between 2003 and 2008 and CEO of World Research Inc. between 1992 and 2008.

He is now a PhD candidate majoring in lifelong education at Aju University, Korea.

Professor Pham Minh Viet, President of Hanoi Open University



Professor Dr. Pham Minh Viet is President of Hanoi Open University since 2004 and Dean of Distance Education Faculty since 2008. He received Bachelor degree in Telecommunication from Budapest University of Technology, Hungary in 1973. He served as lecturer at Hanoi University of Technology between 1974 and 1984 before obtaining his PhD majoring in High-frequency electric wave from Academic Institute of Hungary in 1989. From 1999, he became Dean Telecommunication Faculty at Hanoi University of Technology.

He co-authored and edited textbooks at undergraduate and postgraduate levels, such as Basic technical for Internet (Education Publishing House, 2001), Telecommunication system, Book 1+2 (Education Publishing House, 2001), Information Security (Scientific Technology Publishing House, 2004).

Assistant Professor Dr. Thapanee Thammatar, Thailand Cyber University Project, Office of the Higher Education Commission, Ministry of Education, Thailand



Assistant Professor Dr. Thapanee Thammatar is the Director of Thailand Cyber University Project (TCU), Office of the Higher Education Commission. TCU is an ongoing project being carried out according to the Thai National Education Act B.E, 1999 which put emphasis on expanding educational opportunities for people. The TCU acts as a learning resource sharing center and aims to assist all the higher education institutes to deliver distance learning via the Internet. It also works to ensure that all online courses are of a high quality and meet government standards.

Dr. Thapanee Thammatar received her Ph.D. in Educational Communication and Technology from Chulalongkorn University. She is also currently working as a lecturer at the Faculty of Education, Silpakorn University. She was a Vice Director of Computer Centre (Educational Information), of Silpakorn University during 2002-2008.

Dr. Hurip Danu Ismadi, Deputy Director of Equivalency, Directorate General of Non formal and Informal, Ministry of National Education, Indonesia.



Dr. Dr. Hurip Danu Ismadi is Deputy Director of Equivalency, Directorate General of Non formal and Informal, Ministry of National Education, Indonesia. He has been working in the field of informal and non-formal education for more than 20 years as training specialist and policy maker at the Ministry. He received his doctor degree in Research and Evaluation of Education from the State University of Jarkarta, Indonesia. He is very active in the regional network in the field of lifelong learning and a speaker at various conferences. He is also an Associate Professor at Pakuan Private University, Bogor, Indonesia.

Ms Dang Que Anh, International Research Policy Office, Danish School of Education, Aarhus University



Dang Que Anh is Head of the ASEM LLL Hub secretariat located at the International Research Policy Office, Danish School of Education, Aarhus University. She is in charge of both strategic development and operational management of the ASEM LLL Hub activities. She coordinates and facilitates cooperation between partner universities, research networks and ministerial departments in the ASEM countries, which are members of the Hub. She has a master degree in Lifelong Learning: Policy and Management under the EU's Erasmus Mundus scheme, granted by the Danish School of Education and Deusto University, Spain. She is also pursuing a postgraduate degree in Development Studies at Copenhagen Business School. She benefits from the combination of education and development fields and builds on her experiences in Asia-Europe cooperation.

She has worked as Education Manager for 10 years at the British Council, the UK's international organisation for cultural relations and educational opportunities. She has rich experience in international educational co-operations, especially between western European countries, including the UK, Germany and Denmark and Southeast Asian countries.

Her main research interest is international policy transfer in the field of education. She has written papers and thesis on education policy making, such as higher education reforms in Europe, especially the Bologna process; Learning outcomes and their impacts on learning, teaching and assessment in universities; Quality assurance at programme level; the World Bank's role and influence on higher education policy development in Vietnam.

6. Presentations and Abstracts

29 October 2009 - Day 1

Presentation 1: “Lifelong Learning: the Defining Issues, Initiatives and their Impacts on Socio-economic Development of a Country”

Mr. Arne Carlsen, Chairman of the ASEM LLL Hub

This presentation addresses first the defining issues of lifelong learning, before referring to some recent initiatives and ending with the impacts on socio-economic development in a number of countries.

1. Lifelong Learning

What is lifelong learning – what are the widely-adopted definitions? These questions will be answered firstly by introducing briefly the recent history of the development of lifelong learning concept from the UNESCO work in late 1960s, OECD understanding in 1980s and 1990s and the European Commission’s (EC) definition in 1990s and beginning of the 21st century; secondly by comparing the definitions of competencies by the OECD-project Definition and Selection of Competencies, the EC work on Basic Skills and Key Competences, and ASEM LLL Hub’s proposal to contextualise meta-competences for the future development of society and labour-market.

2. Initiatives

The second question will be addressed by analysing some initiatives, that have been developed as a consequence of the new definitions of lifelong learning. This is exemplified by the making of National Employment Plans in relation to lifelong learning for each EU member country, as well as National Lifelong Learning strategies, and finally to include all EU education programmes for all education sectors from 2007 in the overall Lifelong Learning Programme.

3. Impacts

The third question will be explored by analysing three cases and their outcomes and impacts: the OECD review on adult learning in 21 countries and its national background reports, the Swedish Adult Education Initiative, and the Danish Flexicurity Model.

Presentation 2: “Vietnam’s Perspective on Lifelong Learning”

Dr. Nguyen Thi Nghia - Deputy Minister of Education and Training, Vietnam

Vietnam is rich in her long tradition in education. The ideology of education for all and lifelong learning was addressed as early as in January 1946 by our late President Ho Chi Minh who said: “*Learning should be a lifelong task*”. In order to guide the development of education in general, education for all as well as a learning society in Vietnam, the Party and Government of Vietnam have promulgated many legal documents stating the role, status and the need of the above mention issues.

This presentation identifies a brief overview of the policy and programmes of lifelong learning in Vietnam, different factors which have influenced the practice and achievements of lifelong learning and brings out some prioritized orientation for lifelong learning in Vietnam for period 2011-2020: (1) Develop the Illiteracy Elimination Project for Vietnam-period 2010-2020; (2) Initiate the material development program for lifelong learning and teaching methodology reform in the sub-sector; (3) Develop a training and capacity development program for educators, managers, teachers of continuing education; (4) Develop distance education project for 2011-2020; (5) Initiate a project to set up 3 continuing education centers in the north, central land and the south; (6) Look into the synergies between literacy teaching with vocational orientation and vocational training by merging three types of facilities: continuing education center, technical orientation training center and vocational training center at the district level; (7) Establish some independent testing and examination centers to help with grading self-learners.

Presentation 3: “Psychological, socio-cultural, economic, geopolitical and legislative contexts that hinder the development of lifelong learning in the two regions”

Professor Peter Jarvis, University of Surrey, UK.

The general thesis of this presentation is that lifelong learning needs to be channelled by the State in the direction that is most suitable for the majority of its population most of the time and this means removing obstacles in many instances and erected them in some others.

In order to do this in the two regions it is necessary to contextualise the regions within a framework of the globalisation and examine the place of the State within this framework. Some of the implications of this globalisation thesis are noted, such as the prevalence of scientific/technological knowledge and its apparent superiority over other forms of knowledge in the generation of a global culture. The differences between East and West are also noted at this point and the extent to which one region learning can be transferred to another region and culture.

Thereafter the complexities of lifelong learning are discussed, eg. individual personal learning and its benefits and more institutionalised forms of learning: personal learning occurs in individual, informal, non-formal and formal settings – the latter two are very important in the development of much lifelong learning. Lifelong learning itself is analysed by examining its implementation, policies (EU and national) and nature with ten different themes being regarded as central to lifelong learning: this final point highlights the outcomes of the implementation. And the question is then asked – what types of lifelong learning are required and what obstacles need be considered in devising policies for its implementation.

At this point the nature of the obstacles is discussed and questions about the extent to which the state can actually channel lifelong learning in the directions that will bring most benefit to the majority of its population. The raises questions as to the nature of the State located between the global economic forces on the one hand and the local socio-cultural forces on the other. This discussion involves examining economic, geo-political, legislative, socio-cultural and individual/psychological factors which are sometimes obstacles in the development of lifelong learning in the two regions.

In conclusion, it is recognised that in most countries of the world teacher training has been restricted to teaching children but in order to deal with the complex problems of teaching adults, it is necessary to implement the training of teachers of adults, including training those who teach by distance.

Presentation 4: “Qualifications systems to promote lifelong learning; the case of recognition of non-formal and informal learning”

Dr. Patrick Werquin, Senior Analyst, CERI, OECD Directorate for Education

It is only recently that national qualifications systems have been seen as policy tools for promoting lifelong learning. OECD (2007)¹ shows that there are many potential mechanisms that can promote lifelong learning from within qualifications systems. Together with establishing a qualifications framework, providing credit transfer, organising information and guidance, for example, recognition of non-formal and informal learning appears as one of the most powerful of these mechanisms.

We are constantly learning, all of us, everywhere and all the time! While there is nothing new about this observation, the idea of exploiting learning that takes place outside the formal system of initial education and training seems to have emerged on a large scale only recently. Taking advantage of such learning requires it to be visible and therefore recognised.

The production of skills, knowledge and/or competences concerns all human activities, not only, nor obviously, in the context of formal learning situations. Learning that occurs on a daily basis could also represent skills, knowledge and/or competences that are more interesting and longer lasting because they take place in a practical setting, at work or in daily life. Whatever the case, skills, knowledge and/or competences representing non-formal and informal learning outcomes are likely to be very valuable, to judge by the interest shown by public authorities aiming to catch the train of economic growth, global competitiveness and human development.

The main aim of the presentation is to give an overview of the key issues involved in recognising non-formal and informal learning, ranging from the legitimacy of the learning activities in terms of the outcomes to be recognised, through the cost of the necessary assessment, and essential elements such as quality assurance, the standards used, the potential benefits and the real obstacles. The findings summarised here are based on a report that describes and analyses practices in the 22 countries that participated actively in an OECD study (2009), with participating countries from the five continents.

In many countries, recognition of non-formal and informal learning is seen as a possible solution to make skills, knowledge and/or competences visible as well as to deliver partial or

¹ All relevant publications can be found at:
www.oecd.org/document/17/0,3343,en_2649_35845581_42097617_1_1_1_1,00.html

full qualifications directly to individuals that meet the expected and agreed standards; without additional formal learning. Recognition must be understood here as social recognition; whether what is delivered to successful applicant to a recognition process has value and is used in the society they live in; in particular in the labour market and in the lifelong learning system. In the most advanced countries indeed, recognition of non-formal and informal learning has a double currency: it may give people access to the labour market as well as it allows them to re-enter the formal education and training system.

The presentation will try to address the following issues: the context, the definitions of non-formal and informal learning and of recognition, the rationale for organising recognition of non-formal and informal learning, some country practice, the potential barriers, the issue of cost and benefits. It will give an overview of what countries are doing will suggest some ways forward.

Presentation 5: “Bilateral, Regional and Inter-regional Cooperation in Lifelong Learning”- EU Perspective

Ms. Anouk van Neck, Team Leader, Social Sector, Delegation of the European Commission to Vietnam

The European Union places a high value on improving performance by learning from each other within a broad policy cooperation framework. It is worth remembering that within the EU each of the 27 Member States is responsible for their own education systems. Although each education system is unique, we all face the same challenges, and mutual learning can inspire all partners towards change.

The European Commission is committed to support countries in taking forward their reforms, agreeing common objectives, and identifying successful policies and practices. Together with the Member States, we have already identified key competences that people need to thrive in the knowledge economy – problem- solving and analytical skills, self management, entrepreneurship and team spirit, communication skills, languages and ICT.

EU Member States and the European Commission have strengthened their political cooperation. This has been done through the Education and Training 2010 work programme, launched in 2001 and its follow-up, the strategic framework for European cooperation in education and training adopted by the council in May 2009.

The new strategic framework identifies four long term strategic objectives:

1. Making lifelong learning and mobility a reality;
2. Improving the quality and efficiency of education and training;
3. Promoting equity, social cohesion and active citizenship;
4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

30 October 2009 - Day 2

Presentation 1A: “Financing Lifelong Learning in Denmark”

Mr. Joern Skovsgaard, Senior Advisor, Danish Ministry of Education

Institutional frameworks for adult education and retraining has for generations been included as an integrated part of the Danish education system.

The system has a decentralised structure and the sources for finance are multiple. The reason for this is the ambition to involve the social partners in the labour market, local government and the individuals as responsible actors in the LLL process.

Denmark has remarkable achievements in the LLL sector. OECD statistics give evidence the Denmark is second to none in a number of key indicators on LLL.

Justification for investing in LLL

The turbulence in the global financial market has turned over in the national labour markets. Widespread unemployment, exclusion, disparity and increased social tension is a threatening scenario. Recovery of the labour market will be propelled by innovation in production, transport and trade - capitalising technologies, design and new efficient logistics. The process will close down traditional job slots and subsequently open new ones. Redundant workers cannot be reallocated to new job slots without the acquisition of the skills needed in the new scheme for production, transport and trade. Nations who develop and maintain systems efficiently fostering work placed learning and lifelong learning opportunities in response to the changes will pave their way more smoothly through the crisis and recover more rapidly than those who do not.

Developing and maintaining LLL-systems demand consensus, trust and joint action from governments, employers and trade unions along with the population’s motivation to act in and accommodate to flexible schemes for work, training and re-education.

Governments’ action need to be a true whole of government approach building on comprehensive policies bringing together areas and domains that traditionally relate to different ministries. The policies and frameworks must be developed and implemented in an open and transparent cooperation with the stakeholders. The challenge of creating a sense of ownership and responsibility at all levels must be addressed from the initial steps and maintained throughout the process.

An efficient LLL system includes a rich variety of components and features that address individual, local, regional and national needs in a dynamic cost efficient way and in correspondence with the mainstream education system. Mainstream education must keep an open door for adults who want to re-enter. The LLL-system must provide general as well as technical and vocational courses at various levels ranging from remedy of basic skills needs to advanced courses at tertiary level and preparatory courses giving access to tertiary education in the mainstream system.

Institutional frameworks, learning environments, curriculum and didactics must be developed to meet the needs and prerequisites of adults – traditional ‘schooling’ will not work. Adults

with basic skills needs often have negative experiences from their time in compulsory school. New inclusive learning environments that do not resemble traditional classrooms must be developed and the instructors must be educated to meet the challenge of teaching adults.

Business and industry must acknowledge that education and training will become an increasingly important component in the corporate social responsibility that nations will be demanding from them. Re-education and retraining of employed will not only relate to the demand for new technical and vocational skills brought forward by the introduction of new technologies. It will include upgrading of skills and competences more generally in order to improve job opportunities for redundant staff who are forced to go for further vocational training and for people who desire an upgrade of their educational level by i.e. opt for re-entering mainstream education.

Trade unions must support and contribute to the motivation of members for education and training. They must support education opportunities as a component in the social schemes for unemployed and they must proactively cope with the new technologies even though this might ultimately eliminate the branch in which they recruit their members. In the negotiation of collective agreements the scope for increased pay, pensions and benefits should not be completely exhausted by pay outs on behalf of the companies but instead should parts of the negotiable funds be put aside for educational purposes. Governments must encourage such agreements and i.e. provide additional funds to the schemes agreed by the social partners. Tri-partite governance structures of the new institutional framework will help to ensure quality, relevance and synergy.

LLL goes beyond the interest of individuals, companies and organisations - it is all about a contribution to progress for our societies in the broadest and most vital sense.

Presentation 1B: “Research and Policy Development in Lifelong Learning in China”

Dr. Rui Wang, Director of Academic Research Division, Committee of Lifelong Education Research, Chinese Society of Educational Development Strategy, Ministry of Education, China.

In 2002, Chinese government set the strategy objective of establishing a Learning system and Learning society by 2020. Since then, the concept of lifelong learning has been mentioned in many national and local policy statements in China. It provides a new policy framework to guide education and training. After the strategy objectives have been set, Ministries and local governments are carrying out comprehensive measures and policies, such as building learning communities and cities. Major approaches to establishing the Lifelong Learning System and Learning Society include: (1) strengthen and improve school education, give full play to school education which plays a fundamental role in establishing a Learning System & Learning Society. (2) Strenuously develop training and continuing education so as to meet growing requirements for learning and training of social members. (3) Enhance the construction of learning organizations and learning communities. (4) Vigorously promote the construction of IT application in education so as to form education and training network covering the whole society and learning resources meeting different

learners’ needs. (5) Institution innovation for establishing the Lifelong Learning System & Learning Society, integrate and open up all kinds of educational resources. A research committee was set up in 2007- “The Committee for Lifelong Education Research”. This is a scholarly organization engaging in national lifelong education research and practice to explore challenges in the achievement of objectives to establishing a Learning system and Learning society.

Presentation 1C: “Lifelong Learning Through Virtual and Open Distance Learning in India”

Professor S. Y. Shah, Director, International Institute of Adult and Lifelong Education

India has the third largest system of education in the world with a variety of educational institutions at various levels and modes of delivery. With the tremendous expansion of Information and Communication Technology during the past two decades, concerted efforts have been made to design a number of educational programmes through Virtual and Open Distance Learning. This presentation aims at providing a brief overview of the policy and programmes of Lifelong Learning in India with special reference to the role of virtual learning. While the Indian experiences of providing lifelong learning through Open Distance Learning institutions and virtual learning have been very effective in meeting the learning needs of large number of learners, it has raised a number of issues related to quality, evaluation and finances. Based on the study of policy documents, programme reports, observation of selected programmes and interviews with stakeholders, this presentation identifies different factors which have influenced the policy and practice of Lifelong Learning in India, and argues the need for sensitizing the policy makers, allocating adequate resources, strengthening the professional capability of programme managers and developing an effective strategy of networking different Lifelong Learning organizations with a view to optimizing the utilization of resources, sharing experiences and avoiding duplication of programmes.

Presentation 1D: “Obstacles to Lifelong Learning in Vietnam and some Suggested Solutions”

Professor Pham Do Nhat Tien, Educational Sector Group in Vietnam

Vietnam education is moving on the way of lifelong learning (LLL) development. It has achieved significant progress in broadening the scope of education, diversifying modes of delivery, developing networks of educational institutions throughout the country, renovating ways of learning etc...However, evidence shows there are still many weaknesses and shortcomings in the change process, especially in human resources development responding to the socio-economical needs of the country. Taking into account that LLL development is country specific, this article focuses in the analysis of different obstacles, namely conceptual, institutional, structural, financial and individual obstacles to LLL development in Vietnam. The identification of these obstacles enables to provide solutions for a rationalisation of existing LLL system in view of making it function as foundation for the building of a learning society in Vietnam.

Presentation 2A: “Implementation of Lifelong Learning Strategies in Korea”

Mr In Joo Park, President of Korean National Institute of Lifelong Learning

The most critical change that has taken place in Korea's lifelong education environment since 1997 is the enactments of the Lifelong Education Act. The Lifelong Education Act, which prescribes all matters concerning Korea's national lifelong education, was promulgated in August 1999 as a modified expansion from the Social Education Act of 1982. The Act was thoroughly revised in November 2007 to adopt its current form. This presentation introduces the Lifelong Education Act and the laws, policies and administrative system it embodies, with a focus on the 2nd National Lifelong Learning Promotion Plan.

In Korea, there is a strong government-led policy support system for lifelong education. After the establishment of the Lifelong Education Act emphasizing governmental responsibilities, key structures for promoting lifelong education have been organized at all three governmental administrative levels. There are the Lifelong Education Centre (the central government level), Lifelong Learning Information Centres (metropolitan cities and provinces level), and Lifelong Learning Centres (lower administrative units level) that have been constructed. In addition to this, the 2007 Lifelong Education Act emphasizes the responsibilities of local autonomous entities. Furthermore, the national level lifelong education system has been intensified by the newly established National Institute for Lifelong Education (NILE) in 2007.

Presentation 2B: “Lifelong Learning and the Open University System in Vietnam”

Professor Pham Minh Viet, President of Hanoi Open University

Since the late 1980s the overall renovation initiated by Vietnamese Government has brought about achievements to the country in all areas, including educational development. For over 20 years of reforming and innovating there have been new policy development and legislation for education, a re-statement of the Education Law, an expansion of access and participation. The changes were driven by three main forces: (1) the growing demand for education of the people, (2) a pressing need to improve the workforce, (3) recognition of the importance of lifelong learning and knowledge economy.

The Government policy “Socialization in Education” has mobilized the whole society for educational development. The philosophy of “*lifelong learning*” has been implemented in all levels of the system.

This presentation addresses the following issues:

- Needs for open education system
- Policy and direction for lifelong learning
- The role of Open University system

The presentation argues that the contribution made by open distance learning (ODL) and by the two Open Universities in Vietnam to the development of the country can be generated for the following reasons:

1. The wide range of learning needs caused by the transition to a market economy. Many people need education for employment, adaptability with job requirement; others strive for advancement or change of occupation. The system of traditional institutions could not meet the demand for human resources and the needs for lifelong learning.
2. Open Universities were established as an initiative in the renovation of ODL. The key priorities have been defined as increasing quality and improving the curriculum, training and teaching methodologies to enhance learning.
3. The Government policy has been the most important factor to the development. In line with the renovation in socio-economy policy, the Government has released series of directions and decisions to improve the education system. In many official documents, priorities have been given to ODL development.

Presentation 2C: “Thailand’s Experience and Lessons Learned from the Lifelong Learning Conference on e-Learning and Workplace Learning”

Assistant Professor Dr. Thapanee Thammetar, Director of Thailand Cyber University Project, Office of the Higher Education Commission, Ministry of Education, Thailand

This presentation will present Thailand’s experience and lessons learned from the lifelong learning on e-Learning and workplace learning. It will start with the lifelong learning policies in Thailand. Then, it will present lifelong learning focusing on e-Learning and workplace learning that has been implemented in Thailand

Lifelong learning is now a current concern for most countries including Thailand. In Thailand, the 1997 Thai Constitution and the Thai National Economic and Social Development Plan guide the government’s education and training policies. The Constitution specifies that “*All citizens have both the right and the duty to receive education and training, guarantees academic freedom and emphasizes the role of the private sector for the provision of education at all levels.*”

Apart from the national level, lifelong learning policies appear on the ministry-level plan. Ministry of Education and Ministry of Labour are two main organisations that are responsible for managing lifelong learning. Starting from the two Ministries, lifelong learning has been developed and implemented.

E-learning has long been introduced in Thailand. It was implemented as a means of expanding educational opportunity for people anywhere and anytime and thus promoted lifelong learning society. In Thailand e-Learning for lifelong learning has been operated and supported by several government organisations including open universities, the Office of the Non-Formal and Informal Education, the Office of the Higher Education Commission. In the domain of workforce training, the Department of Skill Development (DSD) at the Ministry of Labour is responsible for skill training, retraining, and upgrading skills of the workforce to meet the national qualification standards. In addition, workplace learning within private sector organisations has also been implemented in small and large companies.

In conclusion, Thai government has clear policy supporting the expansion of education opportunity and lifelong learning. From our experience, we have learned that to operate lifelong learning successfully, it is necessary to have the cooperation from stakeholders in the society, including government, private sector, as well as general public.

Presentation 2D: "Issues and Challenges of Non-Formal Education in Indonesia to Implementing Lifelong Learning for Adults"

Dr. Hurip Danu Ismadi and Dr. Warisno, M.Pd.

Pancasila and the 1945 Constitution are the sources of fundamental law for the way of Indonesian life. Based on the fact the improvement of education sector refers to the 1945 Constitution, in article 31 verse 1. it is said that "every citizen has the right for earning education The law foundation in improvement of education is regulated by constitution No. 20, the year 2003 National Educational System, the Constitution for teacher and lecturer, the government rule on National Education Standard.

In National Education System 2003 stated that Education is established by principle of cultural and empowerment process for the lifelong learners. Particularly, in Non-formal Education, article 26 verse 1 stated that "Non-Formal Education is established for citizens service as substitution, supplement in supporting lifelong education".

Based on the above statements Indonesia has high commitment in improving human resources both through formal and non-formal education, by implementing the concept of lifelong education. The fact is the strong awareness of Indonesians because of the change of environmental strategy, global commitment, democratization and decentralization as government assertion, and unemployment issue. These changes make Indonesians improve the quality of human resources and its competitiveness. Indonesia has some problems and challenges that of (1) low education level , even though high enough for adult illiterate (the age over 15), (2) complication of unrecorded structure of Indonesian population, 3) big gap between levels of education, (4) the limited educational infrastructure, 5) low quality of education, 6) ineffective management, 7) unresponsive education for gender, 8) low budget.

7. Milestones in ASEM Process

1996: What is ASEM?

Asia-Europe Meeting (ASEM) is a vital forum for dialogue and cooperation between Europe and Asia since 1996. ASEM brings together the 27 European Union Member States and the European Commission and 16 Asian countries and the ASEAN Secretariat. These 45 ASEM partners represent half of the world's GDP, almost 60% of the world's population and 60% of global trade.

ASEM has Summit meetings which are held every second year in Asia and Europe alternatively. This is the highest level of decision making in the ASEM process. Since 1996, ASEM Head of States Summits have been held in London (1998), Seoul (2000), Copenhagen (2002), Hanoi (2004), Helsinki (2006) and Beijing (2008) and will be held in Brussels (2010). Besides the attendance of the head of states, the Summit also features accompanying Ministers, Head of the European Commission and other stakeholders. In between Summit meetings, the ASEM process is carried forward through a series of Ministerial and working-level meetings, as well as a number of activities arising from this.

ASEM process has recently developed a new focus on education and the first Ministerial Meeting on Education (MME1) was held in Berlin, Germany in May 2008, the second MME2 was held in Hanoi, Vietnam in May 2009, and the third MME3 will be held in Copenhagen, Denmark in spring 2011.

Reference:

http://ec.europa.eu/external_relations/asem/process/index_en.htm

<http://www.aseminfoboard.org/page.phtml?code=About#>

http://ec.europa.eu/external_relations/asem/index_en.htm

1997: What is ASEF?

The Asia-Europe Foundation (ASEF) was established in February 1997 in Singapore under the framework of the Asia-Europe Meeting (ASEM) process. ASEF seeks to promote mutual understanding, deeper engagement and continuing collaboration among the people of Asia and Europe through greater intellectual, cultural, and people-to-people exchanges between the two regions. The Asia-Europe Foundation advances mutual understanding and collaboration between the people of Asia and Europe through intellectual, cultural, and people-to-people exchanges.

ASEF's goal is the establishment of permanent bi-regional networks focused on areas and issues that help to strengthen Asia-Europe relations. ASEF acts as the civil society outreach of ASEM and interface between civil society and ASEM governments, and consequently contributes to the ASEM process by generating unique recommendations for officials' consideration.

ASEF activities cover these thematic areas:

- Arts and Culture
- Economy & Society
- Education & Academic Co-operation
- Environment & Sustainable Development
- Human Rights & Governance
- Interfaith Dialogue
- Public Health

Reference: www.asef.org

2002: What is ASEM LLL Hub?

The ASEM LLL Hub is an umbrella network of Asian and European higher education institutions, committed to supporting quality research in the field of lifelong learning and to pursuing excellence by mutual peer learning. Its five research networks exchange knowledge, conduct comparative research and produce coordinated publications and reports. They also facilitate researcher and student mobility and exchange within and between the two world regions.

The Hub provides a platform for dialogue between researchers, practitioners and policy makers in order to create foundations for evidence-based educational reforms. In parallel with five active research networks, the Hub currently has a council of management representatives and an advisory board, representing national ministries and international organisations.

The ASEM LLL Hub was established as the result of a preparatory work for ASEM IV Heads of State Summit in Copenhagen 2002. Three working groups were set up to explore the possibilities for a stronger cooperation between Asia and Europe.

The initiative to establish the ASEM LLL Hub was welcomed at the ASEM V Heads of State Summit in Hanoi 2004 and further supported at the ASEM VI Heads of State Summit in Helsinki 2006. The ASEM LLL Hub set up links with Asia-Europe Foundation (ASEF) in 2005.

With support from the Danish government, the ASEM LLL Hub was officially launched in its first conference in Copenhagen 2005. Since then the Hub has received support from various governments and ASEF.

In the Chair's conclusion of the first ASEM Ministerial Meeting on Education in Berlin 2008, the ASEM LLL Hub was regarded as an innovative cooperation between Asia and Europe and invited to expand its activities to include all ASEM countries.

At the ASEM VII in Beijing 2008, the ASEM LLL Hub presented its achievements in an exhibition. On this occasion, the heads of states renewed their commitment to further strengthen their cooperation in human resources development and sustained dialogue and exchanges in lifelong learning.

The recent ASEM Ministerial Meeting on Education (ASEM MME2) in Hanoi, May 2009, acknowledged that Lifelong Learning (LLL) provides a solid framework for sustainable human resource development, which generates economic growth, social welfare and enables

individuals to pursue stimulating learning opportunities at all stages of their lives. Therefore, it deserves specific attention for intensified cooperation among the ASEM countries.

At the ASEM MME2, it was agreed to strengthen the role of ASEM LLL Hub in order to deepen common understanding of LLL concepts, to make research and research-based policy recommendations in the fields concerned, and to expand the existing ASEM LLL cooperation to all ASEM countries, the European Commission and the ASEAN Secretariat.

Reference : www.dpu.dk/asem

2008: The 1st ASEM Ministerial Meeting on Education in Berlin, Germany.
Education and Training for Tomorrow: Common Perspectives in Asia and Europe
Berlin, 5-6 May 2008

Conclusions by the Chair

The first meeting of the Ministers responsible for education of the ASEM countries was held in Berlin on 5-6 May 2008.

The meeting was chaired by the German Federal Minister of Education and Research, Dr. Annette Schavan, and supported by the President of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder*, Annegret Kramp-Karrenbauer. The meeting was co-sponsored by China, Denmark and Japan.

The discussion on the first day was focussed on strengthening cooperation in higher education by forging strategic partnerships. Exchanges of views on the second day concentrated on enhancing employability and lifelong learning by bringing together education and the labour market.

The Meeting congratulated Germany on having taken the initiative for this first meeting of ASEM Education Ministers and underlined the importance of a stable and productive dialogue, thus supporting the key role of education and training in each country's efforts towards economic and social development as well as in making globalisation a success for all parties concerned.

The Meeting recognised that

1. There is a growing need for more intensive relations and cooperation between Europe and Asia in a globalising world and stressed the increased economic interdependence of the two regions. ASEM plays a vital role as a platform for dialogue and cooperation among the European and Asian partners of the ASEM process.
2. The ASEM Education Ministerial Meeting in Berlin is an important first step towards strengthening the dialogue and fostering cooperation between ASEM partners in the field of education and training. The two regions look back on a history of long and successful bilateral partnerships in science and education.

Experience with cultural and academic diversity has created many opportunities for personal growth, has promoted tolerance and has reduced discrimination by helping to develop a

global democratic culture. The knowledge of languages and cultures of the ASEM partners is considered important by the Meeting.

3. Ensuring the quality and competitiveness of higher education systems and institutions is a key element for educating qualified and employable citizens and promoting economic growth in Asia and Europe. Higher education is therefore regarded as an important area of exchange and cooperation. The internationalisation of education in general, and of higher education in particular, is an important factor for making education systems and institutions more attractive and competitive worldwide.

4. The visibility of and the information on European and Asian education systems and institutions still leave room for improvement in both regions. Obstacles that may prevent the extension of individual exchange and institutional partnerships must be defined and tackled. Structural cooperation (e.g. bilateral agreements, partnerships, joint study programmes and research projects, offshore activities) is crucial for creating sustainable links between European and Asian universities.

5. In view of the rapid social and economic changes and demographic challenges in both regions, education systems have to deliver both broad general knowledge and labour-market related competences and skills. Close

cooperation between education and industry at international, national, regional and local level is a core element for ensuring the employability of the young generation entering the workforce as well as the employability of older generations.

The Meeting agreed

(1) To set up a strategic Asia-Europe education partnership for the 21st century, to strengthen the ASEM dialogue and cooperation in the field of education to include stakeholders at all levels and to convene a second Ministerial Meeting on Education in Vietnam in 2009.

(2) To send key messages from the Berlin Conference to the ASEM summit in Beijing for acknowledgment and to pass on the chair’s conclusions to the Asia- Europe Higher Education Leadership Dialogue Meeting in Berlin in October 2008 for further discussion.

(3) To invite ASEM members to join an EU-Asia working group including Senior Officials and stakeholders from the education sector to identify the challenges connected with strengthening the mobility of students, teachers and researchers, and to make suggestions for improving the framework conditions for bi-regional exchanges with special regard to recognition of qualifications and degrees.

(4) To propose the establishment of a bi-regional forum involving stakeholders from the education and economic sector to strengthen the dialogue and cooperation between education and industry at local, national and international level. A regular exchange of experience on how to promote knowledge, skills, and competences relevant to the labour market could thus be established.

(5) To continue to internationalise their education systems and to encourage the internationalisation of institutions, especially in higher education. The Meeting acknowledged

the role of internationalisation processes in the field of higher education in both regions and expressed its interest in exchanging views and experiences between Asia and Europe.

(6) To encourage international educational mobility between both regions and to especially enhance more balanced exchanges of talented students graduates and researchers by strengthening the potential of national, bilateral and multilateral mobility schemes (such as ASEM DUO and ERASMUS Mundus). Bi-regional exchanges, including foreign language learning, intercultural training and practical work experience, should be considered. The Meeting acknowledged the efforts of the European Commission and the Asia Europe Foundation (ASEF) to enhance bi-regional people-to-people exchanges. Exchanges with less economically developed countries are encouraged.

(7) To promote all kinds of structural education cooperation among ASEM partners in both regions to increase sustainability. Special attention should be given to university partnerships and networks (e.g. AUN-SEED Net, ASEA and EURASIA-PACIFIC UNINETS) and to the joint development of study programmes (possibly with double or joint degrees) and common research projects. Joint off-shore activities, such as the organisation of summer schools, joint study programmes and the foundation of area study centres, could be of considerable value. The activities of the German Academic Exchange Service in this field could be a source of inspiration.

(8) To intensify EU-Asia cooperation in the field of lifelong learning. The Meeting encouraged the ASEM Lifelong Learning HUB to extend its network to all ASEM partners and to increase its research activities. Higher education institutions play a key role in lifelong learning, especially as regards the continuing education and further training of post-graduates and non-academics.

(9) To increase the visibility of the education systems and institutions of both regions by improving information and stimulating joint marketing initiatives.

Existing transnational platforms for dialogue and information (as implemented by Asia-Link and ASEF) as well as existing marketing tools at international (e.g. European Higher Education Fairs in Asia) and national level should be used and developed further. Alumni and their networks are encouraged to contribute to the dissemination of information.

The Meeting welcomed

Vietnam’s offer to host the next ASEM Education Ministerial Meeting in Hanoi in 2009 and encouraged all ASEM members to contribute to the preparation of this event.

2009: The 2nd ASEM Ministerial Meeting on Education in Hanoi, Vietnam
Sharing Experience and Best Practices on Higher Education
Hanoi, 14 - 15 May, 2009

The Conclusions by the Chair

The Second Meeting of the Ministers Responsible for Higher Education of the ASEM countries was held in Hanoi, Vietnam on 14-15 May 2009.

The Meeting was chaired by the Vietnamese Deputy Prime Minister, Minister of Education and Training, Prof. Dr. Nguyen Thien Nhan, co-chaired and co-sponsored by the Chinese Ministry of Education, the Danish Ministry of Education, the German Ministry of Education and Research, the Korean Ministry of Education, Science and Technology and the Thai Ministry of Education.

The discussion focused on the comments and proposals of the First Meeting and on strengthening cooperation in higher education by forging strategic partnerships for quality assurance, credit recognition and transfer in ASEM countries. Exchanges of views also concentrated on sustainable human resource development for ASEM's future needs through the promotion of lifelong learning and vocational education and training (VET), on enhancing mobility and employability, on strengthening university-industry partnerships, and on fostering quality vocational education in member countries.

The Meeting congratulated Vietnam on hosting the second meeting of ASEM Education Ministers Responsible for Higher Education and on effective coordination of a range of activities to increase visibility of higher education, removing obstacles to educational mobility, making quality assurance and accreditation more transparent, and lifelong learning more effective in member countries.

The Meeting:

1. Acknowledged the efforts of the Asia-Europe Foundation (ASEF) through the ASEM Education Hub (AEH) in facilitating dialogue and co-operation between and among various actors in the field of higher education: ASEM governments, university leaders, researchers, teachers and students.
2. Recognized the efforts and positive results of the Erasmus Mundus and the ASEM-DUO fellowship programmes in facilitating the mobility of students and teachers between Asia and Europe.
3. Recognized the ASEM Rectors' Conference process (with the AEH as its permanent Secretariat) as a dialogue partner, representing higher education stakeholders from the ASEM countries, at the ASEM Ministerial Meeting.
4. Further acknowledged that Lifelong Learning (LLL) provides a solid framework for sustainable human resource development, which generates economic growth, social welfare and enables individuals to pursue stimulating learning opportunities at all stages of their lives. Therefore, it deserves specific attention for intensified cooperation among the ASEM countries.

5. Recognized the role of the Information and Communication Technology (ICT) in the general development of education, and encouraged ASEM members to share their e-learning resources to maximize the use of ICT in capacity building, learning and teaching, and welcomed India’s contributions in this field.
6. Encouraged ASEM members to upload the list of accredited educational institutions and programmes on the existing UNESCO portal to facilitate mobility of students, teachers and researchers.
7. Recognized UNESCO/OECD guidelines on quality provision in cross-border higher education as a basis for quality assurance, credit recognition and transfer in ASEM countries.
8. Recognized that solutions to the global economic crisis are no longer local or national, and that the whole spectrum of lifelong learning, education and training is not only a short-term recovery instrument, but a long-term economic and social response to the crisis.
9. Welcomed the call from the European Higher Education Ministers in their Communiqué of the Leuven/Louvain-la-Neuve conference 28-29 April 2009 for enhancing policy dialogue through the organization of the Bologna Policy Fora. The meeting applauded EUA for initiating a Round Table on 'The Bologna Process and Europe-Asia Dialogue' in Brussels².
10. Emphasized the importance of ensuring that all initiatives taken are based on collective consultation and reflect the interests of all parties involved in order to make the ASEM Education Process a truly bi-regional initiative.
11. Considered relevant outcomes of the ASEM Labour and Employment Ministers Meeting in Bali in October 2008, where similar topics and certain actions in the field of VET and Labour Migration were proposed.

The Meeting agreed:

A. Quality assurance, credit recognition and transfer in ASEM:

(A1) - To adopt the suggestion from the Second ASEM Education Ministerial meeting on starting an ASEM dialogue by forming three pilot groups of experts on credits and learning outcomes, quality assurance and qualification frameworks, while respecting the diversity of higher education systems and institutions in Asia and Europe. The Meeting applauded Germany for volunteering to coordinate a pilot group of Asian and European experts on credits and learning outcomes, and Austria for volunteering to take an active part in working with pilot group of experts on mutual recognition of higher education qualifications among the ASEM countries.

(A2) - To provide more support to trans-national initiatives and activities that aim to enhance the attractiveness, accessibility, profile, image and visibility of, and accessibility to

² “ Part of the EU-Asia Higher Education Platform – a European Union’s initiative implemented by EUA, DAAD and Nuffic”

Asian and European Higher Education in the world, and to welcome the proposal from the German Academic Exchange Service (DAAD) for a project on promoting joint programmes and mobility between ASEM countries.

(A3) - To organize meetings for relevant Quality Assurance Agencies in Asia and Europe to exchange experience and good practices with the focus on quality assurance and accreditation of joint programmes, and the development of standards and guidelines in this field. The Meeting welcomed offers from France and Korea to organize two inter-regional workshops in France and Korea on Quality Assurance among quality assurance and accreditation agencies. The Meeting also welcomed the offer from the EUA, the AUN and the Commission on Higher Education of Thailand to organize a workshop on Regional Approaches to Quality Assurance in Bangkok, Thailand as part of the EU-Asia Higher Education Platform (EAHEP). Universities, governments, quality assurance agencies (including the ASEAN Quality Assurance Network (AQAN)), and other interested partners from ASEM countries are invited to attend. The meeting also welcomed Cyprus' offer to host a conference on quality assurance in 2010, as a continuation and expansion of the workshops in Korea and France.

B. Sustainable human resource development for ASEM's future needs:

(B1) - To strengthen the role of ASEM LLL Hub in order to deepen common understanding of LLL concepts, to make research and research-based policy recommendations in the fields concerned, and to expand the existing ASEM LLL cooperation to all ASEM countries, the European Commission and the ASEAN Secretariat. The Meeting welcomed Vietnam's offer to host a workshop in October 2009 in Nha Trang, Vietnam on lifelong learning and sustainable human resource development in cooperation with the Danish Ministry of Education, the ASEM LLL Hub and the EUA. The Meeting also welcomed Thailand's offer to host a conference on lifelong learning: workplace learning and e-learning, in cooperation with the ASEM LLL Hub, in July 2009 in Bangkok, Thailand.

(B2) - To endorse the detailed proposal and budget for the ASEM Education and Research Hub for Lifelong Learning and invited the ASEM countries and organisations to make this possible by voluntary contributions over the three year period of 2010-2012.

(B3) - To set up the ASEM University-Business-Forum, as agreed in the First Ministerial Meeting in Berlin, to enhance exchange of views and good practices, and welcomed Thailand for volunteering to organise this activity.

(B4) - To increase the exchange of information on skills forecast among ASEM countries by maximising inter-linked existing networks of member countries, and to encourage ASEM countries to explore EU's new initiative on new skills for new jobs, which aim at mapping out the skills of the future to better anticipate and match the needs of the labour market.

(B5) - To link the existing European Network on Quality Assurance (ENQA) with initiatives in Asian countries in order to exchange experience and practices on the implementation of QA in VET. To facilitate this exchange, a voluntary group of Asian countries, with the help of the ASEM Education Secretariat, shall take the lead in exploring

the European Network. The Meeting welcomed China’s offer to organize a workshop, supported by Germany, on attractiveness, employability in VET in China.

(B6) - To further increase the visibility of the education systems and institutions of both regions by organizing joint ASEM higher education meetings, conferences, fairs and joint marketing and information activities. The Meeting welcomed suggestions for the establishment of an EU-Asia portal providing information on jobs and learning opportunities in ASEM.

(B7) - To make the Asia-Europe Rectors’ Conference a bi-annual event and encouraged balanced participation of universities from both regions.

C. The Establishment of the ASEM Education Secretariat

(C1) -To establish a rotating ASEM Education Secretariat to ensure effective coordination and sustainable progress of the ASEM process. The ASEM Education Secretariat will coordinate ASEM educational activities, help with preparations for ASEM ministerial meetings, and facilitate the implementation of output-orientated initiatives that contribute to educational policy development and practices. The Meeting welcomed Germany’s offer to host the ASEM Education Secretariat for the first four-year cycle and invited ASEM member countries to join and send in staff. The Meeting also acknowledged China’s, Indonesia’s and Vietnam’s confirmation on personnel contributions to the Secretariat.

The Meeting welcomed

Denmark’s offer to host the third ASEM Education Ministerial Meeting and encouraged all ASEM members to contribute to the preparation of this event.

References

<http://www.dpu.dk/site.aspx?p=12094>

http://www.aseminfoboard.org/page.phtml?code=MinisterialMeetings_EDUMM

8. Milestones in Denmark-Vietnam Relationship

Diplomatic Relations

November 1971 Denmark and Vietnam established diplomatic relations

May 1980 Danish Embassy opened in Hanoi (which was closed in March 1983)

April 1994 Danish Embassy reopened in Hanoi and Consulate General established in Ho Chi Minh City

August 2000 Vietnamese Embassy opened in Copenhagen

Exchanged High-Level Visits

From Vietnam

June 1977 Vietnam’s Prime Minister Pham Van Dong

March 1995 Vietnam’s Prime Minister Vo Van Kiet

September-October 2002 Vietnam’s Prime Minister Phan Van Khai

September 2009 Vietnam’s Prime Minister Nguyen Tan Dung

July 1992 Deputy Prime Minister Tran Duc Luong

November 2001 Deputy Prime Minister Nguyen Manh Cam

November 2004 Deputy Prime Minister Vu Khoan

June 2008 Deputy Prime Minister Nguyen Sinh Hung

August 1998 Chairman of the National Assembly Nong Duc Manh

October 2002 Deputy Chairman of the National Assembly Nguyen Van Yeu

From Denmark

March 1977 First visit by the Danish Minister for Development Cooperation, followed by other 7 times.

September 1995 Chair of the Danish Parliament Erling Olsen

January 1996 Minister of Taxation Carsten Koch

November 1998 The Judge of the Supreme Court Niels Pontoppidan.

January- February 1999 Minister for Foreign Affairs Niels Helveg Petersen

March 1999 H.R.H. the Prince Consort

January 2000 Minister for Justice Frank Jensen

June 2003 H.R.H. the Prince Consort

October 2004 Minister for Foreign Affairs Per Stig Moeller attended the 5th ASEM Meeting

March 2006 H.R.H. Prince Joachim

September 2006 Deputy Prime Minister cum Minister for Economics, Trade and Industry Bendt Bendtsen

March 2007 State Secretary for Foreign Affairs Ulrik Federspiel

March 2009 Minister of Employment Claus Hjort Frederiksen

May 2009 Minister of Education, Bertel Haarder

June 2009 Chairman of the Socialist People’s Party, Villy Sovndal

November 2009 Royal Family: Her Majesty Queen Margrethe II, Prince Consort, the Crown Prince and the Crown Princess

November 2009 Minister for Culture Carina Christensen

Development cooperation

Since 1993, Vietnam has been one of Denmark’s 16 selected programme cooperation countries. The total amount of ODA from Denmark up to date is almost 900 million USD. At the moment, the Danish annual ODA to Vietnam is more than 70 million USD. During the last years, Denmark has been ranking 3th among European ODA donors to Vietnam (after the UK and France). Since 1990, the focus of ODA has been on sector programmes within fishery, agriculture and rural development, water supply and sanitation, environmental and natural resources protection, and the business sector. The present focus is moving towards good governance, incl. public administration and legal and judicial reform and anti-corruption, climate change, business instruments including mixed credits, research cooperation and cultural cooperation

Support on Finance and Banking

In 1994, Denmark wrote off the 55 million USD national debt, which was taken by Vietnam during 1974-1982 and reduce the 18.8 million USD commercial debt (taken in 1975) by 50% to 9.4 million USD. Denmark also gave 4 million USD to Vietnam via the Paris Club (during 1995-1997). During 1995-2004 Denmark has granted concessional credits worth 130 million USD to Vietnam through three agreements on concessional credits (signed in May 1995, January 1999 and February 2002).

Trade

Trade relations between Vietnam and Denmark are still modest and much potential remains to be explored. The bilateral trade turn-over during the last five years were:

- 2002: 140 million USD - 2004: 150 million USD - 2006: 220 million USD
- 2003: 147 million USD - 2005: 183 million USD - 2008: 400 million USD

It has always been export surplus from the Vietnamese side. Vietnam exports mainly furniture, textile, footwear and seafood products and imports mostly machinery and other industrial equipment.

Investment

Carlsberg was the first Danish company to make major investments in Vietnam (in 1993). By 2004 50 Danish companies had established themselves in Vietnam, while the figure today is 100. Large companies include Maersk in logistics and shipment, Grundfoss, Danfoss, Lego, and Arla, and a number of smaller companies investing in furniture, textiles, IT and industrial production. As of December 2008, Denmark has invested about 385 million USD in Vietnam, ranking 22nd among countries and territories investing in Vietnam.

Cultural Cooperation

The Cultural Development and Exchange Fund (CDEF) of about 3 million Danish crown was established in 2005 to sponsor cultural cooperation and exchange between the two countries. As part of the cultural cooperation Denmark supports art education in schools, children’s literature, dialogue between artists and decision makers and two funds. One fund is dedicated to support the cultural of ethnic minorities while the other is promoting contemporary Vietnamese art and art cooperation between Danish and Vietnamese artists.

Education Cooperation

October 2009 Memorandum of Understanding on bilateral cooperation signed between Vietnam Institute of Educational Sciences and Danish School of Education, Aarhus University

October 2009 ASEM LLL Conference in Nha Trang co-organised and co-sponsored by Vietnamese Ministry of Education and Training and Danish Ministry of Education in collaboration with the ASEM LLL Hub.

References

http://www.mofa.gov.vn/en/cn_vakv/euro/nr040819111225/ns071001074317

www.ambhanoi.um.dk

www.vietnamemb.dk

the information has been verified by both Danish Embassy in Hanoi and Vietnamese Embassy in Copenhagen in October 2009.

9. Emergency contacts

7.1. Tourist Police Tel. 113

7.2. Hospital:

- Ambulance Tel. 115

- Contact Person: Ms Nguyen Thi Hue- Doctor, MOET Vietnam, Tel. + 84 914 492 301

- **Khanhhoa Hospital, 19 Yersin Str, Nha trang city.**

Tel. (84-58) 822168/ 822169/ 822175

Fax. (84-58) 812344

Website: www.benhvienkhanhhoa.org.vn

7.3. Logistics

Ms. Vu Thi Minh Hang, MOET Vietnam Mobile: + 84 912 729 894 Email: vtmhang@moet.gov.vn	Mr. Huynh Khac Diep, MOET Vietnam Mobile: + 84 985 398 639 Email: hkdiep@moet.edu.vn	Ms. Ung Thi Quynh Nhu, Sunrise Nhatrang Hotel Mobile: + 84 914 456 121 Email: prpublic@sunrisenhatrang.com.vn
---	--	--

10. Organising committee

Ministry of Education and Training, Vietnam Mr Tran Ba Viet Dzung Director General, International Cooperation Department Mr Nguyen Ngoc Hung Deputy Director General, International Cooperation Department Mr Huynh Khac Diep ASEM Officer International Cooperation Department	ASEM Education and Research Hub for Lifelong Learning Mr Arne Carlsen Chairman of the ASEM LLL Hub Mr Que Anh Dang Head of ASEM LLL Secretariat
---	--