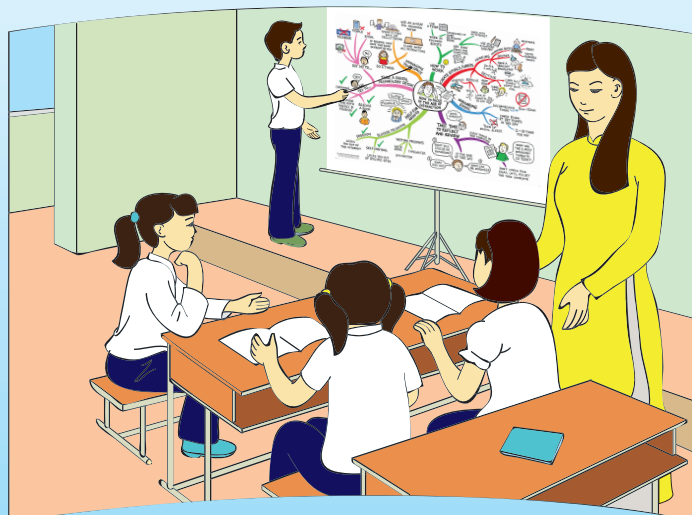




SYMPOSIUM TOWARDS A LEARNING SOCIETY

Supporting Teaching and
Learning Quality in Vietnam

Hanoi, August 22 - 23, 2013



**TOWARDS A LEARNING SOCIETY: SUPPORTING TEACHING AND
LEARNING QUALITY IN VIETNAM**

SYNTHESIS REPORT

HANOI, 22-23 AUGUST 2013

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INTRODUCTION

In its Social-Economical Development Plan 2011-2015 and its Education Development Strategic Plan 2011-2020, the Government of Vietnam has identified the development of quality Human Resources as one of the key priorities for an inclusive and sustainable development of the country. The development of a quality education system that promotes equality is one of the main objectives to address this need for better qualified human resources.

In alignment with the Vietnamese education sector priorities and in cooperation with national education sector partners, including Ministry of Education and Training (MOET), National Institute for Education Management (NIEM), Vietnam National Institute of Educational Sciences (VNIES), Hanoi National University of Education (HNUE), UNESCO and Non-Governmental Organizations (Child Fund, Oxfam GB, Plan International and Vietnam Coalition For Education For All), VVOB organized a two- day national symposium “Towards a Learning Society: Supporting teaching and learning quality in Vietnam” on 22 and 23 August 2013.

The overall objective of conference is for education sector stakeholders to share lessons learnt and best practices of promoting quality of education and to provide policy recommendations on further enhancement of education quality in Vietnam.

The national and regional keynote speakers, PhD. Pham Do Nhat Tien, Former Assistant of Minister of Education and Training, and Ms. Ushio Miura, Programme Specialist, Education Policy and Reform Unit, UNESCO Bangkok looked at the future of education: what can we expect after 2015 from a regional perspective, and, from a national perspective, how is Vietnam moving towards a quality education.

The sessions of the symposium covered four themes: students, teachers, managers and parents/communities. These were each introduced by well-known leading presenters of leading Vietnamese institutes including the Ministry of Education and Training, National Institute for Education Management, Vietnam National Institute of Educational Sciences and Hanoi National University of Education. The four themes were addressed consecutively with each three parallel sessions and included discussions to formulate findings and recommendations, contributing to the national policy dialogue.

The conference, which was organized in a spirit of cooperation, is also a start of more collaborative efforts among national stakeholders and development partners to improve the quality of education for all towards building a learning society.

OBJECTIVES

The objectives of the symposium are:

- To share lessons learnt and best practices of promoting quality of education by education sector stakeholders
- To provide policy recommendations on further enhancement of education quality in Vietnam

THEMES

At the Symposium, a total of 50 presentations (62% by female presenters) covered different aspects of quality of education through four perspectives: students, teachers, managers, and parents and communities. Based on the indicative list of subthemes and selected submissions, three subthemes per thematic area were identified for the parallel sessions.

Themes	Subthemes
Students: Enhancing learning outcomes of students	Curriculum from students' perspective Access and Equity for all learners Learning outcomes
Teachers: As change agents	Applying Active Teaching and Learning (ATL) methodologies Professional development of in-service teachers Pre-service teacher education
Managers: Revisiting their role	Development of Educational management capacity Enhancing access to education Managing professional development
Parents and communities: Their participation in education	Community involvement in education Parent empowerment Community/Home-based child development services

KEYNOTE SPEAKERS

Mr. Pham Do Nhat Tien, former assistant of the Minister of Education and Training in Vietnam and Mrs. Ushio Miura programme specialist of the Regional Bureau for Education in Asia and the Pacific of UNESCO in Bangkok, delivered a national and a regional keynote at the conference. Both keynote speakers approached education quality as a multidimensional concept.

Education quality and equity are a worldwide concern, and in the centre of the Post 2015 Agenda globally as well as in the region. The regional keynote looks at education quality as a multidimensional concept. It includes effectiveness and relevance, professional committed teachers from early education onwards, safe inclusive learning environments and wants to equip learners with 21st century skills such as creativity, critical thinking, global citizenship, communication skills and entrepreneurial skills. The recommendations include to keep following up on the EFA agenda and go beyond the EFA goals with stress on access, learning, equity and quality of education, teachers and skills development in a life-long learning context.

This view is shared by the national keynote who stresses the importance of a uniform education policy system, including consistent teacher policies. Looking at education quality of Vietnam from different perspective it is observed that the quality has improved but still lags compared to national and international social-economic development requirements and people's expectations. SABER, a systematic approach to improve the quality of education, sees education quality as the product of the education policy system. In its initial approach, there are 8 policy areas included: teachers, EMIS, autonomy, ICT, assessment, education streaming, higher education and mobilization of private sector. To address education quality, a country needs a holistic policy system taking into account these different policy areas.

PARTICIPANTS

The participants of the symposium included policy makers, educational managers, lecturers, teachers, researchers, staff of mass organizations and civil society organizations, development staff. In total 237 participants (61% female), including a variety of national and local policy makers, education managers, lecturers, teachers, researchers, representatives of political, social, professional and mass organizations as well as international development partners, participated to the symposium. The participants showed a high level of interest in the presentations and actively participated in the Q&A sessions following each theme, making the symposium a lively medium for discussion.

(See Annex 1: Participant list)

Additionally, 46 journalists representing 28 newspapers, 5 television stations and 1 radio station attended the event.

(See Annex 2: Media coverage)

From the evaluation forms of the symposium it is seen that:

- The participants were satisfied and even very satisfied with the symposium meeting both main objectives and very satisfied with the logistics as well as opportunities for networking.
- There is no significant difference between the satisfaction of male and female participants on these aspects of the symposium.

In addition they shared a wide range of lessons learnt and policy recommendations. They also recommended on how to improve a next symposium.

(See Annex 3: Evaluation Symposium towards a Learning Society)

VENUE AND TIME

Venue: Centre for Women and Development, Ha Noi, Viet Nam

Time: 22-23 August 2013

PROGRAMME

(See Annex 4: Detailed Programme)

CONTENTS OF DISCUSSION

Based on 50 presentations (62% by female presenters) made, Q&A sessions and an animated panel discussions, the co-organizers of the symposium synthesized findings and recommendations related to quality of education under the four thematic areas: students, teachers, managers, and parents and communities. In line with the keynote speakers, education quality needs to be approached as a multidimensional concept that needs to be addressed through a systemic approach with comprehensive education policies rather than a single factor approach.

While thematic outcomes share a starting point of a specific perspective, for example students, the recommendations often overlap and address capacity gaps of other groups, for example teachers.

Thematic outcomes:

Theme 1: Students

- Promote students' activeness and autonomy by encouraging authentic and experiential teaching and learning;
- Develop regulations and educational programmes to support inclusion of vulnerable and disadvantaged learners in formal education, specifically addressing the social, cultural, physical and other special needs of each group or individual learner
- Organise trainings for teachers on competence- based and formative assessment which focus on developing students' self-learning, problem solving and creative thinking skills.

Theme 2: Teachers

- In parallel with the reform of pre- and in-service teacher training activities, the provision of teacher training through Teacher Training Institutes could be reviewed with a focus on: developing Communities of Practice among TTIs, innovating teacher training curriculum and promoting (classroom) action research, increasing ICT integration and e-platform for professional development (lesson plans, methodology, innovation), focusing on innovation of pedagogy, and enhancing link between student teachers and schools through increased practice time from first year onwards.
- Develop professional development tracks for teachers to increase and maintain professional motivation through professional sharing activities (PTM), promotion of lifelong learning, ICT integration in application, supporting teachers in delivering bilingual education in ethnic minority areas.
- Enhance the relation between formal and non-formal education by including non-formal education in pre-service Teacher Training (TTIs) and by specifying targets for non-formal learning to meet people's lifelong learning needs.

Theme 3: Managers

- Educational managers should be equipped with knowledge and skills such as project design and management, governance management, HR management, financial management, and soft skills so that they can make proper decisions, bringing about interests for the organizations and communities.
- Policies supporting inclusive education towards vulnerable and disadvantaged groups should be more transparent and easier to be accessed.
- Research on modalities for professional development and diversified delivery of in-service training (face-to-face, guided self-study, e-learning and others) will contribute much to innovation and management of professional development.

Theme 4: Parents and Communities

- Community based activities should be enhanced to support and improve education quality and equity. The role of teachers in social participation, especially in primary and secondary schools, need to be better addressed through in-service teacher training.
- Links need to be strengthened between family as first educational environment, schools as second educational environment and the broader society. Parenting education and skills should be considered and resources should be provided at local level as a part of local on social economical development plans.
- Contents and modalities to organize community-based education services should be aligned with the local social and economical conditions. Local development plans should include annual M&E and sum-up of activities on community based education services in coordination with other local organizations and partners.

REFLECTIONS ON THEMATIC DEBRIEFINGS

Following the thematic debriefings during a panel discussion, H.E. Mr. Nguyen Vinh Hien, Vice Minister of Education and Training, summarized final reflections and provided additional recommendations regarding the enhancement of education quality in Vietnam in a "harvesting" session. Based on Vice Minister Hien's suggestions, the following thematic recommendations can be emphasized:

- **Students** need to become all round citizens that can support the industrialization and development of the country. Therefore the education system needs to emphasize the development of students' competencies and their self-learning capacity, reflected in textbooks with room for creativity and with specific attention to the needs of disadvantaged children;
- **Teachers** need incentives to learn continuously and update their skills, which will be emphasized in a compensation and remuneration scheme as part of the new project for education reform. They need to interact with communities and need more practice in pre-service. As for in-service teacher training, the first e-learning courses have been uploaded as an important instrument to enhance efficiency and effectiveness of teacher professional development;

- **Education managers** need to take up their decentralized autonomy and strengthen their leadership role. They need to enhance their focus on quality assurance;
- **Schools** need to take up their facilitating role as a bridge between family as first education environment and society. At the family side, parenting education plays an important role in education of their children. Within the society, community learning can be better consolidated at local level by consolidating the programmes of centers for general techniques and career orientation, community learning centers and continuing education centers.

FOLLOW-UP ON RECOMMENDATIONS

Follow-up by MOET:

At the symposium, MOET leadership also confirmed that the key findings and recommendations will reach the Education Reform Committee while more specific ideas from the symposium will be taken up with the respective functional departments of the Ministry of Education and Training. As a follow-up, VVOB Vietnam will jointly submit all key findings and policy recommendations with co-organizers to the MOET leadership.

Follow-up by co-organizers:

The symposium has been an excellent opportunity to have a broad debate on education quality and formulate recommendations to policy makers in Vietnam. As the symposium was a jointly organized effort by national institutes and development partners, it is also an opportunity to look beyond these recommendations and list further actions to support education quality in line with these recommendations.

(See Annex 5: Indicative commitments by co-organizers to further enhancement of education quality in Vietnam)

SYMPOSIUM ONLINE

More detailed information and documentation of the symposium can be found online on: <http://www.vvob.be/vietnam/symposium>

ANNEX 1: PARTICIPANT LIST

No		Full name	Position	Organization	Province
1	Ông	Bùi Đức Cường	Giám đốc	Sở Giáo dục & Đào tạo tỉnh Thái Nguyên	Thái Nguyên
2	Ông	Lý Tiến Hải	Chuyên viên Phòng KT&KĐCL	Sở Giáo dục & Đào tạo tỉnh Thái Nguyên	Thái Nguyên
3	Ông	Nguyễn Thanh Hà	Hiệu trưởng	Trường THPT Lương Ngọc Quyến	Thái Nguyên
4	Bà	Trần Thị Phương Linh	Giảng viên	Trường Cao đẳng sư phạm Thái Nguyên	Thái Nguyên
5	Ông	Trần Quốc Tuyển	Trưởng Phòng Đào tạo	Trường Cao đẳng sư phạm Thái Nguyên	Thái Nguyên
6	Ông	Nông Khánh Bằng	Phó Hiệu trưởng	Trường Cao đẳng sư phạm Thái Nguyên	Thái Nguyên
7	Ông	Lâm Ngọc Phú	Giảng viên	Trường Cao đẳng sư phạm Thái Nguyên	Thái Nguyên
8	Bà	Lê Thu Hương	Trưởng ban Tổ chức-Cán bộ	Hội Liên hiệp phụ nữ tỉnh Thái Nguyên	Thái Nguyên

9	Ông	Đinh Quốc Vương	Phó Trưởng phòng GDTr.H	Sở Giáo d ục & Đào tạo Quảng Ninh	Quảng Ninh
10	Ông	Bùi Văn Tân	Hiệu trư ởng	Trường Cao đẳng sư phạm Quảng Ninh	Quảng Ninh
11	Ông	Trần Văn Khoát	Giảng viên	Trường Cao đẳng sư phạm Quảng Ninh	Quảng Ninh
12	Bà	PhạmThị Minh Lương	Giảng viên	Trường Cao đẳng sư phạm Quảng Ninh	Quảng Ninh
13	Bà	NguyễnThị Xứng	Giảng viên	Trường Cao đẳng sư phạm Quảng Ninh	Quảng Ninh
14	Bà	HuỳnhThị Mai Anh	Phó Chủ tịch	Hội Liên hi ệp phụ nữ tỉ nh Quảng Ninh	Quảng Ninh
15	Bà	NgôThị ThuýH ằng	Phó ban GD-XH	Hội Liên hi ệp phụ nữ tỉ nh Quảng Ninh	Quảng Ninh
16	Ông	Võ Văn Mai	Trưởng phòng GDTrH	Sở Giáo d ục & Đào tạo tỉ nh Nghệ An	Nghệ An
17	Ông	Nguyễn Văn Trác	Trưởng Phòng GDTX	Sở Giáo d ục & Đào tạo tỉ nh Nghệ An	Nghệ An
18	Ông	Hoàng Quốc Khánh	Chuyên viên	Sở Giáo d ục & Đào tạo tỉ nh Nghệ An	Nghệ An
19	Ông	Trần Anh Tuấn	Phó Hiệu trư ởng	Trường Cao đẳng sư phạm Nghệ An	Nghệ An

20	Bà	Lê Thị Cẩm Mỹ	Giảng viên	Trường Cao đẳng sư phạm Nghệ An	Nghệ An
21	Bà	Trần Thị Thúy Hằng	Phó hiệu trưởng	Trường THCS Dũng Hợp, Tân Kỳ, Nghệ An	Nghệ An
22	Ông	Vương Quốc Linh	Giáo viên	Trường THCS Phú Hồng, Yên Thành, Nghệ An	Nghệ An
23	Bà	Trần Thị Hải Âu	Chủ tịch	Hội Liên hiệp phụ nữ Huyện Anh Sơn, Nghệ An	Nghệ An
24	Bà	Nguyễn Thị Quỳnh Hoa	Phó Chủ tịch	Hội Liên hiệp phụ nữ tỉnh Nghệ An	Nghệ An
25	Bà	Nguyễn Thị Hà	Phó Trưởng ban Tổ chức-Cán bộ	Hội Liên hiệp phụ nữ tỉnh Nghệ An	Nghệ An
26	Ông	Nguyễn Văn Lộc	Phó Trưởng Phòng GDTr.H	Sở Giáo dục & Đào tạo tỉnh Quảng Nam	Quảng Nam
27	Ông	Châu Văn Thủy	Chuyên viên	Sở Giáo dục & Đào tạo tỉnh Quảng Nam	Quảng Nam
28	Ông	Lê Duy Phát	Hiệu trưởng	Trường Đại học Quảng Nam	Quảng Nam
29	Bà	Ngô Thị Trà My	Giảng viên	Đại học Quảng Nam	Quảng Nam
30	Ông	Đỗ Quang Khôi	Giảng viên	Đại học Quảng Nam	Quảng Nam

31	Bà	Huỳnh Thị Tuyết	Phó Chủ tịch	Hội Liên hiệp phụ nữ tỉnh Quảng Nam	Quảng Nam
32	Bà	Nguyễn Thị Liên	Trưởng ban Tuyên giáo	Hội Liên hiệp phụ nữ tỉnh Quảng Nam	Quảng Nam
33	Ông	Trần Hữu Thập	Phó Giám đốc	Sở Giáo dục & Đào tạo tỉnh Quảng Ngãi	Quảng Ngãi
34	Ông	Huỳnh Hậu	Phó Trưởng phòng GDTr.H	Sở Giáo dục & Đào tạo tỉnh Quảng Ngãi	Quảng Ngãi
35	Ông	Phạm Đăng Phước	Hiệu trưởng	Trường Đại học Phạm Văn Đồng	Quảng Ngãi
36	Ông	Nguyễn Đình Đức	TP QLKH - HTQT	Trường Đại học Phạm Văn Đồng	Quảng Ngãi
37	Ông	Phạm Nghi	Hiệu phó	Trường Đại học Phạm Văn Đồng	Quảng Ngãi
38	Bà	Nguyễn Thị Xuân Thương	Phó chủ tịch	Hội Liên hiệp phụ nữ tỉnh Quảng Ngãi	Quảng Ngãi
39	Bà	Dương Thị Mỹ Dung	Trưởng ban Luật pháp- Chính sách	Hội Liên hiệp phụ nữ tỉnh Quảng Ngãi	Quảng Ngãi
40	Ông	Đào Ngọc Nam	Giám đốc dự án	Dự án THCS cho vùng khó giai đoạn 2	Hà Nội
41	Bà	Đỗ Hạnh Chi	Tư vấn kỹ thuật về quyền GD và quyền	Action Aid Việt Nam	Hà Nội

			Phụ nữ		
42	Bà	Lê Nhi	Quản lý quan hệ công dân	Microsoft Việt Nam	Hà Nội
43	Ông	Lê Phong	Giám đốc chương trình quốc gia	Room to Read	TP.HCM
44	Bà	Ngô Thu Hương	Tùy viên Hợp tác Phát triển	Đại sứ quán Bỉ	Hà Nội
45	Ông	Nguyễn Thành Trung	Cán bộ Giáo dục	Trung tâm giáo dục và phát triển (CED)	Hà Nội
46	Bà	Nguyễn Thị Thu Nhài	Cán bộ chương trình địa phương	Aide et Action International Đông Nam Á	Hà Nội
47	Bà	Nguyễn Thị Tuyết Mai	Trưởng ban GD-XH	Hội LHPN Việt Nam	Hà Nội
48	Bà	Nguyễn Thu Hương		Young Lives	Hà Nội
49	Ông	Nguyễn Thượng Hải	Giám đốc giáo dục	Intel Việt Nam	Hà Nội
50	Bà	Nguyễn Thúy Hằng	Giám đốc Chương trình Giáo dục Intel	Metan Vietnam (Intel)	Hà Nội
51	Ông	Nguyễn Văn Thuần	Giám đốc Chương trình	Cơ quan Phát triển Quốc tế Úc (AusAID)	Hà Nội

52	Bà	Phùng Thị Tú Anh	Trưởng phòng Truyền thông & GD	Bảo tàng Phụ nữ Việt Nam	Hà Nội
53	Bà	Tô Kim Liên	Giám đốc	Trung tâm giáo dục và phát triển (CED)	Hà Nội
54	Bà	Trần Thanh Hương	Cán Bộ Chương trình	Cơ quan Hợp tác Kỹ thuật Bỉ tại Việt Nam (BTC)	Hà Nội
55	Bà	Trần Thị Quỳnh	Cán bộ chương trình	World Vision	Hà Nội
56	Bà	Trần Thu Hằng		Bộ phát triển quốc tế vương quốc Anh (DFID)	Hà Nội
57	Ông	Vương Chiến	Quản lý chương trình	Ủy Ban Trung ương Menmonite (MCC Vietnam)	Hà Nội
58	Ông	Garette Pratt	Cán bộ phát triển cao cấp	Cơ quan Phát triển Quốc tế Canada tại Việt Nam (CIDA)	Hà Nội
59	Bà	Veronica Lee		Cơ quan phát triển quốc tế Hoa Kỳ tại Việt Nam (USAID)	Hà Nội
60	Bà	Fiona Farley	International consultant	Dự án GPE-VNEN	
61	Bà	Nguyễn Thị Thu Hằng	Phiên dịch		Hà Nội
62	Bà	Hoàng Thị Hạnh Lý	Phiên dịch		Hà Nội

63	Bà	Trần Thị Kim Hoàn	Cán bộ dự án	Trung tâm Phát triển Sáng kiến Cộng đồng và Môi trường (C&E)	Hà Nội
64	Ông	Hoàng Tuấn Dũng			Hà Nội
65	Bà	Lý Thị Ngọc Mai	cán bộ dự án đào tạo nghề	APEFE	Hà Nội
66	Ông	Dipak Prasad		UNICEF	
67	Bà	Nguyễn Thị Thanh Nga	Chuyên gia giáo dục	UNICEF	
68	Bà	Đ.P Thơ		UNICEF	
69	Ông	Colin Campbell	Coordinator	Learning project Asia	
70	Ông	Vi Hải Nam	Coordinator	Room to Read	Hà Nội
71	Ông	Trần Phong	Director	Center for Environment Training and Communication - Vietnam Environment Administration - MONRE	
72	Ông	Hoàng Đức Minh	Cục trợ ởng	Cục Nhà giáo và Cán bộ quản lý cơ sở giáo dục	Hà Nội

73	Bà	Nguyễn Thúy Hồng	Phó Cục trưởng	Cục Nhà giáo và Cán bộ quản lý cơ sở giáo dục	Hà Nội
74	Bà	Quách Thị Tú Phương	Phó trưởng phòng Nhà giáo	Cục Nhà giáo và Cán bộ quản lý cơ sở giáo dục	Hà Nội
75	Bà	Nguyễn Thị Hương	Chuyên viên phòng Nhà giáo	Cục Nhà giáo và Cán bộ quản lý cơ sở giáo dục	Hà Nội
76	Ông	Phạm Văn Hoan	Trưởng phòng Cơ sở Đào tạo	Cục Nhà giáo và Cán bộ quản lý cơ sở giáo dục	Hà Nội
77	Ông	Phạm Đỗ Nhật Tiến	CB nghỉ hưu	Nguyên trợ lý Bộ trưởng Bộ Giáo dục và Đào tạo	Hà Nội
78	Ông	Nguyễn Xuân Thành	Phó Vụ trưởng	Vụ Giáo dục Trung học	Hà Nội
79	Ông	Nguyễn Công Minh	Vụ trưởng	Vụ Giáo dục Thường xuyên	Hà Nội
80	Ông	Phạm Xuân Luận	Chuyên viên	Vụ Giáo dục Thường xuyên	Hà Nội
81	Ông	Trương Tất Hiền	Chuyên viên	Vụ Giáo dục Thường xuyên	Hà Nội
82	Ông	Trần Đình Thuận	Giám đốc dự án	Bộ giáo dục và Đào tạo	Hà Nội
83	Bà	Huỳnh Thị Mai Phương	Cán bộ chương trình	Đề án Ngoại ngữ Quốc gia Bộ GD&ĐT	Hà Nội

84	Ông	Nguyễn Trọng Duy		Đề án Ngoại ngữ Quốc gia Bộ GD&ĐT	Hà Nội
85	Bà	Vũ Thị Tú Anh		Đề án Ngoại ngữ Quốc gia Bộ GD&ĐT	Hà Nội
86	Bà	PGS.TS Nguyễn Thị Hoàng Yến	P.Viện trưởng	Viện Khoa học Giáo dục Việt Nam	Hà Nội
87	Bà	TS. Nguyễn Thị Hồng Vân	P.Trưởng phòng NCKH	Viện Khoa học Giáo dục Việt Nam	Hà Nội
88	Ông	TS. Lương Việt Thái	Giám đốc TT Nghiên cứu Giáo dục Phổ thông	Viện Khoa học Giáo dục Việt Nam	Hà Nội
89	Bà	TS. Trần Thị Thái Hà	Giám đốc TT Phân tích và Dự báo nhu cầu đào tạo nhân lực	Viện Khoa học Giáo dục Việt Nam	Hà Nội
90	Ông	TS. Lê Văn Hồng	Giám đốc TT Nghiên cứu Công nghệ Giáo dục	Viện Khoa học Giáo dục Việt Nam	Hà Nội
91	Ông	TS. Hoàng Gia Trang	Cán bộ TT Nghiên cứu Tâm lý-Giáo dục học	Viện Khoa học Giáo dục Việt Nam	Hà Nội
92	Bà	TS. Trịnh Anh Hoa	Cán bộ TT Nghiên cứu Quản lý Giáo dục	Viện Khoa học Giáo dục Việt Nam	Hà Nội
93	Bà	Nguyễn Ngọc Ánh	Phó trưởng Phòng Hợp tác quốc tế	Viện Khoa học Giáo dục Việt Nam	Hà Nội

94	Bà	TS. Trần Thúy Nga	Cán bộ TT Nghiên cứu Giáo dục Dân tộc	Viện Khoa học Giáo dục Việt Nam	Hà Nội
95	Bà	ThS. Bùi Thị Diễm	Cán bộ TT nghiên cứu Giáo dục Phổ thông	Viện Khoa học Giáo dục Việt Nam	Hà Nội
96	Ông	Trần Luy ễn	Chủ tịch Hội Khuyến học tỉnh Sơn La	Viện Khoa học Giáo dục Việt Nam	Sơn La
97	Ông	Hà Đức Đà	Phó Giám đốc TT nghiên cứu Giáo dục Dân tộc	Viện Khoa học Giáo dục Việt Nam	Hà Nội
98	Bà	Nguyễn Lê Vân Dung	Trưởng phòng NCGD cộng đồng TT nghiên cứu giáo dục không chính quy	Viện Khoa học Giáo dục Việt Nam	Hà Nội
99	Bà	Đào Thị Ngọc Lan		Viện Khoa học Giáo dục Việt Nam	Hà Nội
100	Ông	Nguyễn Lê Thạch		Viện Khoa học Giáo dục Việt Nam	Hà Nội
101	Ông	Lê Phước Minh	Phó Giám đốc	Học viện Quản lý giáo dục	Hà Nội
102	Ông	Nguyễn Huy Thạch	Chuyên viên	Học viện Quản lý giáo dục	Hà Nội
103	Bà	Nguyễn Thị Mai Phương	Nghiên cứu viên	Học viện Quản lý giáo dục	Hà Nội

104	Bà	Lê Vũ Hà	Giảng viên	Học vi ện Quản lý giáo dục	Hà Nội
105	Bà	Trương Thị Thúy Hằng	Giảng viên	Học vi ện Quản lý giáo dục	Hà Nội
106	Bà	Trần Thị Thị nh	Giảng viên	Học vi ện Quản lý giáo dục	Hà Nội
107	Bà	Đậu Thị Hồng Thắm	Giảng viên	Học vi ện Quản lý giáo dục	Hà Nội
108	Bà	Trần Thị Thơm	Giảng viên	Học vi ện Quản lý giáo dục	Hà Nội
109	Bà	Nguyễn Di ệu Cúc	Giảng viên	Học vi ện Quản lý giáo dục	Hà Nội
110	Bà	Nguyễn Thị Loan	Giảng viên	Học vi ện Quản lý giáo dục	Hà Nội
111	Ông	Trần Doanh Th ụ	Trưởng phòng HTQT&PT Dự án	Học vi ện Quản lý giáo dục	Hà Nội
112	Ông	Ngô Việt Sơn	Phó trưởng phòng Quản lý khoa h ọc	Học vi ện Quản lý giáo dục	Hà Nội
113	Ông	Đàm Quốc Hi ệp (MC)	Giảng viên	Học vi ện Quản lý giáo dục	Hà Nội
114	Ông	Lương Khánh Lư ợng	Chuyên viên phòng HTQT	Học vi ện Quản lý giáo dục	Hà Nội

115	Ông	Lưu Xuân Mối	Giảng viên	Học viên Quản lý giáo dục	Hà Nội
116	Ông	Phạm Xuân Hùng	Giảng viên	Học viên Quản lý giáo dục	Hà Nội
117	Ông	PGS.TS. Nguyễn Văn Minh	Hiệu trưởng	Đại học Sư phạm Hà Nội	Hà Nội
118	Ông	PGS.TS. Nguyễn Công Khanh	Giám đốc TT Đảm bảo Chất lượng Giáo dục và Khảo thí	Đại học Sư phạm Hà Nội	Hà Nội
119	Ông	TS. Nguyễn Đức Sơn	Trưởng khoa Tâm lý - Giáo dục	Đại học Sư phạm Hà Nội	Hà Nội
120	Bà	PGS.TS. Nguyễn Thị Yến Phương	Giám đốc TT NC&Phát triển Nghiệp vụ Sư phạm	Đại học Sư phạm Hà Nội	Hà Nội
121	Ông	TS. Nguyễn Văn Biên	Phó Trưởng khoa Vật lý	Đại học Sư phạm Hà Nội	Hà Nội
122	Bà	PGS.TS. Trần Thị Lệ Thu	Trưởng bộ môn - Khoa Tâm lý - Giáo dục	Đại học Sư phạm Hà Nội	Hà Nội
123	Bà	TS. Nguyễn Thị Thanh Hồng	Trưởng bộ môn - Khoa Tâm lý - Giáo dục	Đại học Sư phạm Hà Nội	Hà Nội
124	Bà	PGS.TS. Nguyễn Thanh Bình	Viện Nghiên cứu Sư phạm	Đại học Sư phạm Hà Nội	Hà Nội

125	Bà	ThS. Nguyễn Thị Mai Hương	Giảng viên khoa công tác xã hội	Đại học Sư phạm Hà Nội	Hà Nội
126	Ông	PGS.TS. Trần Trung Ninh	Trưởng bộ môn phương pháp giảng dạy hóa học	Đại học Sư phạm Hà Nội	Hà Nội
127	Bà	Nguyễn Thị Thu Anh	Hiệu trưởng trường THCS & THPT Nguyễn Tất Thành	Đại học Sư phạm Hà Nội	Hà Nội
128	Bà	Lê Thị Khuyên	Chuyên viên phòng TH	Phòng GD&ĐT Nà Rì, Bắc Kạn	Bắc Kạn
129	Bà	Nguyễn Thị Mỹ	Hiệu trưởng	Trường Tiểu học Đồng Xá, Bắc Kạn	Bắc Kạn
130	Bà	Sầm Thị Khuyên	Giáo viên	Trường Tiểu học Côn Minh, Bắc Kạn	Bắc Kạn
131	Bà	Hoàng Thị Hiên	Hiệu trưởng	Trường MN Xuân Dương, Bắc Kạn	Bắc Kạn
132	Bà	Nguyễn Thị Nhung	Hiệu trưởng	Trường Tiểu học Lục Bình, Bắc Kạn	Bắc Kạn
133	Bà	Vũ Hồng Hải	Giáo viên	Trường Tiểu học Đôn Phong, Bắc Kạn	Bắc Kạn
134	Bà	Hoàng Thị Huệ	Chuyên viên MN	Phòng GD&ĐT Bạch Thông, Bắc Kạn	Bắc Kạn

135	Bà	Cà Thị Thi ềm	Hiệu trư ởng	Trường MN Cẩm Găng, Bắc Kạn	Bắc Kạn
136	Ông	Bế Văn Đông	Trưởng phòng/ Phó BQLDA "Nâng cao tiếp cận giáo d ục có chất lượng tại 7 xã huyện Quảng Uyên, Cao B ắc	Phòng GD&ĐT Quảng Uyên, Cao B ắc	Cao Bằng
137	Bà	Nguyễn Thúy Nga	Hiệu trư ởng	Trường Tiểu học Hồng Đị nh, Quảng Uyên, Cao Bằng	Cao Bằng
138	Ông	Triệu Văn T ùng	Giáo viên	Trường PTCSĐoài Khôn, xã Đoài Khôn, huyện Qu ảng Uyên, Cao Bằng	Cao Bằng
139	Ông	Nguyễn Duy Hoàng Long	Cán bộ d ự án giáo dục/Phiên d ịch	ChildFund	Cao Bằng
140	Bà	Nguyễn Ng ọc Anh	Phiên dịch	ChildFund	Hà Nội
141	Bà	Hà Thị Tuyết Nhung	Quản lý m ảng giáo dục	ChildFund	Hà Nội
142	Bà	Trần Th ị Như Thạch	Cán bộ	Phòng GD&ĐT Kỳ Sơn, H òa Bình	Hòa Bình
143	Bà	Nguyễn Th ị Hoan	Phó Hiệu trư ởng	Trường Tiểu học Hợp Thịnh, Hòa Bình	Hòa Bình
144	Bà	Lê Thị Thu Hương	Cán bộ	Phòng GD&ĐT Cao Phong, Hòa Bình	Hòa Bình

145	Bà	Nguyễn Thị Khánh Hồng	Cán bộ	Phòng GD&ĐT Cao Phong, Hòa Bình	Hòa Bình
146	Bà	Đinh Thị Hạnh Uyên	Hiệu trưởng	Trường Tiểu học Nam Phong, Hòa Bình	Hòa Bình
147	Bà	Vũ Thị Kim Tính	Hiệu trưởng	Trường Tiểu học Xuân Phong, Hòa Bình	Hòa Bình
148	Bà	Nguyễn Thị Lụa	Phó Hiệu trưởng	Trường Tiểu học Bắc Phong, Hòa Bình	Hòa Bình
149	Bà	Đinh Thị Thu Hà	Điều phối viên dự án giáo dục	ChildFund	Hòa Bình
150	Bà	Dương Thị Bích Nguyệt	Phó giám đốc; Trưởng BQLDA RVNA99 - hợp phần Lào Cai	Sở GD&ĐT tỉnh Lào Cai	Lào Cai
151	Ông	Trần Văn Thanh	Chuyên viên - Phòng GD tiểu học, Sở GD&ĐT tỉnh Lào Cai - Thư ký BQLDA RVNA99 - HP Lào Cai	Sở GD&ĐT tỉnh Lào Cai	Lào Cai
152	Bà	Đỗ Thị Việt Hà	Phó giám đốc; - Trưởng BQLDA RVNA99 - hợp phần Đắk Nông	Sở GD&ĐT tỉnh Đắk Nông	Đắk Nông
153	Ông	Nguyễn Văn Như ợng	Trưởng phòng - Phòng GD tiểu học	Sở GD&ĐT tỉnh Ninh Thuận	Ninh Thuận

154	Bà	Trần Thùy Vân	Trưởng phòng	Phòng GD&ĐT huyện Bắc Ái	Ninh Thuận
155	Ông	Lê Gia Thắng	Điều phối viên	Oxfam	Hà Nội
156	Bà	Nguyễn Di ệu Chi	Cán bộ Chương tr ình	Oxfam	Hà Nội
157	Ông	Phan Vũ Hùng	Cán bộ Chương tr ình	Oxfam	Hà Nội
158	Bà	Vũ Thu Trang	Cán bộ Chương tr ình	Oxfam	Hà Nội
159	Ông	Hà Huy Giáp		Sở GD&ĐT Bắc Giang	Bắc Giang
160	Ông	Trương Văn Chương	Cán bộ dự án- tổ chức Plan	Cán bộ dự án- tổ chức Plan Bắc Giang	Bắc Giang
161	Bà	Rơ Chăm H'nh òng	PCT Hội phụ nữ tỉnh	Hội LHPN tỉnh Gia Lai	Gia Lai
162	Bà	Lê Thị Thư ờng	Cán bộ phòng	Phòng Tiểu học- Sở GD&ĐT tỉnh Ga Lai	Gia Lai
163	Ông	Nguyễn Vi ết Chuyên	Trưởng Phòng tiểu học - sở GD Hà Giang	Phòng tiểu học- Sở GD&ĐT Hà Giang	Hà Giang
164	Bà	Hoàng Thị Hoa	Chủ tịch Phụ nữ Huyện	Hội LHPN huyện Xín Mần, tỉnh Hà Giang	Hà Giang

165	Bà	Vương Thị Hà	Phó Hiệu trưởng ở GVMN	Trường MN, ..., tỉnh Hà Giang	Hà Giang
166	Bà	Vàng Thị Mấy	TNV	Tình nguyện viên, Tổ chức Plan, tỉnh Hà Giang	Hà Giang
167	Ông	Phạm Văn Đông	Cán bộ dự án- Tổ chức Plan	Cán bộ dự án- Tổ chức Plan Kontum	Hà Nội
168	Bà	Nguyễn Lăng Bình	Quản lý Dự án Phát triển GDMN tỉnh Gia Lai	Dự án Phát triển GDMN tỉnh Gia Lai	Hà Nội
169	Bà	Nguyễn Hồng Nhung	Nhân viên chương trình mảng giáo dục Dự án Phát triển GDMN tỉnh Gia Lai	Mảng Giáo dục, Dự án Phát triển GDMN tỉnh Gia Lai	Hà Nội
170	Bà	Lê Thị Bích Hạnh	Quản lý chương trình giáo dục - tổ chức Plan	Chương trình giáo dục- Tổ chức Plan	Hà Nội
171	Bà	Đào Như Trang	Chuyên gia giáo dục - tổ chức Plan	Chương trình giáo dục- Tổ chức Plan	Hà Nội
172	Ông	Bùi Quang Minh	Điều phối viên dự án- tổ chức Plan	Tổ chức Plan	Hà Nội
173	Bà	Lê Kim Hằng	Cán bộ dự án- tổ chức Plan	Tổ chức Plan	Hà Nội
174	Bà	Vũ Thị Lan Anh	Cán bộ dự án- tổ chức Plan	Tổ chức Plan	Hà Nội

175	Bà	Ngô Kim Dung	Cán bộ dự án- tổ chức Plan	Tổ chức Plan	Hà Nội
176	Bà	Mina Funakoshi	Quản lý dự án tổ chức Plan	Tổ chức Plan	Hà Nội
177	Bà	Đào Thị Vi Phương	Phó ban gia đình và xã hội - LHPNVN	Ban Gia đình và xã hội - LHPNVN	Hà Nội
178	Bà	Hà Thị Diệp	Chuyên viên ban gia đình và xã hội - LHPNVN	Ban Gia đình và xã hội - LHPNVN	Hà Nội
179	Bà	Hà Văn Thanh	Cán bộ dự án Plan	Cán bộ dự án Plan tỉnh Hà Giang	Kontum
180	Ông	Nguyễn Đình Đức	Cán bộ dự án- Tổ chức Plan	Cán bộ dự án- Tổ chức Plan Quảng Ngãi	Kontum
181	Ông	Nguyễn Văn Hiếu	Cán bộ dự án- Tổ chức Plan	Cán bộ dự án- Tổ chức Plan Phú Thọ	Phú Thọ
182	Bà	Trần Thanh Thợ	Cán bộ dự án- tổ chức Plan	Cán bộ dự án- Tổ chức Plan Thái Nguyên	Phú Thọ
183	Bà	Nguyễn Thị Thanh Hoa	Hiệu trợ	Trường TH Tạ Xá 2, huyện Cẩm Khê, Phú Thọ	Phú Thọ
184	Ông	Nguyễn Quang Huy	Chuyên viên	Phòng Mầm non – Sở GD & ĐT tỉnh Phú Thọ	Phú Thọ

185	Bà	Hồ Thị Hồng Hà	Trưởng Phòng tiểu học - sở GD Qu ả ng Bình	Phòng Tiểu học- Sở GD&ĐT Qu ả ng Bình	Quảng Bình
186	Bà	Đào Thị Lan Anh	Cán bộ dự án- tổ chức Plan	Cán bộ dự án- tổ chức Plan Quảng Bình	Quảng Bình
187	Bà	Nguyễn Thị Thành	Trưởng phòng giáo dục huyện Sơn Hà	Phòng GD&ĐT huyện Sơn Hà, Qu ả ng Ngãi	Quảng Ngãi
188	Ông	Nguyễn Văn Tuấn	Phó phòng giáo dục huyện Ba Tơ	Phòng GD&ĐT huyện Ba Tơ, Qu ả ng Ngãi	Quảng Ngãi
189	Bà	Hồ Thị Thê	TNV nhóm trẻ U3	TNV nhóm trẻ U3, T ổ chức Plan, tỉ nh Quảng Tr ị	Quảng Trị
190	Bà	Phan Thị Lành	Cán bộ dự án- Tổ chức Plan	Cán bộ dự án- Tổ chức Plan Quảng Trị	Quảng Tr ị
191	Bà	Vũ Thị Bích Hương	Phó trưởng phòng GD&ĐT huyện Đại Từ	Phòng GD&ĐT huyện Đại Từ, Thái Nguyên	Thái Nguyên
192	Bà	Trần Thị Thơm	Hiệu trưởng trường MN Tân Thịnh - huyện Định Hóa	Trường MN Tân Thịnh, huyện Định Hóa, Thái Nguyên	Thái Nguyên
193	Ông	Nguyễn Văn Bội	Phòng Tiểu học	Sở GD&ĐT tỉ nh Thái Nguyên	Thái Nguyên
194	Bà	Nguyễn Thị Như Quỳnh	Chuyên viên	Sở GD&ĐT tỉ nh Kon Tum	Kontum

195	Bà	Ushio Miura	Programme Specialist	UNESCO Bangkok - Asia-Pacific Regional Bureau for Education	Bangkok
196	Bà	Sun Lei	Điều phối viên chương trình giáo dục	UNESCO	Hà Nội
197	Bà	Trần Thị Thanh Tâm	Cán bộ chương trình quốc gia về giáo dục	UNESCO	Hà Nội
198	Bà	Thái Thị Xuân Đào	Phó trưởng ban hợp tác quốc tế	Hội khuyến học Việt Nam	Hà Nội
199	Bà	Nguyễn Thị Mỹ Hạnh	Cán bộ Chương trình	Hội Người khuyết tật Tp Hà Nội	Hà Nội
200	Ông	Đỗ Thanh Sơn	Phó Chủ tịch	Chi hội người điếc Hà Nội	Hà Nội
201	Bà	Kiều Thị Bích Thủy	Giám đốc	Trung tâm Tư vấn và chuyển giao công nghệ giáo dục	Hà Nội
202	Bà	Nguyễn Thị Kim Anh	Điều phối viên	Hiệp hội vì Giáo dục cho Mọi người Việt Nam	Hà Nội
203	Bà	Nguyễn Thị Mai Hà	Cán bộ	Hội Giáo dục Người lớn Việt Nam	Hà Nội
204	Ông	Nguyễn Trí	Thành viên Ban điều hành	Hiệp hội vì Giáo dục cho Mọi người Việt Nam	Hà Nội
205	Ông	Nguyễn Xuân Phương	Phó chủ tịch	Hiệp hội vì Giáo dục cho Mọi người Việt Nam	Hà Nội

206	Ông	Trần Xuân Nhĩ	Chủ tịch	Hiệp hội vì Giáo dục cho Mọi người Việt Nam	Hà Nội
207	Bà	Vũ Hoàng Lan	Phiên dịch ngôn ngữ ký hiệu	Phiên dịch - Chi hội người điếc Hà Nội	Hà Nội
208	Bà	Vũ Thanh Hoa	Thành viên Ban điều hành	Hiệp hội vì Giáo dục cho Mọi người Việt Nam	Hà Nội
209	Ông	Vũ Văn Đức	Thành viên Ban điều hành	Hiệp hội vì Giáo dục cho Mọi người Việt Nam	Hà Nội
210	Bà	Vương Thị Hanh	Giám đốc	Trung tâm Hỗ trợ giáo dục và nâng cao năng lực cho phụ nữ	Hà Nội
211	Ông	Brian Lalor	Teacher	Singapore International School	Hà Nội
212	Bà	Lê Hồng Tâm		Đại sứ quán Hoa Kỳ	Hà Nội
213	Bà	Marieke Stevens			
214	Bà	Nguyễn Thị Thu Thủy	Chuyên viên	Vụ GD Đại học, Bộ GD&ĐT	Hà Nội
215	Bà	Nguyễn Thị Yến Hà	Điều phối viên Giáo dục Qu ốc gia	World Vision Vietnam	
216	Ông	Tạ Văn Tuấn	Trưởng đại diện	Quỹ Ôxtrâyliavì Nhân dân Châu Á và Thái Bình Dương (AFAP)	

217	Bà	Trần Phương Ly	Giáo viên	Trường THPT Đinh Tiên Hoàng	Hà Nội
218	Bà	Trần Thị Thu	Nguyên trưởng phòng	Phòng Hướng nghiệp, Trung tâm hỗ trợ đào tạo và cung ứng nhân lực	Hà Nội
219	Ông	Nguyễn Ngọc Tài	Giám đốc Trung tâm	Viện Nghiên cứu Giáo dục, trường ĐHSP Thành phố HCM	TP HCM
220	Ông	Nguyễn Tùng Lâm	Hiệu trưởng	Trường THPT Đinh Tiên Hoàng	Hà Nội
221	Bà	Vũ Thị Thanh Nga	Giảng viên	Cao đẳng sư phạm Hà Nội	Hà Nội
222	Bà	Trần Thu Hằng	Đồng trình bày Ms Ly + Tâm	ĐH Ngoại Thương	Hà Nội
223	Ông	Xuân Trung	Phóng viên	Báo Giáo dục Việt Nam	Hà Nội
224	Ông	Nguyễn Anh Đức	Phóng viên	Đài Phát thanh và Truyền hình Hà Nội	Hà Nội
225	Ông	Trần Thị Thu Loan		Báo Tiền Phong	Hà Nội
226	Ông	Đức Thắng	Quay phim	VTV1	Hà Nội
227	Ông	Hồng Hiệp	Kỹ thuật viên	VTV1	Hà Nội

228	Ông	Nguyễn Hải Đăng	Phóng viên	VTC 14	Hà Nội
229	Ông	Phạm Đỗ Bình	Phóng viên	VTC 14	Hà Nội
230	Ông	Lê Anh Tuấn	Phóng viên	VTC 14	Hà Nội
231	Ông	Quyết Thắng	Phóng viên	Truyền hình thông tin	Hà Nội

ANNEX 2: MEDIA COVERAGE

NO	TITLE	LINK
	I. Before Symposium	
1	Symposium “Towards a learning society to support teaching and learning quality in Vietnam” - VVOB Vietnam website and VNIES website	http://www.vvob.be/vietnam/?q=vi/symposium http://vnies.edu.vn/detail-news-view-1-22-623_hoi-nghi-huong-toi-xa-hoi-hoc-tap-ho-tro-chat-luong-day-va-hoc-tai.html
2	VVOB Vietnam co-organizes with other organizations in Symposium “Towards a learning society to support teaching and learning quality in Vietnam” – Nghe An DOET website	http://nghean.edu.vn/index.php?option=com_content&view=article&id=988:vvob-vietnam-phi-hp-vi-mt-s-i-tac-t-chc-hi-ngh-hng-ti-xa-hi-hc-tp-h-tr-cht-lng-dy-va-hc-ti-vitnam&catid=34&Itemid=141
3	Call for papers for Symposium “Towards a learning society” – VCEFA website	http://www.vcefa.org.vn/index.php?option=com_content&view=article&id=112:keugi-bai-vit-cho-hi-ngh-hng-ti-xa-hi-hc-tp&catid=43:tin-tuc&lang=en
	II. After Symposium	
4	Symposium “Towards a learning society to support teaching and learning quality in Vietnam” – Em chọn nghề gì Portal	http://www.emchonnghegi.edu.vn/home/index.php/vi/tin-t-c/127-hoi-nghi-huong-toi-xa-hoi-hoc-tap
5	Towards a learning society – Thanh tra Vietnam online – <i>Thu 22/8/2013</i>	http://thanhtravietnam.vn/vi-VN/News/thongtintonghop/giaoduc/2013/08/31267.aspx
6	Symposium “Towards a learning society to support teaching and learning quality in Vietnam” – Thai Nguyen DOET website – <i>Thu 22/8/2013</i>	http://thainguyen.edu.vn/Home/tgd/2013/1130/Hoi-nghi-Huong-toi-xa-hoi-hoc-tap-ho-tro-chat-luong.aspx
7	No solution to improve education quantity and quality? – Xa luan online – <i>Fri 23/08/2013</i>	http://www.xaluan.com/modules.php?name=News&file=article&sid=689981#ixzz2czLZuqq9 http://giaoduc.net.vn/Giao-duc-24h/Bo-tay-truoc-bai-toan-nang-cao-so-luong-va-chat-luong-giao-duc/313628.gd
8	Towards a learning society to support teaching and learning quality in Vietnam – Education and Times – <i>Fri 23/08/2013</i>	http://www.gdtd.vn/channel/2741/201308/huong-toi-xa-hoi-hoc-tap-ho-tro-chat-luong-day-va-hoc-tai-viet-nam-1972026/ http://www.baomoi.com/Huong-toi-xa-hoi-hoc-tap-Ho-tro-chat-luong-day-va-hoc-tai-Viet-Nam/59/11775958.epi

		http://www.daibieunhandan.vn/default.aspx?tabid=78&NewsId=290185
9	Symposium “Towards a learning society to support teaching and learning quality in Vietnam” – Vietnam Communist Party online – <i>Fri 23/08/2013</i>	http://www.cpv.org.vn/cpv/Modules/News/NewsDetail.aspx?co_id=10008&cn_id=604327
10	Students are no longer ignored in class - Vietnamnet online – <i>Fri 23/08/2013</i>	http://vietnamnet.vn/vn/giao-duc/137118/de-hoc-sinh-khong-bi-bo-roi-trong-gio-hoc.html
11	Support teaching and learning quality in Vietnam – People Military online - <i>Fri 23/08/2013</i>	http://www.qdnd.vn/qdndsite/vi-vn/61/43/3/32/32/258763/Default.aspx
12	Viet Nam battles with poor quality education – Vietnam News online - <i>Fri 23/08/2013</i>	http://vietnamnews.vn/society/243867/vietnam-battles-with-poor-quality-education.html
13	Symposium “Towards a learning society to support teaching and learning quality in Vietnam” – Facebook	https://www.facebook.com/media/set/?set=a.708635645830233.1073741829.262306007129868&type=1
14	300 participants recommend solutions to support teaching and learning quality – Capital Youth online – Vol 1249 - <i>Fri 23/08/2013</i>	http://docbao.com.vn/docbao/bao-tttd/so-29694/tttd_so_%201249.dec#trang-231700
15	Vice – Minister Nguyễn Vinh Hiển: “Very out-of-date students assessment” – Xa luan online - <i>Sat 24/08/2013</i>	http://www.xaluan.com/modules.php?name=News&file=article&sid=690839#ixzz2czOHWdEz http://news.go.vn/giao-duc/tin-1468534/thu-truong-nguyen-vinh-hien-cach-danh-gia-hoc-sinh-lac-hau-vo-cung.htm
16	Vice – Minister Nguyễn Vinh Hiển talked about some problems in pedagogical field – Vietnam Education online - <i>Sat 24/08/2013</i>	http://giaoduc.net.vn/Giao-duc-24h/Thu-truong-Nguyen-Vinh-Hien-Cach-danh-gia-hoc-sinh-lac-hau-vo-cung/313792.gd http://www.tinmoi.vn/thu-truong-nguyen-vinh-hien-noi-ve-su-bat-cap-trong-linh-vuc-su-pham-011276440.html
17	Analyzing Vietnam education quality – Hochiminh city Education online – <i>Mon 26/08/2013</i>	http://giaoduc.edu.vn/news/thoi-su-655/mo-xe-chat-luong-giao-duc-viet-nam-213249.aspx
18	Symposium Towards a learning society, August 22-23, 2013: A newsletter on New day Hanoi on HiTV – Hanoi TV - <i>Thu 22/08/2013</i>	http://www.youtube.com/watch?v=qdwqomPqMTk&list=PLTBJkYjTKsbceDIVh_9zLCD_k7HdI72Nk
19	Vietnamese education have been at a	http://www.youtube.com/watch?v=qdwqom

	standstill over last five years: A newsletter on VTC14 - VTC - <i>Thu 22/08/2013</i>	PqMTk&list=PLTBJkYjTKsbceDIVh_9zLCD_k7Hdl72Nk
20	Symposium Towards a learning society, August 22-23, 2013: Daily news 12h - VTV1 - <i>Fri 23/08/2013</i>	http://www.youtube.com/watch?v=TF18atmf3aw&list=PLTBJkYjTKsbceDIVh_9zLCD_k7Hdl72Nk

Introduction evaluation methods

During the symposium, participants were requested to provide feedback on the parallel sessions as well as on the symposium in general.

For each session (12 in total) in which they participated, they were asked to evaluate whether they found the session interesting (on a scale from 1 – very uninteresting to 5 – very interesting), to share the most interesting thing they learned during the session and to give recommendations for the particular session.

For the symposium in general, participants were asked to identify to what extent they were satisfied with the following aspects of the symposium (on a scale from 1 – very dissatisfied to 5 – very satisfied):

- The symposium meeting the objectives
- Logistics
- Opportunities for networking

In addition they were asked to share the most interesting lesson learnt/best practice and the most important policy recommendation, as well as to make suggestions for improvement of a next symposium.

Participants/respondents

88 participants completed the general evaluation form with 43.2 % male and 56.8 % female.

For the concurrent sessions the picture looks as follows:

Themes and sessions		Nr.	Mean satisfaction
On theme 1: Student			
Session 1	Curriculum from students' perspective	23	4.09
Session 2	Access and Equity for all learners	16	3.73
Session 3	Learning outcomes	30	4.21
On theme 2: Teachers			
Session 4	Applying Active Teaching and Learning (ATL) methodologies	10	3.90
Session 5	Professional development of in-service teachers	50	4.08

Session 6	Pre-service teacher education	9	4.11
On theme 3: Managers			
Session 7	Development of Educational Management capacity	56	3.75
Session 8	Enhancing access to education	13	4.23
Session 9	Management professional development	17	4.13
On theme 4: Parents and communities			
Session 10:	Community involvement in education	41	4.10
Session 11:	Parent empowerment	18	4.00
Session 12:	Community/Home-based child development	6	4.50

The participants came from at least 16 different provinces, but mainly from Hanoi (35.2 % of the respondents):

Origin	Freq.	Percent
Missing	12	13.6
Đắc Nông	1	1.1
Bắc Kạn	5	5.7
Cao Bằng	4	4.5
Gia Lai	2	2.3
Hà Giang	2	2.3
Hà Nội	31	35.2
Kon Tum	2	2.3
Nghệ An	6	6.8
Ninh Thuận	1	1.1
Phú Thọ	2	2.3
Quảng Nam	7	8
Quảng Ngãi	4	4.5

Quảng Ninh	1	1.1
Quảng Trị	2	2.3
Thái Nguyên	5	5.7
Total	88	100

General evaluation (overall)

Aspect		Mean (1-5)	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
O1	Objective 1: Lessons learnt and best practices of promoting quality of education by education sector stakeholders were shared	4.10	0.0	0.0	8.1	73.3	18.6
O2	Objective 2: Policy recommendations on further enhancement of education quality in Vietnam were provided	3.85	0.0	3.7	18.3	67.1	11.0
L1	Logistic 1: Materials/Proceeding	4.55	0.0	0.0	3.4	38.6	58.0
L2	Logistic 2: Interpretation support	4.54	0.0	0.0	6.0	34.5	59.5
L3	Logistic 3: Conference room/Facilities	4.54	0.0	1.2	2.4	38.1	58.3
L4	Logistic 4: Lunch & tea break	4.23	0.0	3.4	8.0	51.1	37.5
L5	Logistic 5: Other Admin support	4.19	0.0	0.0	8.2	64.7	27.1
Net	Networking: Opportunities to share/exchange experience and materials with other participants/organizations were provided	4.11	0.0	1.1	9.1	67.0	22.7

The participants were satisfied and even very satisfied with the symposium meeting both main objectives and very satisfied with the logistics as well as opportunities for networking.

There is no significant difference between the satisfaction of male and female participants on these aspects of the symposium.

In addition they shared a wide range of lessons learnt (see annex A) and policy recommendations (see annex B). They also recommended on how to improve a next symposium (see annex C).

Annex A

Most important lessons learned/good practices picked up during the symposium

The symposium issues are studied at different points of views by presenters, then the symposium contributed to raise comprehensive and strong voice.
"Be slow enough to make it fast"
WU's models, club, parent groups for experience exchange on parenting skills and also served for connection to the education and health care services
Good experiences and models are reflected by presenters
Evaluation sheet for teachers is based on job description
<ol style="list-style-type: none"> 1. Parenting education program of PLAN 2. Innovative professional development 3. Scenario on quality of Vietnam education.
Study on situation and solutions for better access to education services for poor/ethnic minority students and policy to support poor people while socialization of education
Non-formal and continuous edu towards a society of learning
Presentation on Edu management should reflect both academic overview and best practices/examples. Fill the gap of the policies and practices.
<p>No best practices as every experience is good and useful if a participant recognized a lesson for his/her own.</p> <p>Excellent the Vice minister emphasis on "comprehensive student" -> capacity approach->self study->success->inspiration->learning society->student appraisal concept</p>
Improvement of school's responsibility for accountability (OXFAM presentation)
Improvement teacher's professional development should be done regular and in different ways in collaborations with other agencies, improvement of community of pedagogical practice
Social participation in education

Enhance of Career guidance in schools and improvement of experiential learning. Improvement of ATL through teacher's teaching methodologies
Improvement of both quality and quantity
Participations of different organizations and MOs is needed to make a learning society
Development of community of practices in TTIs, microteaching skills in pre-service
Regulations, plans to support poor and difficult students in school (especially primary school) Inclusive education of HANDICAP
Lesson learnt from Vietnam Association for Promoting education
Barriers for improvement of edu quality especially school administration and role of managers
procedures to support students with bad academic results, improvement of relationship of family-school and community
Organization is good, the content meets my expectations
Role of family, children and community in construction of a learning society
Dissemination of good models
Presentations are academic and organizations have good models for community education development
Good organization
Good organization
edu policies of the VN government should be innovative to be matched with development trends
Development of teacher cadre and equality for learners
1. Improvement of edu quality in building a learning society in VN 2. Profession teacher meeting based on lesson analysis to improve quality of edu
Profession development of teachers, a new role of managers
Social participation in education
multi-sect oral solution is needed, including teacher and student quality, enhance links between school and community,
Profession development of teachers
Profession development through improvement of teachers' capacity (Plan International); Support to difficult student (Childfund); Edu and Life club (VVOB)

Build up mechanism and program to support difficult students, improve effectiveness of teaching and learning through mixed methodologies, profession development, effectiveness of in-service training, managers should be equipped with management skills
the role of students in new teaching activities -> learning combined with experimenting; centered learners approach
"creative room" for students of VWM
Education quality in developing a learning society by Dr. Pham Do Nhat Tien
well-organized
Professional meetings base on lesson research to improve education quality; School staff appraisal based on job description
Community based solutions to the inclusion of children with disabilities in mainstream settings: Case Study from Bac Kan province
Clearly realize weaknesses of current education reality and change orientation of MOET (Mr. Hien's ideas are the most important things of this Symposium)
Well-organizing and cooperation among many organizations
Professional development and management; Social participation in education
Improving teacher quality
Procedure in supporting poor learning outcome pupils; Innovation of students' assessment toward capacity approach
Improving knowledge and skill for parents to education children at home and community
Strengthen capacity of ethnic minority teachers in mother tongue based bilingual education to improve quality of ethnic minority education; Mobilize socialization of education
1. Accountability of EMgers 2. Improving edu quality needs the participation of family - school - society and right policy
Approach to edu system to improve edu quality is necessary but need to define the most important factors of that system for timely interventions
Actively make decisions and be responsible for these decisions
Education quality in developing a learning society by Dr. Pham Do Nhat Tien
Many problems need to be solved in VN edu
Perception of "quality of education and the ways to have radical changes"
Connect with good presenters in craft villages (Chau Van Thuy); Provide more support for families (Nguyen Thi Hoang Yen)

Annex B

Important policy recommendations retained from the symposium

Support teachers with student-centered skills, encourage PBL and make students proactive
Identification of objectives for the non-formal education
Advocacy activities are needed to mobilize and enable different agencies and MOs participate in a society of learning
1. Recommendation on innovation for exams, evaluation on capacity approach 2. Improvement of social participation
Innovative pre-service in TTIs
Policy on systematic interventions for education quality improvement; Innovation in student appraisal; employment/involvement of ethnic minority teachers
1. In-service for teachers to meet the improved requirement of development of society. 2. M&E and inspections should be considered.
Build up relationship with MoET to make the symposium results effective.
M&E on policy processing/implementation is needed to see the impact on the beneficiaries and/or monitor changes caused by the policy implementation
Empowerment for parents, raise their voice and roles in Edu policies. Student-centered approach improvement. Establishment of edu managers capable for accountability. Reconstruction of TTIs with more focus to have teachers and managers of 21 century. National parenting program should be considered. Findings and recommendations should be made through presentations/abstracts prior to the Symposium and should be used for the closing section as "advocacy messages"
Policy to improve access of poor people to EDU services in
Policies and program to improve quality of teaching, in-service for teachers
Policies for CLCs
Encouragement of experiential learning, innovation of curriculum, ICT, pedagogical practices
Improvement of continuous education towards to a learning society
systematic approach in making edu policy

Policy to train teachers who can speak ethnic minority and Vietnamese languages
Improvement of teacher in-service, and improvement of role of non-formal education
Improvement of leadership for Edu managers
Incentive mechanism for teachers, especially for those in isolated areas
Policy to support students and teachers in isolated areas, to support teachers mixed class and class with handicap students
Incentive mechanism for managers, teachers, staff in DoETs and BoETs
Equality in edu policy (formal < non-formal edu), accountable responsibilities, roles of family and children
Incentive mechanism for teachers
<ol style="list-style-type: none"> 1. Policy to allow parents and students evaluate teachers 2. Policy to allow parents and student evaluate teachers 3. School has right to manage annual budget 4. Recruitment of teachers is transparent
Pay attention to the micro-level policies and development of macro policies
Salary for teachers, ICT and infrastructure for school
In-service training for teacher trainers in TTI
Pay attention to in-service training for teachers, managers. Implement capacity approach for managers
multi-sectoral attention is needed, including capacity of teachers, self-study of students, infrastructure...
More interventions to CLCs and Career guidance
Support ethnic minority teachers in bilingual education
PTM through lesson analysis; improvement of ICT, analysis models of professional development and application of kinds of in-service training
Teaching methodologies change; professional development for teachers
Develop "Life long learning" law which stipulates clearly the role, responsibility of each person/org in supporting life long learning
Ask MOET to consider the solutions from the Symposium aiming to the basic and comprehensive innovation in VN education
Financial support for Symposium
Collaborate with MOET to put the content discussed into school practice effectively

Promote applied research (theory and best practice) about training and using EMgers
Continue to seek for new solutions to improve edu quality
Policy to train and improve professional capacity for truly qualified EMgers and teachers to meet the current and future education demand
Suitable policies to EC teachers
Supportive policy to teachers and EMgers
ATL; innovation in the role of EM and EMgers
Improve teachers' capacity; more suitable policy to support finance, infrastructure and facilities for students and schools in remote areas
Re-training for teachers after every 5 years. Training in 6 months
Collaborate resources of the whole society to implement necessary prog to ensure equality and quality effectively
Suitable policies to support and encourage teachers and EMgers
Solve the problem of being late, incompleteness in implementing activities
More investment on edu, especially research on edu quality to develop suitable indicators to assess edu quality; more attention to NFE and create equal conditions in edu
Increase budget for edu, increase basic salary for teachers and EMgers
Entrepreneur education
Need to consider program and curriculum
The policy should be in accordance with "right based" where the obvious identification should be emphasized on the roles and responsibilities of "right holders and duty - bearers"

Annex C

Recommendations on how to improve the organization of a next symposium

During and after the Symposium it is needed to build a portal/website to upload materials and to serve as forum for education issues and for collaborations of agencies
Should organize a cultural event for all participants to join
<ol style="list-style-type: none"> 1. How attract capable staff? 2. Recommendations should be specific to improve transparency in education management and social participation

Let's narrow down scope of the symposium issues and more for discussion and findings/recommendations
Let's narrow down scope of the symposium issues and more for discussion and findings/recommendations
Let's narrow down and go in-depth of some issues, then sharing will be careful considered and evaluated therefore there will be specific recommendations for the policy makers.
Meeting rooms on the same floor
Needed attention and involvement of partners who would make it in practices.
see the "other comments"
It is good if there are some advocacy activities prior to the Symposium. Moderator may not be a time keeper.
Quality of the presentations
Should have extra activities for participants/organizations to join
Involvement of MoET leaders, policy makers who are able to make recommendations towards a Learning society and improvement of quality of teaching and learning
More time for presentations and discussion sections
Time allocation to ensure enough time for in-depth exchange/discussion of issues of the Symposium
Time allocation to ensure enough time for in-depth exchange/discussion of issues of the Symposium
Time duration should be longer then important and interested issues can get answers and response
Too many issues mentioned, the scope is too large then, quality of some presentations is not good enough. More time for Q&A section is needed
Concurrent sessions should have a list of participants, to avoid too many an too few participants in room
Should focus on practical issues of edu in Vietnam
Should invite families with good students and bad students
More time for Q&A and discussion sessions
Organize Symposium in Northern, Central and Southern of Vietnam to collect ideas from different areas
Moderators should choose some best presentations and allocate enough time for this, other can be printed in the proceedings.
selection of moderators in the sub-theme

The findings and recommendations are general then it is difficult to follow-up
Too many topics, need to have focus
Should organize same Symposia to understand more clearly the situation of VN edu and find solutions to improve edu quality in the future
Consider topics to focus and invite suitable participants -> utilize the cost
Prog should be reasonable, more time to discuss and propose more intensive solutions
More time to discuss, provide hand-out of presentations in advance
Should reach more partners to support VN edu, e.g. international org working in vocational training; should have more researches on vocational training innovation in Vn
Lessons learnt and policy recommendations need to be presented in a straighter and shorter ways
More time for presenters to share their experiences and best practices
Decision makers need to consider these proposed solutions
Need to invite MOET's leaders to hear, understand and discuss to come up with effective policies
Should have more reports, discussion and analysis on NFE (objects, contents and solutions)
Better advertising before the Symposium could attract more experts and teachers
Capacity assessment
<ol style="list-style-type: none"> 1. The parallel sessions could be organized 2. There might be chances to improve in bringing the participants voice to encourage open discussions
Better advertising - I just heard of the call for papers through a friend

Day 1 – Thursday, 22 August 2013

Time	Location	Programme/Content
08:30 - 09:00	Conference room	Registration
Plenary		
09:00 - 09:30	Conference room	Opening remarks 1 Vice Minister Nguyen Vinh Hien, Ministry of Education and Training, Vietnam (MOET)
		Opening remarks 2 Dr. Wilfried Theunis, Country Programme Manager, VVOB Vietnam
09:30 - 10:00		<u>National key note</u> Towards quality education in building a Learning Society in Vietnam Dr. Pham Do Nhat Tien, Former Assistant of Minister of MOET
		Q&A
10:00 - 10:25		Tea break
Plenary		
10:25 - 11:00	Conference room	<u>International key note</u> What Quality Education for the Future? - Key points emerging from consultations on education in the post-2015 development agenda Ms. Ushio Miura, Programme Specialist, Education Policy and Reform Unit, UNESCO Bangkok

11:00 - 11:20		<p><u>Leading presentation on theme 1: Students</u></p> <p>Establishment of students' position in improving teaching and learning quality</p> <p>Dr. Nguyen Duc Son, Dean of Faculty of Psychology and Pedagogy, HNUE</p>
11:20- 11:40		<p><u>Leading presentation on theme 2: Teachers</u></p> <p>Quality of teachers' force with the demand of comprehensive and fundamental innovation of Vietnam's education</p> <p>Assoc.Prof. Nguyen Thuy Hong, Vice- Director, Department of Teachers and Educational Administrators, MOET</p>
11:40 - 12:00		Q&A
12:00 - 13:30		Lunch
Parallel sessions on theme 1: Students		
13:30 - 14:45	Session 1: Conference room	<p><u>Curriculum from students' perspective</u></p> <p>Career Guidance through Education of General Professions Activity</p> <p>MSc. Tran Thi Thu, Former Head of Division, Career Guidance Division, Training Support and Human Resource Development Centre, MOET</p> <p>Career Guidance for Secondary Education Students through an activity on learning project "Understanding traditional handicraft villages in Tam Ky City, Quang Nam Province"</p> <p>Mr. Chau Van Thuy, Officer, Department of Education and Training, Quang Nam Province</p> <p>Experiences on Career Counseling for whole school combining with counseling for enrolment to college/university of students' grade 12 at Upper Secondary Education schools</p> <p>Dr. Nguyen Ngoc Tai, Director of Centre, Institute for Research on Education, University of Pedagogy, Ho Chi Minh City</p>

		<p>Development of problem-solving capacity for students through teaching science at primary education</p> <p>Dr. Luong Viet Thai, Director of Research Center for General education, Vietnam Institute of Educational Sciences</p>
	<p>Session 2: Room 1-2</p>	<p><u>Access and Equity for all learners</u></p> <p>Difficulties and solutions to the preparation for children to grade 1 in mountainous area</p> <p>MA. Bui Thi Dien, Researcher, Vietnam Institute of Educational Sciences</p> <p>Children with autism - difficulties when entering grade 1</p> <p>Ms. Vu Thi Thanh Nga, Lecturer, Hanoi Pedagogic College</p> <p>Education of Career Orientation for Lower Secondary Education Students at mountainous area through a fair with topic “Spring Linkage Love”</p> <p>Ms. Tran Thi Thuy Hang, Vice Principal, Dung Hop Lower Secondary Education School, Tan Ki District, Nghe An Province</p>
	<p>Session 3: Room 4-5</p>	<p><u>Learning outcomes</u></p> <p>Procedure in supporting poor learning outcome pupils</p> <p>Ms. Nguyen Thi Lua, Vice Principal, Bac Phong Lower Secondary Education School, Cao Phong District, Hoa Binh Province</p> <p>Developing Emotional Intelligence for Elementary school children through reading books</p> <p>MA. Nguyen Thi Mai Huong, Lecturer, Hanoi National University of Education</p> <p>Entrepreneurship Education in Upper Secondary Education</p>

		<p>Schools – a Vital Approach in the Future</p> <p>Ms. Tran Phuong Ly, Teacher, Dinh Tien Hoang High School, Hanoi</p> <p>Ms. Tran Thu Hang, Foreign Trade University, Hanoi</p> <p>Innovation of students' assessment towards competency-based approach</p> <p>Assoc.Prof. Nguyen Cong Khanh, Director of Center for Testing and Quality assurance, Hanoi National University of Education</p>
14:45 - 15:10		Tea break
Parallel sessions on theme 2: Teachers		
15:10 - 16:25	Session 4: Room 1-2	<p><u>Applying Active Teaching and Learning (ATL) methodologies</u></p> <p>Some shares on the combination of case study and problem-based learning in teaching</p> <p>Ms. Ngo Thi Tra My, Lecturer, Quang Nam University</p> <p>Improving Maths teaching quality in secondary schools by language approach</p> <p>Dr. Le Van Hong, Director of Research Centre, Vietnam Institute of Educational Sciences</p> <p>Experiential learning cycle in teaching Maths at primary level</p> <p>Ms. Le Thi Thu Huong, Officer, Cao Phong Bureau of Education and Training, Hoa Binh Province</p> <p>Designing a teaching and learning Geography Website to support students' learning for Literature-Geography K18 class</p> <p>Mr. Lam Ngoc Phu, Lecturer, Thai Nguyen Pedagogic College</p>
	Session 5: Conference room	<u>Professional development of in-service teachers</u>

		<p>Professional teachers' meeting based on lesson study to improve the quality of learning and teaching in schools</p> <p>Ms. Dao Nhu Trang, Education Specialist, Quality Education Programme, Plan International</p> <p>Professional learning community as a change agent for improving teacher and students outcomes in an international school in Vietnam</p> <p>Mr. Brian Lalor, Singapore International School, Hanoi</p> <p>Dr. Noel Geoghehan, Pegasus International Unicenter</p> <p>Teacher quality improvement is the sole solution to the improvement in education quality in Vietnam</p> <p>Dr. Nguyen Tung Lam, Chairman of Vietnam Association of Psychology and Education, Principal of Dinh Tien Hoang High school, Hanoi</p> <p>Strengthen capacity of ethnic minority teachers in mother tongue based bilingual education to improve quality of ethnic minority education</p> <p>MA. Ha Duc Ha, Deputy Director of Ethnic Education Centre, Vietnam Institute of Educational Sciences</p> <p>Impact of VVOB on professional development of Teacher Training Institutes' lecturers</p> <p>Ms. Nguyen Thi Lan Huong, Coordinator, VVOB Vietnam</p> <p>Mr. Jef Peeraer, Advisor, VVOB Vietnam</p>
	<p>Session 6:</p> <p>Room 4-5</p>	<p><u>Pre-service teacher education</u></p> <p>E-portfolios and the promotion of students learning</p> <p>Dr. Tran Thi Mai Dao, Department of Science Management and International Cooperation, Quang Ngai Teacher Training Institute, Quang Ngai Province</p>

		<p>The establishment and development of Communities of Practice in teacher training institutions as driver for continues professional development on Active Teaching and Learning</p> <p>Research Group: Teacher Training Institutes' Lecturers and VVOB Vietnam staff</p> <p>Innovation of professional students' meeting in practice teaching through lesson study</p> <p>Assoc.Prof. Tran Trung Ninh, Head of teaching methods of Chemistry, Chemistry Faculty, Hanoi National University of Education</p> <p>Micro-teaching as a way to contribute to improve students' pedagogical skills</p> <p>MA. Pham Thi Minh Luong, Lecturer, Quang Ninh Teacher Training College</p>
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Day 2 - Friday, 23 August 2013

Time	Location	Programme/Content
Plenary		
08:30 - 08:50	Conference room	<p>Wrap up day 1</p> <p>Introduction to day 2 and open market</p>
08:50 - 09:10		<p><u>Leading presentation on theme 3: Managers</u></p> <p>Innovation of role of educational managers/ educational management profession towards cooperation and integration trends</p> <p>Assoc.Prof. Le Phuoc Minh, Vice Rector, National Institute of Education Management</p>
09:10 - 09:30		<p><u>Leading presentation on theme 4: Parents and communities</u></p> <p>The importance of education in family, community and society</p> <p>Assoc.Prof. Nguyen Thi Hoang Yen, Vice Director General, Vietnam Institute of Educational Sciences</p>
09:30 - 09:50		Q&A
09:50- 10:15		Tea break
Parallel sessions on theme 3: Managers		
10:15 - 11:30	Session 7: Conference room	<p><u>Development of Educational management capacity</u></p> <p>Accountable education managers: new leadership profiles of successful schools</p> <p>MA. Le Gia Thang, Coordinator, Education Governance Programme, Oxfam in Vietnam</p> <p>Sustainable (NGO) support to educational managers</p> <p>Ms. Kristen Theuns, Country Coordinator, Education for Development Organisation in Vietnam</p>

		<p>Pre-service and in-service trainings for educational managers in the tendency of innovations and integration</p> <p>Assoc. Prof. Luu Xuan Moi, Senior lecturer, Faculty of Management, National Institute of Education Management</p> <p>Building leadership power through professional competencies</p> <p>Ms. Tran Thi Thinh, Lecturer, National Institute of Education Management</p>
	<p>Session 8: Room 1-2</p>	<p><u>Enhancing access to education</u></p> <p>Socialization Policy and Access of the Rural Poor to Education in Vietnam</p> <p>The Australian Foundation for the Peoples of Asia and the Pacific (AFAP) in Vietnam</p> <p>Current situation and solutions for enhancement of access to education services of the poor in Vietnam</p> <p>Dr. Trinh Thi Anh Hoa, Vice-Director, Research Center of Educational management, Vietnam Institute of Educational Sciences</p> <p>School staff appraisal based on job description</p> <p>Ms. Dinh Thi Hanh Quyen, Principal of Nam Phong Primary School, Cao Phong, Hoa Binh</p>
	<p>Session 9: Room 4-5</p>	<p><u>Managing professional development</u></p> <p>Some issues of modalities used in in-service trainings for teachers in Vietnam</p> <p>MA. Nguyen Thi Thu Thuy, Officer, Department of Higher Education, Ministry of Education and Training</p>

		<p>Applying the theory of change to improve sustainability of in-service trainings in five VVOB programme provinces</p> <p>MA. Nguyen Van Loc, Vice-Head of Secondary Education Division, Department of Education and Training, Quang Nam</p> <p>MA. Dang Tuyet Anh, Coordinator, VVOB Vietnam</p> <p>Capacity development for the lecturing staff of education management to meet needs of pre- and in-service trainings of lecturers of education management</p> <p>MA. Pham Xuan Hung, Senior Lecturer, Faculty of Management, National Institute of Education Management</p>
11:30 - 12:00		<u>Open market</u>
12:00 - 13:30		Lunch
Parallel sessions on theme 4: Parents and communities		
13:30 - 14:45	Session 10: Conference room	<p><u>Community involvement in education</u></p> <p>Socialization in education: Experience sharing from Phu Thanh commune, Yen Thanh district, Nghe An province</p> <p>Mr. Vuong Quoc Linh, Teacher, Phu Hong Lower Secondary School, Yen Thanh, Nghe An province</p> <p>Improving the link among family-school-society: Case study in Anh Son district of Nghe An province</p> <p>Ms. Tran Thi Au, Chairwomen, Women's Union of Anh Son district, Nghe An province</p> <p>Community based solutions to the inclusion of children with disabilities in mainstream settings: Case Study from Bac Kan province</p> <p>Ms. Marieke Stevens and Ms. Dam Thi Mai</p>

		<p>Building a learning society at a mountainous village of Mong ethnic group in Son La province</p> <p>Dr. Tran Thuy Nga, researcher, Vietnam Institute of Educational Sciences</p> <p>Merit Teacher. Tran Luyen, Chairman, Association for Promoting Education, Son La province</p>
	<p>Session 11:</p> <p>Room 1-2</p>	<p><u>Parent empowerment</u></p> <p>Lessons learnt in supporting parents to improve parenting skills through the network of Women's Unions</p> <p>MA. Nguyen Thi Tuyet Mai, Head of Socio-Family Department, National Women Union</p> <p>Women's Union promotes education in the community for better education quality in Quang Ngai province</p> <p>Ms. Nguyen Thi Xuan Huong, Vice-Chairwomen, Quang Ngai Women Union</p> <p>The role of parent facilitators in Village Child Reading Clubs' – improving student learning outcomes in primary schools in rural Vietnam - an initiative from World Vision Vietnam</p> <p>Ms. Nguyen Thi Yen Ha, National Education Coordinator, World Vision Vietnam</p> <p>The role of parents in children caring and development</p> <p>Ms. Le Thi Bich Hanh, ECCD programme manager, Plan International</p>
	<p>Session 12:</p> <p>Room 4-5</p>	<p><u>Community/Home-based child development</u></p> <p>Social participation promotion programme of parents and community in children caring and development</p> <p>Ms. Le Thi Bich Hanh, Quality Education and Parenting/Community engagement programmes Manager, Plan International</p>

		<p>Life skills education for secondary students: difficult or easy?</p> <p>MA. Le Thu Huong, Head of personnel department, Women's Union, Thai Nguyen province</p> <p>Discovery Center in Vietnam Women's Museum - Educational playground of creativity and art for children</p> <p>MA. Phung Thi Tu Anh, Head of Communication and Education Division, Vietnam Women Museum</p>
<i>14:45 - 15:10</i>		Tea break
Plenary		
15:10 - 16.40	Conference room	Debriefing on themes and discussing on policy recommendations
16:40 - 17:00		Closing remarks

ANNEX5: INDICATIVE COMMITMENTS BY CO-ORGANIZERS

Organization	Indicative support per thematic focus
VVOB	<p>In its Early Education programme for 2014-2016 and Career Guidance programme for 2014-2015, VVOB Vietnam plans to cooperate with DTEA/MOET, National Women's Union (WU) as well as with DOETs, TTIs and Provincial WUs of Nghe An, Quang Nam, Quang Ngai and Thai Nguyen on the following areas:</p> <p>Students</p> <p>While students are not direct beneficiaries of VVOB Vietnam, EC and PE pupils (3 to 8 years old) and SE students are respectively considered the end beneficiaries of the Early Education programme and the Career Guidance programme.</p> <ul style="list-style-type: none"> - The Early Education programme focuses on providing ATL and addressing preschool to primary transition for boys and girls, including in disadvantaged areas, in order to provide all learners equal opportunities to enhance their further education and future success. - The Career Guidance programme focuses on providing student-centered, gender-sensitive Career Guidance to lower and secondary students to improve the quality and relevance of career guidance and associated TVET for a better preparation for the world of work. <p>Teachers and Educational Managers</p> <ul style="list-style-type: none"> - Support DTEA in using appropriate modalities, including e-learning, to deliver in-service to all male and female ECE and PE teachers and school leaders, including in disadvantaged areas, which is promoting the application of ATL and addressing transition from preschool to primary. - Support DTEA in delivering in-service training to all male and female secondary CG teachers and school managers on providing student-centered, gender-sensitive Career Guidance for adolescents. - Support DOETs in coordinating more efficient and effective in-service to all male and female teachers and school leaders, including in disadvantaged areas, in EC and PE, which is promoting the use of ATL and addressing transition from preschool to primary. - Support DOETs in training teachers and school leaders to provide a student-centered, gender-sensitive Career Guidance approach in secondary education. - Support TTIs' pre-service for teachers in ECE and PE, promoting the use of ATL and addressing transition for all male and female teachers, including those of/for disadvantaged areas. <p>Parents and communities</p> <ul style="list-style-type: none"> - Support the National WU in guiding the Provincial WUs concerning

	<p>parenting skills for mothers and fathers of EC pupils, including in disadvantaged areas, with regards to ATL and transition.</p> <ul style="list-style-type: none"> - Support the National WU in guiding the Provincial WUs on student-centered, gender-sensitive Career Guidance for adolescents. - Support Provincial WUs to raise awareness and improve parenting skills of mothers and fathers of EC boys and girls with regards to ATL and transition, including in disadvantaged areas. - Support Provincial WU's to raise awareness and strengthen parenting skills of mothers and fathers regarding Career Guidance for male and female adolescents.
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