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EXPERT MEETING ON INNOVATING ADULT AND COMMUNITY LEARNING IN ASIA AND THE PACIFIC

On 23-24 April 2018, UNESCO Bangkok with the support of Japan-funds-in-trust organised the 2018 Expert Meeting on Innovating Adult and Community Learning in Asia and the Pacific. The meeting aimed to obtain inputs for the production of a series of UNESCO Bangkok learning videos that will serve to enhance capacity of educators, practitioners of adult learning and CLC management within the scope of the project "Development of Online Learning Contents for Community Learning Centres."

Held in the UNESCO Bangkok office, the meeting gathered 30 experts, and educators in the field of lifelong learning from ten countries in the region and international organisations (ASPBAE, DVV International, SEAMEO, SEAMEO CELLL, and UNESCO offices). Ten key areas of adult learning and community learning centres were identified and discussed thoroughly. An array of inputs were made from the examination of topics from different perspectives to finally produce lists of subject matters to be included in the video contents.

The video series when available will be disseminated in various ways to bring about positive direct impacts in capacity development of the region's adult learning and community learning practitioners as well as indirectly benefit learners.



Mr Khau Huu Phuoc from SEAMEO CELLL participated in the event and facilitated several discussion sessions. The Centre will consider utilising the outcome of the meeting in its future workshops as well as recommending applying it at other workshops and policy meetings in Vietnam for the development of CLCs towards achieving the Sustainable Development Goals (SDGs).

THE 3RD INTERMEDIATE SENIOR OFFICIALS MEETING (ISOM) ASIA-EUROPE MEETING (ASEM)

Hosted by the Ministry of Research, Technology and Higher Education (MORTHE) of Indonesia, the 3rd Intermediate Senior Officials Meeting (ISOM) Asia-Europe Meeting (ASEM) was convened from 3 to 5 June, 2018 at the Fairmont Hotel in Jakarta. Nearly 150 participants from Europe and Asia attended the event: senior officials, stakeholders and rectors of Indonesian universities. SEAMEO CELLL was represented by Mr Mai Hong Quan as a stakeholder.

For the plenary morning session, external experts, partners and stakeholders were invited to provide the participants with extensive insights in different topics under the four ASEM Education priority areas ('Quality Assurance & Recognition', 'Balanced Mobility', 'Engaging Businesses and Industries in Education')

and 'Lifelong Learning Including TVET'), each starting from their specific expertise and experience. The aim of these presentations was to provide participants with "foods for discussion" for the thematic afternoon workshops to explore common challenges, ambitions and aspirations towards future collaboration.

In the afternoon, participants were actively engaged in 2 workshops on the four ASEM Education priority areas. In both workshops, the experts from the morning session participated as panelists.



The outcomes and conclusions of both workshops were presented in the morning of the 2nd day.

The plenary session also provided room to discuss further on content (based on the feedback of the workshop) as well as operational procedures for future meetings and initiatives.

The meeting was successfully concluded on 05 June.



Policy Forums

Project Phase II - Towards a lifelong learning agenda in Southeast Asian countries



Within the framework of the Regional Project *Towards a lifelong learning agenda in Southeast Asian countries*, on 19-20 April 2018, the *Policy Forum on Building Lifelong Learning Models* was organised in Hanoi City, Vietnam by the Ministry of Education and Training and Hanoi Open University with the participation of 130 participants from multiple ministries, government central agencies and relevant stakeholders.

The morning session began with Informative presentations focusing on the development of a learning society in Vietnam as well as the roles of training institutions on the path towards building learning cities. The forum was also honoured to receive practical experiences from other countries shared by the respective keynote speakers from Cambodia, Korea, the Philippines and Thailand. All presentations captured special attention from the audience and stimulated lively discussions on how to build learning cities and adapt good lifelong learning practices to Vietnam's current political, social and economic background. (The speakers from Korea and the Philippines responded to the audience's enquiries through the online video conference platform hosted by Hanoi Open University.)

VIETNAM POLICY FORUM ON BUILDING LIFELONG LEARNING MODELS

Ms Vu Lan Chi, SEAMEO CELLL Deputy Director briefed the Forum on the key components and achievements of the Project *Towards a lifelong learning agenda in Southeast Asian countries*, implemented by SEAMEO CELLL in partnership with UNESCO Institute for Lifelong Learning (UIL) as a supportive undertaking to building learning cities. One of its major output: the SEA Lifelong learning online portal, which includes the E-resource database featuring documents on lifelong learning in the region, is expected to facilitate the process of building models of learning society as the foundation for building learning cities in Vietnam.

The Forum was concluded with recommendations on the formulation of policies and plans for the development of learning cities and learning units in Vietnam. Vietnam policy forum was one in a chain of policy forums in Southeast Asian countries following those in Lao PDR (August 2017), Cambodia (November 2017), and Indonesia (December 2017), all within the framework of the said project.

THAILAND CONSULTATION FORUM: THE IMPLEMENTATION OF POLICY AND STRATEGIES FOR BUILDING THE LEARNING CITIES INTO PRACTICE



On 17-18 May 2018, the Office of the Non-Formal and Informal Education (ONIE), Ministry of Education, Thailand organised the *Consultation Forum: The Implementation of Policy and Strategies for Building the Learning Cities into Practice* at the Royal City Hotel in Bangkok, Thailand.

The Forum gathered over 80 participants including directors of 19 provincial ONIE zones; officials from ONIE and the Ministry of Education and relevant stakeholders from other sectors. Representatives from UNESCO Bangkok, SEAMEO Secretariat and SEAMEO CELLL were welcomed onstage to deliver keynote speeches on experience and programmes to promote learning cities. Mr Mai Hong Quan, SEAMEO CELLL Representative briefed the Forum on the Centre's flagship Project *Towards a lifelong learning agenda in Southeast Asian countries* and its

output in support of the implementation of building learning cities. The Forum also listened to the resource person, Dr Wirun Ninlamot, who presented the research result of the Project Capturing Lessons Learned from Building a Prototype Learning City, implemented by ONIE with the aim of expanding the building of learning cities to at least 19 areas in 19 provincial ONIE zones by fiscal year 2018/2019. This event served as a platform for directors of 19 provincial ONIE zones to review and report their selection of the learning city areas as well as share good practices of building learning cities in these areas. The Forum concluded fruitfully with the formulation of an action plan for building the learning cities in targeted areas in Thailand.



PROJECT ACCOMPLISHMENT

The two-phase project *Towards a lifelong learning agenda in Southeast Asian countries*, implemented by SEAMEO CELLL and UNESCO Institute for Lifelong Learning (UIL), has been completed. During the implementation period from 2016 to 2018, the project has produced the following outputs:

OUTPUTS

11 NATIONAL REPORTS

available to read and download from
www.sea-illportal.org/national-reports

ONLINE PORTAL

www.sea-illportal.org - was officially launched by HE Dr Teerakiat Jareonsettasin, Minister of Education, Thailand and concurrently SEAMEO Council President on 9 March 2016.

COMPENDIUM

presents 15 promising practices in lifelong learning and enabling policies in Southeast Asian countries. This compendium is currently available at <https://www.sea-illportal.org/towards-a-ill-agenda-sea-compendium> in English, Laos and Vietnamese.

PROJECT BROCHURE

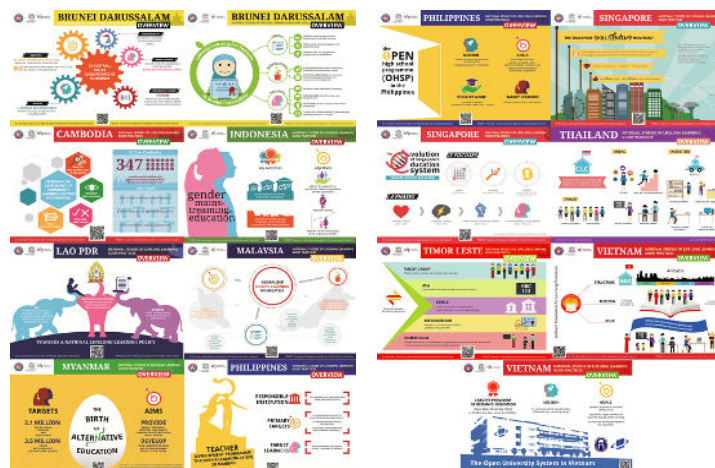
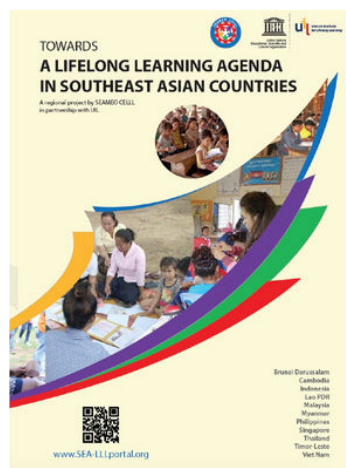
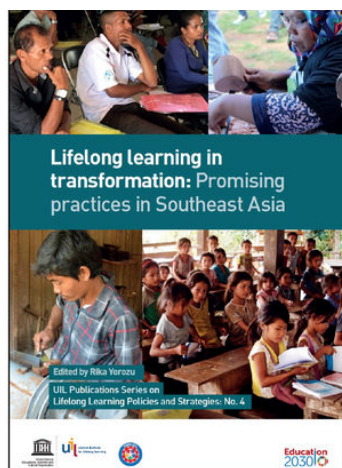
presents essential information on the project and encourages interested partners to join.

POLICY FORUMS

were successfully organised in Lao PDR, Cambodia, Indonesia, Vietnam, Thailand and the Philippines. Timor-Leste Policy Forum is to be organised in December 2018.

INFOGRAPHICS

present essential information on each of the 15 promising practices in Southeast Asian countries. The infographics are currently available to read and download at www.sea-illportal.org/national-reports.



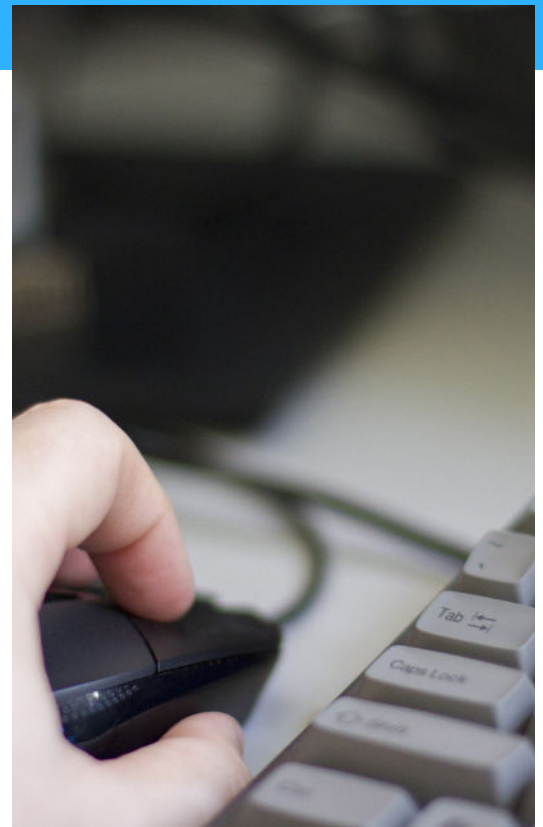


To facilitate the dissemination of countries' good practices of lifelong learning collated in the compendium *Lifelong learning in transformation: Promising practices in Southeast Asia* in Vietnam, SEAMEO CELLL initiated the translation of the compendium and published the Vietnamese version. The copies of this version were contributed in-kind to the Vietnam Policy Forum on 19-20 April 2018 to serve as reference materials.

COMPENDIUM TRANSLATION

The digital era is making it easy the task of searching for needed information whatever the purpose of the task is. However, for academic research purpose, it was traditionally an accepted practice to look for printed materials as information obtained online was deemed sub-standard and unreliable for such serious undertakings.

The e-resource system was born in order to aid researchers, academics, policy makers, and others who have a scholastic passion in the big issue of lifelong learning development by providing a collection of materials including articles, conference papers and presentations, research reports, documents, journals and books related specifically to lifelong learning.



ONLINE ELECTRONIC RESOURCE SYSTEM

Resources in the e-library are categorised into different aspects of education that are connected to lifelong learning. Searches can be performed by framing queries about titles, authors and years of publication. They can also be done via the categories provided. Results can be read online, or downloaded to a personal device like laptops or mobile phones for reading later. The electronic resource system is expected to be honourably activated by HE Prof Dr Muhadjir Effendy, Minister of Education and Culture, Indonesia and concurrently SEAMEO Council President on 24 July 2018 on his visit to SEAMEO CELLL.

MEETING WITH SEAMEO RECFON



As part of SEAMEO RECFON's mission journey to Vietnam for its partnership programme, on 25 May 2018, SEAMEO RECFON Delegation paid a visit to SEAMEO CELLL office in Ho Chi Minh City, Vietnam with the objective to exchange information and experiences between the two Centres.

SEAMEO RECFON is the SEAMEO Regional Centre for Food and Nutrition, based in Jakarta, Indonesia. During the meeting, the two Centres shared their main programmes and discussed possibilities of cooperation in the upcoming future. SEAMEO CELLL appreciated that SEAMEO RECFON's ongoing projects including "Nutrition Goes to School" and "Early Childhood Care Nutrition and Education" are of considerable interest in Vietnam. The Centre also suggested that relevant materials could be adapted and included into CLCs curriculum in Vietnam.



lifelong learning corner

GLOSSARY

on lifelong learning and adult education (cont)

Term			Vietnamese equivalent
G			
Guided learning	The combination of face-to-face instruction and self-study, both undertaken under the direction of a teacher	Sự kết hợp giữa giảng dạy mặt đối mặt và tự học dưới sự hướng dẫn của giáo viên.	Học tập có hướng dẫn
G H			
Hard to engage	Difficult to attract into formal or non-formal learning and/or not suited by educational provision (Note: 'Outreach' (q.v.) is intended to attract people meeting this description into learning)	Được xác định bởi các cơ sở đào tạo là khó thu hút vào việc học tập chính quy hoặc không chính quy và/hoặc không phù hợp.	Khó thu hút
H I			
Higher education	Education at ISCED level 5 or above	Cấp độ giáo dục bậc 5 hay cao hơn theo ISCED.	Giáo dục đại học
H I			
ICT skills	The skills needed for efficient use of information and communication technologies (ICT)	Kỹ năng cần thiết để sử dụng công nghệ thông tin một cách hiệu quả.	Kỹ năng công nghệ thông tin
I			
Individual learning account	A system of public incentives to encourage access of adults to learning – for example those not already benefiting from publicly-funded education or training	Một hệ thống khuyến khích công cộng nhằm động viên người lớn tham gia học tập -- ví dụ dành cho những người chưa được hưởng lợi từ công quỹ dành để hỗ trợ giáo dục và đào tạo.	Tài khoản học tập cá nhân
I			

Term		Vietnamese equivalent
I		
Individual learning plan	A written record of the planning process and of ongoing and exit interviews, negotiated and drafted by the learner and the teacher	Tài liệu bằng văn bản về tiến trình ra kế hoạch và kết quả đạt được tại thời điểm giữa và cuối khóa học, được thực hiện thông qua sự đề xuất và trao đổi giữa giáo viên và người học.
Informal learning	Learning resulting from everyday activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective	Việc học tích hợp được từ hoạt động hàng ngày như công việc, gia đình hay giải trí. Trong phương thức học tập này, mục tiêu, thời gian hoặc sự hỗ trợ học tập không được tổ chức và mang tính cấu trúc. Trong phần lớn trường hợp học tập phi chính quy không mang tính chủ đích xét từ góc nhìn của người học.
Information, advice and guidance (IAG)	A range of activities designed to help individuals take educational, vocational or personal decisions and carry them out before and after they enter the labour market	Hệ thống các hoạt động giúp cá nhân ra quyết định liên quan đến học tập, nghề nghiệp hay cá nhân, được thực hiện trước và sau khi họ tham gia thị trường lao động.
Initial vocational training	A work-based training process or activity for apprentices/trainees. It leads to a formal qualification. The activities are often financed (partly or wholly) by the enterprise, but this is not a mandatory condition. Apprentices/trainees often have a special training contract	Tiến trình đào tạo trên cơ sở thực tế công việc cho người học việc và dẫn đến bằng cấp chính quy. Những hoạt động này thông thường được tài trợ (một phần hay toàn thể) bởi xí nghiệp, nhưng đây không là điều kiện bắt buộc. Người học việc thông thường có một hợp đồng riêng.
I		

Term				Vietnamese equivalent
K				
Key competences	1.Communication in the mother tongue; 2.Communication in foreign languages; 3.Mathematical competence and basic competences in science and technology; 4.Digital competence; 5.Learning to learn; 6.Social and civic competences; 7.Sense of initiative and entrepreneurship; 8.Cultural awareness and expression.		1. Giao tiếp bằng tiếng mẹ đẻ; 2. Giao tiếp bằng ngoại ngữ; 3. Năng lực tính toán và năng lực cơ bản về khoa học và công nghệ; 4. Năng lực xử lý dữ liệu số; 5. Năng lực học hỏi; 6. Năng lực xã hội và công dân; 7. Cảm quan sáng tạo và tạo nghiệp (entrepreneurship, tức khả năng tạo ra ý tưởng mới và biến ý tưởng đó thành việc làm mới, công việc mới, nghề nghiệp mới) 8- Nhận thức về văn hóa và biểu đạt văn hóa	Năng lực chủ yếu
K				
L				
Learning difficulties/ disabilities	Cognitive and/or physical impairments which are barriers to learning in childhood, youth and as adults (Note: Does not include social disadvantages, for which see 'Disadvantaged')		Những khuyết tật về nhận thức và/hoặc thể chất gây cản trở cho việc học tập ở trẻ em, thanh thiếu niên và người lớn. (Lưu ý: Khái niệm này không bao gồm những thiệt thòi về mặt xã hội. Xem thêm "bị thiệt thòi")	Khó khăn/khuyết tật liên quan đến học tập
Liberal adult education	Liberal non-formal and voluntary educational system for all ages, more common in Nordic countries and comprising folk high schools and study associations		Hệ thống giáo dục đại cương không chính quy và tự nguyện dành cho mọi lứa tuổi, phổ biến hơn ở các nước Bắc Âu và bao gồm các trường trung học nhân dân và các hiệp hội về học tập.	Giáo dục đại cương theo hình thức không chính quy và tự nguyện
Lifelong learning	Tất cả các hoạt động học tập xuyên suốt cuộc sống của một cá nhân, qua đó nâng cao được kiến thức, kỹ năng, năng lực và/hoặc được cấp chứng chỉ cho các mục đích cá nhân, xã hội hoặc nghề nghiệp.		Tất cả các hoạt động học tập xuyên suốt cuộc sống của một cá nhân, qua đó nâng cao được kiến thức, kỹ năng, năng lực và/hoặc được cấp chứng chỉ cho các mục đích cá nhân, xã hội hoặc nghề nghiệp.	Giáo dục đại cương theo hình thức không chính quy và tự nguyện
L				

Term			Vietnamese equivalent
L			
Lifewide learning	Learning, either formal, non-formal or informal which takes place across the full range of life activities (personal, social or professional) and at any stage	Việc học tập chính quy, không chính quy hoặc phi chính quy diễn ra ở mọi khía cạnh của cuộc sống (cá nhân, xã hội hoặc nghề nghiệp) ở bất kì giai đoạn nào.	Học tập ở mọi nơi
Literacy	The ability to read and write (Note: This is the basic meaning; the definition excludes the wider uses in English which can include oracy (speaking and listening skills) and numeracy; it also excludes the modern use of 'literacy' in English to mean 'capability', as in 'financial literacy', 'emotional literacy', etc.)	Khả năng biết đọc, biết viết. (Lưu ý: Đây là nghĩa cơ bản, không bao hàm nghĩa rộng hơn trong tiếng Anh (ví dụ khả năng nghe, nói); không bao gồm khả năng tính toán; nó cũng không bao gồm cách sử dụng hiện đại của từ này trong tiếng Anh dùng diễn đạt khả năng làm được một việc một cách hiệu quả, như "khả năng tính toán tài chính", "khả năng thông hiểu cảm xúc", v.v.)	(Tình trạng) Biết chữ
Low qualified	Having qualifications at level 1 of the European qualifications framework (EQF) for lifelong learning, that is: basic general knowledge, basic skills required to carry out simple tasks, and competence to work or study under direct supervision in a structured context	Có trình độ ở cấp độ 1 trong khung năng lực châu Âu (EQF) cho học tập suốt đời, gồm: kiến thức tổng quát cơ bản, các kỹ năng làm việc cơ bản, và khả năng làm việc hay học tập dưới sự giám sát trực tiếp trong một môi trường có tính cấu trúc.	Có trình độ thấp
Low-skilled	Having qualifications, especially in literacy and numeracy, below ISCED level 3	Có trình độ, đặc biệt là đọc, viết và tính toán, dưới cấp độ 3 trong Bảng phân loại giáo dục quốc tế của UNESCO.	Có kỹ năng thấp
L			

Term		Vietnamese equivalent
M		
Mentoring	Guidance and support provided in a variety of ways to a young person or novice (i.e. someone joining a new learning community or organisation) by an experienced person (mentor) who acts as a role model, guide, tutor, coach or confidant	Sự hướng dẫn và hỗ trợ dưới nhiều hình thức của một người dày dặn kinh nghiệm cho một người trẻ tuổi hoặc người mới vào (người mới tham gia vào một cộng đồng hoặc tổ chức học tập). Người hướng dẫn đóng vai trò như một người làm mẫu, người dẫn dắt, người dạy kèm, hoặc người thân tín.
Mother tongue	The first language(s) spoken in early childhood. More than one language can be mother tongues for one person. ('First language' and 'L1' are synonyms for this in English.)	Ngôn ngữ đầu tiên một người nói từ khi còn nhỏ. Một người có thể có hơn một tiếng mẹ đẻ. (Trong tiếng Anh, cụm từ "First language" và "L1" đều mang nghĩa tương đương từ này.)
M		

compiled by SEAMEO CELLL

- SEAMEO Centre Directors Meeting (CDM) 2018 (17-19 July)
- SEAMEO Council President's visit to Vietnam (24 July)

UPCOMING

FAREWELL



Ms Ho Thi Kim Ngan, former Personnel and Administration Manager, completed her contract and left on 31 May 2018. Her dedication and contribution to the Centre will be greatly appreciated.