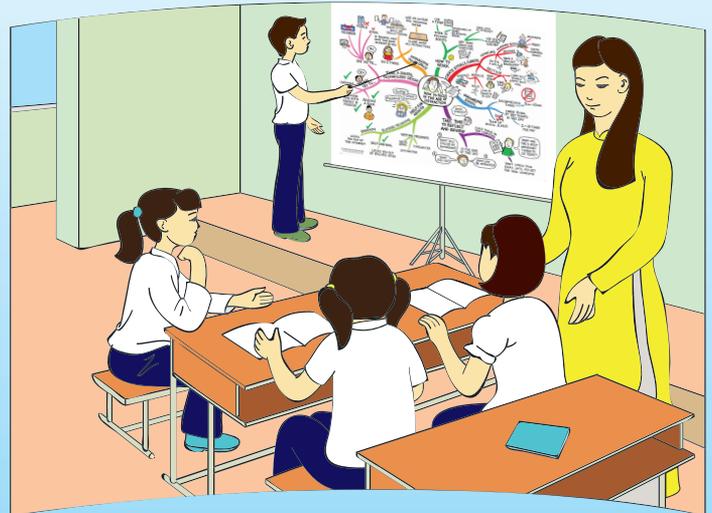




SYMPOSIUM TOWARDS A LEARNING SOCIETY

Supporting Teaching and Learning Quality in Vietnam

Hanoi, August 22 - 23, 2013



Ha Noi Office
Office of the Representative to
the Socialist Republic of Viet Nam
Member of United Nations Team
Văn phòng Hà Nội
Văn phòng Đại diện tại nước
Cộng hòa Xã hội Chủ nghĩa Việt Nam
Thành viên của Liên Hợp Quốc

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INTRODUCTION

We are happy to receive so many Vietnamese and non-Vietnamese participants from all over this vast country and abroad to this symposium on teaching and learning quality towards a learning society. We are especially happy for the support and honored by the participation of our distinguished vice-minister for Education, the honorable Vice Minister Nguyen Vinh Hien, who will introduce and close this symposium.

Furthermore recognized international and national speakers will introduce the key-notes. These speakers are looking at the future of education: from a regional perspective, what can we expect after 2015, and, from a national perspective, how is Vietnam moving towards more quality education. In these two days some of the many people that are contributing to improving the quality of education will have the chance to report on their work. Presenters and participants are government officials from national and provincial level, school managers, teachers, and NGO officers. We thank them all for their valuable contributions.

This two- day symposium is the result of a cooperation of national education sector partners, Ministry of Education and Training (MOET) including Department of Teachers and Educational Administrators, National Institute for Education Management (NIEM), Vietnam National Institute of Educational Sciences (VNIES), Hanoi National University of Education (HNUE); UNESCO and Non-Governmental Organisations: ChildFund, Oxfam GB, Plan International, Vietnam Coalition For Education For All and the Belgian non-profit VVOB.

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

This symposium is organised around four themes – students, teachers, managers, parents/communities – that will be introduced by well-known speakers of MOET, NIEM, VNIES and HNUE. The themes are addressed consecutively with each three parallel sessions. This allows a good number of contributions whilst giving participants a chance to attend the maximum of presentations and leaves time for discussions. We hope these discussions will be lively and productive, highlighting the findings and formulating possible recommendations. Tomorrow we afternoon will address these findings and recommendations that can possibly contribute to the formulation of policies.

We trust that this symposium which was organised in a spirit of co-operation will also be the start of more collaborative efforts to improve the quality of education for all towards a learning society and we invite you to lay the foundations for this collaboration in these two days.

Our deep appreciation to all those who prepared this symposium and, to all those supporting the symposium in the coming two days.

We wish all of you a productive symposium.

On behalf of the Organising Committee

**MINISTRY OF EDUCATION AND TRAINING
DEPARTMENT OF TEACHERS AND EDUCATIONAL
ADMINISTRATORS**

DIRECTOR


Dr. Hoang Duc Minh

**VVOB VIETNAM
COUNTRY PROGRAMME MANAGER**



Dr. Wilfried Theunis

THE FLEMISH ASSOCIATION FOR DEVELOPMENT COOPERATION AND TECHNICAL ASSISTANCE (VVOB)

www.vvob.be/vietnam

The Flemish Association for Development Cooperation and Technical Assistance (VVOB) was founded in 1982 as a non-profit organization. VVOB's motto 'Education for Development' reveals its overall objective to contribute to poverty reduction and to a fairer world with increased opportunities for all. The organization's main aim is to sustainably improve the quality, efficiency and effectiveness of education and training in developing countries.

VVOB has been working in Vietnam since 1992. Three programmes were implemented in the present programme cycle (2008 – 2013): two programmes in education in North and Central Vietnam: Active Teaching and Learning (ATL) for Lower Secondary Education (2008 – 2013), career guidance (2011 – 2013) and one programme in agricultural extension in South Vietnam (2008 – 2012).

The programmes on ATL in LSE and Career Guidance in SE are implemented in cooperation with the DTEA, the National Women's Union (NWU), and in each of the provinces with the Department of Education and Training (DOET), Teacher Training Institute (TTI) and Women's Union (WU). The programmes aim at in-service as well as pre-service and also take into account the need to link community and schools.

Our approach is to support our partners – according to their needs and in line with the national and local policies – to develop extra capacity in planning, resources, networking and M&E. Our Technical Assistants can act as trainer, facilitator or advisor and our funds are typically used for capacity developing activities like participatory material development, trainings and ToT and sharing meetings/workshops.

Our proposed programme for 2014 – 2016 in early childhood education and early grade primary education will focus on teaching methodologies (ATL) and transition issues. Our partners will be the DTEA, NWU and four provincial DOET, TTI and WU. We hope to support capacity of in-service and pre-service by an innovative approach with complementary materials. Again we will support activities related to in-service and pre-service and in cooperation with the WU also take into account the need to link community and schools.

Vision:

As a creative Flemish cooperation partner we strive for a sustainable world with equal opportunities. Within the broad framework of poverty reduction we contribute to improving the quality of education and training in developing countries. Furthermore, by making a bridge to the South, we increase the public support in Flanders for more solidarity in our society.

Mission: Learning together... Moving forward!

Through strategic partnerships we work result-oriented from the meso level on:

Sustainable solutions for issues in education and training within the framework of local policy plans in developing countries

A stronger solidarity between Flanders and developing countries

To achieve this, we support programmes for local capacity development via a balanced offer of resources, services, networking and exchange.

DEPARTMENT OF TEACHERS AND EDUCATIONAL ADMINISTRATORS (DTEA)

Department for Teachers and Educational Administrators of the Ministry of Education and Training has functions: (1) state management on teachers and educational administrators, the system of training and in-service training for teachers and educational administrators, (2) implementing plan and public services for training and in-service training of teachers and educational administrators; (3) developing, directing, organizing and supervising the implementation of legal documents on job title, professional standards, assessment and classification for expertise, profession, policies, and plans for staff development, training, in-service training, testing, recruiting, promotion, working norms, working conditions and rotation; regulating the contents and plans of the regular in-service trainings for teachers and educational administrators in the education sector according to State's current regulations. (4) developing and strengthening a system of pre-service training institutes; developing contents and training programmes according to the standards of job title, profession and in-service training for teachers and educational administrators; directing and reviewing the structures of teachers and educational administrators; provide guidelines and prepare documents to issue national projects, programmes, plans on in-service training for teachers and educational managers; managing and participating in international projects relating to the development of the staff who formulate, manage and use the database system, (5) Receiving and processing proposals and recommendations relating to policy and policy implementation on teachers and educational managers under the Department's functions.

HANOI NATIONAL UNIVERSITY OF EDUCATION (HNUE)

www.hnue.edu.vn

Hanoi National University of Education (HNUE) was established on 11 October 1951 based on the Decree No 276/ND of the Ministry of National Education (present Ministry of Education and Training). From the start the university has been regarded as a lead university of the national education system. It is a known center for high quality teachers and advanced researchers training. It is also a largest institution in Vietnam for postgraduate training and nurturing talents for the nation. The more than 80 thousand of teachers and scientists that have been trained and graduated from this university, contribute greatly to the development of the national cause of education and training.

The university comprises of 23 school-faculties, 2 university-management departments, 2 attached secondary schools, 1 early childhood school, 2 research institutes, and plenty research centers. The university offers 42 majors leading to bachelor degrees, 51 programmes for master degrees, and 43 programmes for doctorate degrees. This includes a number of both joint an international training programmes for undergraduate and postgraduate students. The university has been conferred by the CPV and Government with honors and distinguished awards such as Order of Labor, Order of Independence, Order after Ho Chi Minh (twice), and Hero of Labor. Hanoi National University of Education has as motto "Standard-Creativity-Service"

NATIONAL INSTITUTE OF EDUCATION MANAGEMENT (NIEM)

www.niem.edu.vn

National Institute of Education Management (NIEM), a higher education provider under MOET, was reestablished on 03 April 2006 (Decision No. 501/QĐ-TTg by Prime Minister). The date of 01 October 1976 (the establishment date of the wellknown Educational Managers' Training College (EMTC) is selected to be the Traditional Day of the Institute.

Functions and missions

- Provide degrees and certificate courses in education management and related areas.
- Investigate, develop and apply education management science;
- Provide professional support and cooperation with the education management institutions.
- Advise and counsel for Ministry of Education and Training and management agents in order to meet the demand of education and training development strategies.
- Cooperate with overseas organisations and individuals in training, researching and applying education management science.

NIEM consists of four faculties, seven functional departments, three centers, one Research Institute of Education Management with 145 staff. In 2008, NIEM will have 190 staff in total as indicated by the staff development plan passed by Ministry of Education and Training.

VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES (VNIES)

www.vnies.edu.vn

Vision: To become a leading think-tank in the field of research of educational sciences and postgraduate trainings, provision of advisory services towards contributing to radical and comprehensive renovation of Vietnam's education.

Mission: To maintain the development of educational sciences in Vietnam; to build the scientific rationales of State management renovation on education, management and teaching procedure in educational institutions; to explore and develop policies, strategies and education programmes for all learning levels in the education system; to provide postgraduate pre-service and in-service trainings and advisory services to meet the society's needs.

Functions: (i) To conduct research on educational strategies and policies, curricula, contents and methodologies. (ii) To deliver postgraduate training programmes in respect of educational sciences. (iii) To provide educational advisory services.

CHILDFUND

www.childfund.org.vn

ChildFund Vietnam is the representative office of ChildFund Australia – an independent and non-religious international development organisation that works to reduce or eliminate poverty for children in the developing world. ChildFund Australia is a member of the ChildFund Alliance – a global network of 12 organisations which assists more than 16 million children in over 50 countries. ChildFund Australia is a registered charity and is fully accredited by the Australian Agency for International Development (AusAID).

ChildFund began working in Vietnam in 1995 and operates community development programmes including Access to Quality Education, Building Strong and Resilient Community and Child Rights and Child Protection. These programmes focus on five main sectors of education, water and sanitation, livelihood, health and child protection. ChildFund's programmes are being implemented across the northern provinces of Bac Kan, Cao Bang and Hoa Binh, where the majority of people are from ethnic minority groups, often the most vulnerable or marginalised sections of the population.

OXFAM

www.oxfam.org/vietnam

Oxfam is an international confederation of 17 organisations networked together in more than 94 countries, as part of a global movement for change, to build a future free from the injustice of poverty. In Vietnam, Oxfam is one of the leading international non-governmental organisations in rural development works, humanitarian and disaster risk reduction, and women empowerment. Today, Oxfam works in 26 provinces with people, governments and civil society to promote equality and well-being through social and economic change.

Oxfam's Education Governance Programme aims to enhance the voice of vulnerable and disadvantaged social groups (particularly the voice of women and girls, and ethnic communities); promote rights holders to claim for their rights and influence the decision making process, particularly education policies and decisions. The programme priorities are: **(i)** Enhance capacity of children and parents (particularly girls and ethnic minorities children) to raise their voice and claim their rights; **(ii)** Strengthened accountability between rights holders and duty bears and among duty bears on public service provision, particularly quality basic education services to the poor and the ethnic minorities; **(iii)** Support and strengthen national networks and civil society organisations (particularly youth and women organisations) to promote social accountability in education sector in Vietnam.

PLAN INTERNATIONAL

www.plan-international.org

Plan is an international organisation which has been working to build a better future for children in Vietnam since 1993. To date, Plan in Vietnam is working to improve the lives of more than 226,000 children, their families and communities in 15 provinces and over 149 communes. Plan works in partnership with local people, organisations and Government bodies at all levels.

Key programmes: (i) *Early Childhood Care and Development in Ethnic Minority Areas:*

Focusing on the right to survival and development of ethnic minority children; **(ii) *Child Protection for All:*** Ensuring the right to protection from harm and violence of all children,

with a special focus on children in special circumstances; **(iii) *Child Centred Disaster Risk Management and Climate Change Adaptation:*** Promoting the right to protection and

assistance in emergencies and building the resilience of children, families and communities to better cope with the impact of disasters and climate change.

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

www.unesco.org

The UNESCO Office in Viet Nam opened in 1990 with the focus of providing support to Viet Nam's Education and Culture sectors. The office has since expanded its programmes into the Communication and Information and Natural Sciences sectors and continues to work together with Government, UN partners, donors and civil society and to contribute toward gender equality, HIV & AIDS prevention, poverty reduction and sustainable development. Since its establishment in Viet Nam, UNESCO has been providing support to the country to achieve the Education for All goals with a focus on equitable access to quality education, especially for vulnerable groups. The programme areas in education include sector-wide education policy and planning, education management, literacy and lifelong learning, education for sustainable development, teacher education and training, curriculum review, climate change and disaster risk reduction education in-school and out-of-school, information, communication and technologies (ICTs) in education and comprehensive sexuality education for a healthy lifestyle for adolescents and youth. All these programmes contribute to the education renovation that the country is undertaking and towards building a sustainable, inclusive and resilient learning society in Viet Nam.

VIETNAM COALITION FOR EDUCATION FOR ALL (VCEFA)

www.vcefa.org.vn

VCEFA is a network of 38 local non-governmental organisations, research centers, community groups and experts who work together on education for all goals and to protect the rights of women, children, ethnic minorities and vulnerable groups. VCEFA visions an equal, inclusive and quality education for all in Viet Nam.

VCEFA was established in 2009 under the support of the Global Campaign for Education (GCE), Oxfam Great Britain, ActionAid Vietnam and a number of dedicated education experts. VCEFA's objectives are: (1) Advocating the government and donors to develop education policies, budgets and programmes in line with education for all goals, (2) Monitoring and supporting the Government and donors and stakeholders to implement their pledge of education for all, (3) Promoting and supporting the building of a learning society in Vietnam.

To date, VCEFA has implemented projects and activities to enhance the effectiveness of the community learning center system in Vietnam, to raise awareness on the importance of and to advocate the government to increase investment on early childhood care and education, especially for 0-5 years of age, to promote educational programmes for the deaf, to assess gender equality in education and education socialization policies.

AGENDA

Symposium “Towards a Learning Society: Supporting teaching and learning quality in Vietnam”
22-23/08/2013 in the Center for Women Development, 20 Thuy Khue, Hanoi

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, WVOB Vietnam
09:30 - 10:00		National key note 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	International key note 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		Leading presentation on theme 1: Students Establishment of students’ position in improving teaching and learning quality Dr. Nguyen Duc Son, Dean of Faculty of Psychology and Pedagogy, HNUE
11:20- 11:40		Leading presentation on theme 2: Teachers Quality of teachers’ force with the demand of comprehensive and fundamental innovation of Vietnam’s education Assoc.Prof. Nguyen Thuy Hong, Vice- Director, Department of Teachers and Educational Administrators, MOET
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	Curriculum from students’ perspective Career Guidance through Education of General Professions Activity MSc. Tran Thi Thu, Former Head of Division, Career Guidance Division, Training Support and Human Resource Development Centre, MOET Career Guidance for Secondary Education Students through an activity on learning project “Understanding traditional handicraft villages in Tam Ky City, Quang Nam Province” Mr. Chau Van Thuy, Officer, Department of Education and Training, Quang Nam Province

		<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 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 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>Access and Equity for all learners Difficulties and solutions to the preparation for children to grade 1 in mountainous area MA. Bui Thi Dien, Researcher, Vietnam Institute of Educational Sciences</p> <p>Children with autism - difficulties when entering grade 1 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" 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>Learning outcomes Procedure in supporting poor learning outcome pupils 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 MA. Nguyen Thi Mai Huong, Lecturer, Hanoi National University of Education</p> <p>Entrepreneurship Education in Upper Secondary Education Schools – a Vital Approach in the Future Ms. Tran Phuong Ly, Teacher, Dinh Tien Hoang High School, Hanoi Ms. Tran Thu Hang, Foreign Trade University, Hanoi</p> <p>Innovation of students' assessment towards competency-based approach Assoc.Prof. Nguyen Cong Khanh, Director of Center for Testing and Quality assurance, Hanoi National University of Education</p>
<p>14:45 - 15:10</p>		<p>Tea break</p>
<p>Parallel sessions on theme 2: Teachers</p>		
<p>15:10 - 16:25</p>	<p>Session 4: Room 1-2</p>	<p>Applying Active Teaching and Learning (ATL) methodologies Some shares on the combination of case study and problem-based learning in teaching Ms. Ngo Thi Tra My, Lecturer, Quang Nam University</p> <p>Improving Maths teaching quality in secondary schools by language approach Dr. Le Van Hong, Director of Research Centre, Vietnam Institute of Educational Sciences</p> <p>Experiential learning cycle in teaching Maths at primary level 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 Mr. Lam Ngoc Phu, Lecturer, Thai Nguyen Pedagogic College</p>

	<p>Session 5: Conference room</p>	<p><u>Professional development of in-service teachers</u> Professional teachers' meeting based on lesson study to improve the quality of learning and teaching in schools 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 Mr. Brian Lalor, Singapore International School, Hanoi Dr. Noel Geoghehan, Pegasus International Unicenter</p> <p>Teacher quality improvement is the sole solution to the improvement in education quality in Vietnam 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 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 Ms. Nguyen Thi Lan Huong, Coordinator, VVOB Vietnam Mr. Jef Peeraer, Advisor, VVOB Vietnam</p>
	<p>Session 6: Room 4-5</p>	<p><u>Pre-service teacher education</u> E-portfolios and the promotion of students learning 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 Research Group: Teacher Training Institutes' Lecturers and VVOB Vietnam staff</p> <p>Innovation of professional students' meeting in practice teaching through lesson study 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 MA. Pham Thi Minh Luong, Lecturer, Quang Ninh Teacher Training College</p>

Ngày 2 - Thứ sáu, 23/08/2013

Time	Location	Programme/Content
Plenary		
08:30 - 08:50	Conference room	Wrap up day 1 Introduction to day 2 and open market
08:50 - 09:10		<p><u>Leading presentation on theme 3: Managers</u> Innovation of role of educational managers/ educational management profession towards cooperation and integration trends 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> The importance of education in family, community and society 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> Accountable education managers: new leadership profiles of successful schools MA. Le Gia Thang, Coordinator, Education Governance Programme, Oxfam in Vietnam</p> <p>Sustainable (NGO) support to educational managers 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 Assoc. Prof. Luu Xuan Moi, Senior lecturer, Faculty of Management, National Institute of Education Management</p> <p>Building leadership power through professional competencies Ms. Tran Thi Thinh, Lecturer, National Institute of Education Management</p>
	Session 8: Room 1-2	<p><u>Enhancing access to education</u> Socialization Policy and Access of the Rural Poor to Education in Vietnam 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 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 Ms. Dinh Thi Hanh Quyen, Principal of Nam Phong Primary School, Cao Phong, Hoa Binh</p>
	Session 9: Room 4-5	<p><u>Managing professional development</u> Some issues of modalities used in in-service trainings for teachers in Vietnam 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 MA. Nguyen Van Loc, Vice-Head of Secondary Education Division, Department of Education and Training, Quang Nam 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 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 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 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 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 Dr. Tran Thuy Nga, researcher, Vietnam Institute of Educational Sciences Merit Teacher. Tran Luyen, Chairman, Association for Promoting Education, Son La province</p>
	Session 11: Room 1-2	<p><u>Parent empowerment</u></p> <p>Lessons learnt in supporting parents to improve parenting skills through the network of Women’s Unions 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 Ms. Nguyen Thi Xuan Thuong, 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 Ms. Nguyen Thi Yen Ha, National Education Coordinator, World Vision Vietnam</p> <p>The role of parents in children caring and development Ms. Le Thi Bich Hanh, ECCD programme manager, Plan International</p>
	Session 12: Room 4-5	<p><u>Community/Home-based child development</u></p> <p>Social participation promotion programme of parents and community in children caring and development 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? 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 MA. Phung Thi Tu Anh, Head of Communication and Education Division, Vietnam Women Museum</p>
14:45 - 15:10		Tea break
Plenary		
15:10 - 16:40	Conference room	Debriefing on themes and discussing on policy recommendations
16:40 - 17:00		Closing remarks

NATIONAL KEY NOTE SPEAKER**Towards quality education in building a learning society in Vietnam**

Dr. PHAM Do Nhat Tien is currently working in educational research. For a long time he was assistant to the Minister of Education, contributing actively to the development of the Education Law, Strategic Plan for Education Development, as well as other related legal documents in education. He was also for 5 years National Co-Director of the "Support to the Ministry of Education and Training" EC project, that contributed considerably to the capacity building of educational managers in terms of policy setting, management renovation, and pedagogic improvement. He gained his post-doctoral degree as PhD.Sc. in Philosophy of Sciences from the Institute of Philosophy, Russian Academy of Sciences. Prior to taking up educational management he was lecturer of physics and educational expert in Algeria. His current major research interest is in the macro issues of education development of Vietnam, such as renovation of education management, vision development, education reform, liberalization of trade in education services, comparative education, international cooperation in education etc. (Email:phamdntien@hotmail.com)

Improving the quality of education is among the biggest problems of education in Vietnam presently on the way of building a learning society. The solution for this problem depends primarily on the development of an aligned policy system in the key domains of education, in which the teacher policy takes a priority role. Meanwhile, reviews from many perspectives show that a fundamental weakness of Vietnam is a misalignment in the educational policy system in general, the teacher policy in particular. Based on an initial identification of this misalignment, the report gives comments on the requirement of alignment in the policy formulation and implementation that the education policy makers in Vietnam should pay attention.

INTERNATIONAL KEY NOTE SPEAKER

What Quality Education for the Future? - Key points emerging from consultations on education in the post-2015 development agenda

***Ms. MIURA Ushio** is leading the Education Research and Foresight team at UNESCO Bangkok, which works to support countries in the Asia-Pacific region in drawing blueprints for education for the future as well as developing perspectives on education in the post-2015 development agenda. Together with the team members, she promotes forward looking research and provides support for reflection and debates concerning education and society across the Asia-Pacific region. Ushio joined UNESCO in 1998. Since then, she has worked extensively to promote education around the world, focusing on key issues and areas in the field of education including the right to education, literacy, ICT in education, Education for Sustainable Development, secondary education and equity and inclusion. In the process, she served at the UNESCO Headquarters in Paris as well as at the UNESCO Kingston Office where she worked to support the development of education in the countries in the Caribbean. Throughout her career, she has given focus to addressing inequality and exclusion. (E-mail: u.miura@unesco.org)*

The world has made significant progress in expanding access to primary schooling since 2000 when the world committed to achieving Education for All and Millennium Development goals by 2015. At the same time, there are growing concerns over quality and equity in education worldwide, which were clearly expressed by many who took part in the process of consultation on the post-2015 development agenda from various corners of the world. This presentation will discuss the context in which the issue of quality is emerging as a core concern for education in the Asia-Pacific region, and share some of the main points raised in the consultation process on the specific aspects of quality education that would help countries meet the future challenges in the rapidly changing contexts of the region.

LEADING PRESENTATION ON THEME 1: STUDENTS

Establishment of students' position in improving teaching quality

Dr. NGUYEN Duc Son is Dean of Faculty of Psychology and Pedagogy, Hanoi National University of Education. He gained bachelor degree in Russia, PhD degree in Psychology at HNUE. He attended training courses at Saint John and Hofstra University (New York - USA). The main scientific researching and teaching focus is personality, educational and developmental psychology. He is an author of more than 20 scientific articles and reports that published in professional magazines and scientific workshop proceedings. He is also a co - author of 4 books on Psychology. He was a co-owner of international project in developmental psychology sponsored by the National Institute of Health - USA. (Email: nguyensontl@yahoo.com)

Educational psychology affirms the fundamental and basic principle that students are the subject of learning activity which develops their personality. Student's personality is a product of education. As a result, enhancing teaching and learning quality should not be seen on marks that students obtained, but more important is on development of human competency and personality of the students. Based on that principle, for enhancing learning quality of the students should be considered following aspects (i) Create conditions for all students access to learning opportunities; (ii) Understanding the students; (iii) Helping the students to orient for their development; (iv) Assessment learning results – with aim to change the students.

This report will give an overview on current situation and issues on establishment students' position in improving teaching and learning quality. The report consists of 4 parts: (1) Position of the students in teaching activities - scientific background; (2). Legal background for solutions; (3). Activities and solutions; (4). Participation from social forces.

LEADING PRESENTATION ON THEME 2: TEACHERS

Quality of teachers' force with the demand of comprehensive and fundamental innovation of Vietnam's education

Associate Professor, Dr. NGUYEN Thuy Hong currently is working as Deputy Director of the Department for Teachers and Educational Administrators, Ministry of Education and Training. She has taken up several positions such as literature teacher at high school; substitute lecturer at the Literature Faculty of Hanoi University of Education; substitute lecturer at the Social Faculty of Social Sciences, University of Education (National University); researcher and director of the Research Center of General Education, Vietnam Institute of Educational Sciences. She has published a number of scientific papers; research; textbooks and educational books on pedagogy, teaching methods for Literature and Vietnamese, innovation in the assessment of students' learning outcomes and in teaching methods, life skills education in general education schools, improving the quality of teachers' force. She has also guided several master, PhD students on theory and teaching methods for Literature (E-mail: nthong@moet.edu.vn)

The paper introduces the result of research on the quality of teachers's force and instructions on the implementation of capacity development for teachers to meet with current demands of Vietnam's education for below issues:

- i. The quality of teachers' force of Vietnam- Strengths and weaknesses
- ii. New requirements and challenges for improving quality of teachers' force to meet with demand on comprehensive and fundamental innovation of education of Vietnam in the context of international integration.
- iii. Solutions to improve the quality of teachers force currently and after 2015.

THEME 1 – STUDENTS

Session 1 – Curriculum from the students' perspective

Career Guidance through Education of General Professions Activity

MSc. TRAN Thi Thu is former Head of Career Guidance Dpt., Centre for supporting training and human resources, MOET. Her main tasks were researching, developing educational programme and text books on technology subject and education of general profession for primary and upper secondary education levels. She also participated in research on education of career orientation activity, education of general profession activity and career guidance teachers and a number of projects managed by MOET as national consultant such as Primary Teacher Development project, Secondary Educational Development project, Vietnam-Belgian Project; Educational Development Programme for Secondary Education. With accumulated knowledge and experiences, especially in career guidance, she is so interested in VVOB career guidance programme and has been involved in career guidance material development and capacity. (Email: tranthu.edu@gmail.com)

Education of General Professions Activity (EGP) is included in the teaching and learning plan for grade 11 at Upper Secondary Schools (3 periods per week) and it is also one optional educational activity for students of Lower Secondary education. EGP aims to help students to approach and try for occupational activities in order to help them to determine their interests, occupational capacity and be able to orient their careers for future. To meet this objective, career guidance and EGP have to be properly linked, from stages of understanding to implementing from managers, teachers and students. Since this is not the case at the moment, effectiveness of career guidance through EGP is limited. In this context, this paper aims to share understanding on current situation of EGP toward career guidance and solutions for improvement of EGP as part of career guidance.

Main content includes (i) Necessities of career guidance via EGP; (ii) Current situation of career guidance via EGP; (iii) Some measures for career guidance via EGP; (iv) Recommendations.

THEME 1 – STUDENTS

Session 1 – Curriculum from the students' perspective

Career Guidance for Secondary Education Students through an activity on learning project “understanding traditional handicraft villages in Tam Ky City, Quang Nam Province”

Mr. CHAU Van Thuy currently is a Specialist of Quang Nam Education and Training Department. He has participated in various national and international workshops and trainings on innovation of ATL for English, Collaborative teaching, effectiveness application of ICT in management and teaching and recently in training workshops on career guidance for secondary education. For many years he has been teacher trainer of teacher training project on English of UK (ELTTP) and Vietnam Teacher Training Networks (VTTN) of British Council; Core trainers of training on innovative teaching methods and ATL of MOET and VVOB and also is provincial VVOB career guidance programme. He wishes to continue contributing for improvement of career guidance at secondary education. (Email: thuychauvan@yahoo.com)

The learning project on “Understanding traditional handicraft villages in Tam Ky City, Quang Nam Province” was implemented by 30 students from 2 lower secondary education schools in Tam Ky City. Objective of this learning project was to help the lower secondary education students to understand the history of foundation and development of the traditional handicraft villages and characteristics of the handicraft careers in order to improve their knowledge on careers and inspire love of working. Activities of the learning project were focused on understanding history of the traditional handicraft villages and characteristics of the careers and production processes. The students did have opportunities to practice careers by being involved in production, exploring value of the careers as well as markets of the products. Outputs of the learning project made by students were drawing pictures, pictures, video clips and articles which were presented and introduced for the whole school in a career orientation event. Quang Nam DOET will continue to improve activities of career guidance through learning projects, contract work and problem based approach in order to diversify modalities of career guidance. Activities can be a competition of understanding on different careers; an exhibition of different careers; exposition on a favored career.

THEME 1 – STUDENTS

Session 1 – Curriculum from the students’ perspective

Experiences on Career counseling for whole school combining with counseling for enrolment to college/university of students’ grade 12 at Upper Secondary Education schools

Dr. NGUYEN Ngoc Tai is Director of Center for research on university education, Educational Research Institute, Hochiminh University of Education. He has just obtained PhD degree on Educational Management at BSU Public University in Philippines. He is a senior researcher on scientific education. He was a lecturer on Career Education of Hochiminh Humanity and Social Science. He is also head of several scientific researching themes at national, provincial and university level on education, career guidance, and ethnic education. He used to be an expert of 1088 to give counseling on education – psychology – body (1999-2009) and an evaluator of the project on Primary Teachers’ Standard of Melbourne University, Australia and MOET. Currently he is interested and dedicates to contribute to career guidance programme and activities. (Email:ngoctai@ier.edu.vn)

The author will present some methods and recommendations on Career counseling for whole schools and enrolment to college/university for 12th grade students. Main content covers (i) Research on career counseling theories; (ii) Common mistakes that students make when registering for enrolment to college, university; (iii) Advice for counselors to implement an event on career and enrolment counseling effectively.

THEME 1 – STUDENTS

Session 1 – Curriculum from the students' perspective

Development of problem-solving capacity for students through teaching science at primary education

Dr. LUONG Viet Thai is a Senior Researcher, Director of General Educational Research Center - Vietnam Institute of Educational Sciences (VNIES). He graduated at the University of Education in Physics in 1988; obtained Master degree and PhD in Physical Teaching Methods respectively in 1992, 2007. Before working at VNIES in 1996, he was Physics teacher for secondary education. His main field of research is the development of curriculum programme; teaching methods and learning outcomes assessment of general students – especially in science education for general education. He is the author of textbooks, teachers' books for Scientific subject at primary education; the author of several teacher training materials on methods and learning outcome assessment. (Email: lvthai2000@gmail.com)

Capacity development for learners, including applying knowledge into practice is an important educational objective. Since science is a subject which is closely connected to production and actual life, teaching of science is necessary to raise pupils' awareness and knowledge on applying science in defining and solving issues in real life. This presentation will include the content, levels and solutions to develop problem-solving capacity for the pupils in teaching science at primary education: Defining objectives and content of problem-solving capacity development of the pupils in the programme of the scientific subject; Building and using case studies, questions, practical exercises in compiling textbooks and teaching activities; Using different modalities, teaching methods to activate the pupils' perception and to enhance effective participation of the pupils in solving practical problems. From that point of view, proposals are made on applying in the development of scientific educational programme at primary education in the future.

THEME 1 – STUDENTS Session 2 – Access and Equity for all learners

Difficulties and solutions to the preparation for children to grade 1 in mountainous area

MA. BUI Thi Dien is a Researcher of the Literature Department, Research centre of General Education, VNIES. After graduating in Literature at Thai Nguyen University of Education (2010), she had three years of practical experience as literature teacher at lower secondary school. She completed a Master on Education programme of literature at Hanoi University of Education (2013) and has been working in the Vietnam Institute of Educational Sciences (2012 - present). She has done studies on general education such as curriculum, teaching methods, textbooks, reference materials, assessment of literature subject ... Recently she has participated in research on Language competences in the national language curriculum in some countries (VNIES), Feminism in Thiet Ngung's novels (HNUE), International Experiences in language competence (VNIES). (Email:buidien.vgd@gmail.com)

The article highlights difficulties for children when preparing to enter grade 1 in mountainous area. In contrast to children in urban areas, the children in mountainous area have difficulty to access or are not prepared with regards to health, psychology, skills and knowledge and even language when entering the grade 1. This paper is emphasizing the difficulties on psychology and language, especially concerning to the use of Vietnamese of the mountainous children when entering grade 1 (under the condition that they use the common text books). Through some interviews with teachers, parents and students who are entering grade 1 and from real research; the author assessed the current situation and propose practical solutions (to improve language and psychology for the children). This proposal is aimed at helping children of mountainous areas to integrate well in the general education curriculum so as to improve education quality in the mountainous area.

THEME 1 – STUDENTS

Session 2 – Access and Equity for all learners

Children with autism - difficulties when entering grade 1

Ms. VU Thi Thanh Nga is a lecturer on Social Work, Hanoi College of Education. She graduated from Hanoi University of Education in 2011 with excellent result, specialized on Social Work. She is following master programme 2011-2013 on social work at University of Social Sciences and Humanities, Hanoi National University. She is particularly interested in social work in schools for researching and teaching themes related to difficulties for handicapped children, orphaned children, children in remote areas etc. in accessing to educational service. (Email: vttnnga@cdsphanoi.edu.vn)

Finding a suitable school for children to enter grade 1 in big city such as Hanoi is already difficult for parents and trying to find a school which will accept children with autism is much more difficult. According to statistic of Vietnam National hospital of Pediatrics, the number of children diagnosed with autism is 50 times higher in 2007 as compared to 2000. Although the number of children with autism is increasing very fast, diagnosis, assessment and intervention are at starting stage. Reason is autism is new type of handicap in Vietnam so there is a limited awareness in the community and even there is no category of autism in the law for handicapped people. Therefore, the children with autism are so disadvantaged in accessing to social services especially for education.

This article is aiming to define a research approach on integrated education to ensure the right to education of children with autism. The research is done through needs analysis, difficulties of children when accessing schools, related legal documents and proposes solutions for children with autism integrated to the schools.

THEME 1 – STUDENTS

Session 2 – Access and Equity for all learners

Education of Career Orientation for Lower Secondary Education Students at mountainous area through a fair with topic “Spring Linkage Love”

***Ms. TRAN Thi Thuy Hang** is Vice Principal of Dung Hop Lower Secondary Education School, Tan Ky District, Nghe An Province. She is recognized as an excellent teacher at provincial level and has initiative for improvement of educational quality annually. In the school year 2011-2012, she received a prize for an initiative on “Current situation and solutions in gender equality in education at Lower secondary education schools in Tan Ky district in this stage”. She is very much interested in career guidance for students, how to help students to have career orientation which suitable with themselves and meet demand of labour market so as to have plan to achieve their careers’ objectives. (Email: thuyhang.tk@gmail.com)*

In school year 2012 - 2013, Dung Hop Lower Secondary Education School, Tan Ky District, Nghe An Province organized an extra curricular activity for Education of Career Orientation to Lower Secondary Education Students at mountainous area through a fair on “Spring Linkage Love”. The activity aimed to give students support in career orientation and training in live skills. In order to organize this activity, plans were made early in the school year and specific activities of the fair were prepared by sub-committees. The students in each class developed their entrepreneurship plans, estimated capital and registered their commodities with the Marketing Management Board of the fair. The School Financial Division gave loans to all classes 1 month before the fair. Form teachers acted as advisors for their students in buying suitable commodities. The 2-day fair took place in the school yard. Through this activity, students learned: what is a business? how to calculate capital and profit? etc. As a result the students were more confident in communication and solving problems. The fair also had big effect on parents understanding of the capacity of their children. From this extra curricular activity, the Dung Hop Lower Secondary School did well in segmentation of students after graduation. It is recommended to expand this model to whole Tan Ky district.

THEME 1 – STUDENTS

Session 3 – Learning outcomes

Procedure in supporting poor learning outcome pupils

Ms. NGUYEN Thi Lua is a Vice Principal of Bac Phong Primary School, Cao Phong District, Hoa Binh Province. She graduated university on field of Educational management in 1991 and until now she has 22 years of experiences working in the field of education. During working, she always tries her best to complete successfully assigned tasks. For many years, she has been recognized as excellent and committed teacher at district and provincial levels. She has been in charge of training good pupils to participate in competitive exams at district and provincial level: district level: 137 excellent pupils; provincial level: 62 excellent pupils, of which there were 11 received 1st prize, 10 pupils 2nd prize, 15 pupils 3rd prize and 11 pupils 4th prize. She is a dedicated and committed teachers working toward best results for the pupils. (Email: nguyen.lua.hb@gmail.com)

After 3 years of applying a new procedure (developed by ChildFund in Vietnam and its partners) to support poor learning outcomes pupils, the poor learning outcome pupils in Bac Phong primary school, Cao Phong district, Hoa Binh province has remarkable improvement in mathematic and Vietnameses. The above mentioned successes will be shared via a video clip with following content:

- Procedure to support the pupils with poor learning outcomes that was developed by ChildFund in Vietnam and its partner (steps in the procedure and expected results of each step);
- Example of plans to support specific pupils with low learning outcomes in specific classes (weekly and monthly plans and);
- Requirements for teachers and families during the supportive process (what should teachers do? What should parents do?);
- Responses of the pupils during the implementing process (what do they like? what do they not like? how long do they start improving?);
- General assessment on results of supporting the poor learning outcomes pupil following the new procedure (results, learning motivation, the pupils' confidence, motivation and working methodology of the teachers);
- Improved aspects compared to the old procedure of supporting the pupils previously;
- An's case;
- Recommendations from ChildFund in Vietnam and its partners

THEME 1 – STUDENTS
Session 3 – Learning outcomes

Developing Emotional Intelligence for Elementary school children through reading books

MA. NGUYEN Thi Mai Huong currently is postgraduate student on Psychological subject and is lecturer on Social Work at Hanoi National University of Education. Aside from formal education on Psychology, she also participated in a number of short training courses related to psychology and social work organized by VNIES and or Hanoi National University of Education in collaboration with international organisations and or universities such as World Human Future organisation, Universities of Chapman and New York Silver, Embassy of the United State in Vietnam, America Global Venture organisation etc. Her main scientific areas are Children psychological health; Counseling on children and Family issues; Social Psychology; Living and soft skills. (Email: maihuong2211@gmail.com)

Books are teachers, friends that are indispensable for anyone who want to be successful in their learning process. It is so important to help children who are entering grade 1 to get used to reading books. Reading books does not only provide children rich knowledge about the world surrounding them but more importantly shapes their emotions for life. In this fast developing society, information from mass media is increasing and may distract from the reading culture. Children are very much affected by this trend, also due to the limited time that parents can spend for playing and reading with children. The problem for society is that childhood passes very fast, if we can not take full advantage of letting these “innocent eyes” look at life through reading then parents will lose opportunity to shape these “young trees” the most usefully. Plan and methods for reading, selection of the books and other related issues on reading will be discussed in this paper.

THEME 1 – STUDENTS

Session 3 – Learning outcomes

Entrepreneurship Education in Upper Secondary Education Schools – a Vital Approach in the Future

Ms. TRAN Phuong Ly is a Coordinator to coordinate all educational projects and programmes for Dinh Tien Hoang Upper Secondary School, Hanoi. She is also a collaborator of Vocational Educational and Training Department, National Communication and Education Department and is member in leadership committee of HFVina Centre – Toward handicapped people. Beside that she is involving in coordinating training programmes for Vietseed organisation that funded by Embassy of the United States (Email: tranphuongly2009@gmail.com)

Ms. TRAN Thu Hang is as student in faculty of High Quality Financing and Banking, Foreign Trade University and wishes to contribute for development community. Aside from learning knowledge in university on financing and banking, she always participates in extracurricular activities to serve community. Currently, she is a head of Event Committee of Vietnam Social Entrepreneurship Empowerment and Development (VSEED) project that funded by Embassy of the United States. She is also a member of a project on Entrepreneurship training class and a volunteer for the Centre for Women and Development. (Email: hangtt.flu@gmail.com)

Entrepreneurship education will become part of the curriculum for Upper Secondary Education and is a target of education in Vietnam in the coming years. Entrepreneurship education develops entrepreneurship spirit right at school level and creates an enterprise culture of youth in the future. Entrepreneurship education also enriches soft skills for the students – valuable assets for students in the future. There have been many countries that combine entrepreneurship education with existing courses at high school level, such as programme support for opening enterprise in Germany, compulsory subject on entrepreneurship in Poland, etc. In Vietnam, the same kind of combination has been applied in some international and private schools. Especially, according to Vice Minister Nguyen Vinh Hien, Ministry of Education and Training (MOET) cooperated with ILO to pilot the entrepreneurship education and will add content of the entrepreneurship subject in upper secondary education programme in 2015. Since school year 2011-2012, our group has implemented a project called “Class for Young Entrepreneurs” in Dinh Tien Hoang Upper Secondary Education School, Hanoi, of which the curriculum is based on NFTE (Network for Teaching Entrepreneurship) programme in American. After more than 1 year, we have received many positive feedbacks from students and school. Along with it, the curriculum was also improved. However, in order to build a good programme with reality-based content and suitable teachers, our project (and other similar programmes also) still have a long way to go.

THEME 1 – STUDENTS

Session 3 – Learning outcomes

Innovation of students' assessment towards competency-based approach

Associate Prof, Dr. NGUYEN Cong Khanh is Director of Centre for Testing and Educational Quality Assurance, Senior Lecturer, HNUE. He has participated in various researches at ministries and state level and has been a consultant for educational projects on students' assessment funded by WB, ADB. He has over 100 scientific articles published in professional journals and is the author, co-author of over 30 monographic books, popular science books on intellectual development, psychotherapy, educational methods on values life, communicational behavior, school counseling, counseling on successful parenting, life skills development, ... Dr. Khanh joined hundreds of talks and counseling on personal development education for school age pupils and students on channels VTV1, VTV2, VTV3, O2TV, ... voice of Vietnam. He also participated in the mentoring programme online newspaper such as Vnexpress, Vietnamnet about methods of intellectual development for children. He is a leading expert on measurement and evaluation of education, educational quality assurance. Currently, he is helping MOET design of tools for assessment teaching periods of upper secondary education teachers, assessment of students towards competency-based approach in order to prepare for the comprehensive and fundamental innovation of basic programmes, textbooks of general education after 2015 (Email: congkhanh6@gmail.com)

Assessment is an integral part of the teaching process and one can say assessment is the driving force to promote the innovation of the teaching and learning process. When conducting the teaching process, teachers must identify clear objectives of the lesson, content and methods, as well as organizing techniques to make the teaching process effectively.

This paper will address innovation of assessment of students towards competency-based approach based on clearly understanding the role of assessment; understand the philosophy of the assessment for student progress. The main contents include: (1) *The role of students' assessment in the teaching and learning processes*, (2) *Status of students' assessment in general schools today*; (3) *How to innovate students' assessment towards competency-based approach*.

THEME 2 – TEACHERS

Session 4 – Applying Active Teaching and Learning methodologies

Some sharings on the combination of Case study and Problem-based learning (PBL) in teaching

Ms. NGO Thi Tra My has been working as Deputy Head of Culture – Tourism Department, Head of Geography – Tourism Department of Quang Nam University. She holds a Bachelor of Business Administration of Tourism, University of Economics, Hue University (2006) and a Master’s degree of Business Administration of Tourism, the Christ University, Bangalore, Karnataka, India (2009). She has been involved in research in the field of tourist destinations marketing, tourist psychology, community based tourism, methods to improve the quality of training at tertiary level. She is the team leader of a number of scientific research (at institute level) on the current situation and future directions of training activities; teaching methodologies, internship programmes and student assessment. (Email: ngo.tramy@qnamuni.edu.vn)

Case study can be integrated with PBL to improve the quality of teaching and learning activities. With PBL, students can fully enjoy the benefits of active learning by being involved in solving specific problems. Combined with case study, the problem of PBL becomes more updated, typical and practical, which promotes the link among modules of knowledge. By analyzing case study, learners’ activeness would be the highest level. The combination would not only enhance learners’ knowledge and skills but also “enrich” their practical knowledge. However, many factors affect this combination such as numbers of groups, students’ knowledge, presentation skills, lecturers’ involvement, etc. Thus, this paper will dig in the case study with the hope of best effect for integration of this method.

THEME 2 – TEACHERS

Session 4 – Applying Active Teaching and Learning methodologies

Improving Maths teaching quality in secondary schools by language approach

Dr. LE Van Hong is Director of Research Centre of Educational Technology, Vietnam Institute of Educational Sciences (VNIES). Previously, he was a lecturer of Mathematics at the Vinh'University of Pedagogy (Ministry of Education). He also was a researcher at the Center for Exprimental General Education (Ministry of Education) and he was Director of Centre of Educational Technology (Ministry of Education and Training). In 1995, He received his PhD from the Ministry of Education and Training (MOET) in Mathematics Teaching. He is co-author of current textbooks of MOET for 8th grade math and for 9th grade. (Email: l.vanhong@yahoo.com)

The paper introduces a numbers of research results in Mathematical language (ML) in teaching mathematics in Vietnam general school on a number of issues such as the concept and sense of ML in teaching, basic pedagogical problems of ML in teaching math, ML in teaching math contents and the initial assessment for ML on current math textbooks. The paper analyzes aspects of ML in mathematical competencies required by PISA (Programme for international student assessment) and goes on to suggest that, ML need appopriate attention in math teaching for Vietnam general school today, as well as math curriculum development and textbooks after 2015.

THEME 2 – TEACHERS

Session 4 – Applying Active Teaching and Learning methodologies

Experiential learning cycle in teaching Maths at primary level

Ms. LE Thi Thu Huong currently is a specialist at the Cao Phong District Education Department, Hoa Binh province. Cao Phong district education department is a partner of ChildFund Australia in Vietnam. She studied in pedagogy and educational management. She has 13 years of teaching at primary schools in Cao Phong district and more than 10 years working as a school manager and educational manager at the district level. She received a lot of titles such as excellent teacher at district and provincial level and currently play pivotal role in improving the education quality in the district. (Email: lethuhuong.cp@gmail.com)

This presentation is about Experiential learning cycle (ELC) in teaching Maths at primary level in Cao Phong district, Hoa Binh province. This cycle is a part of the Teacher' capacity building component -supported by ChildFund - in order to improve the quality of basic education in Hoa Binh. The presentation includes the following contents: (i) Introduction about ELC; principles and lesson planning and delivery applying ELC; the child - centered in teaching applying ELC; (ii) Applying ELC in lesson planning and delivery in teaching Maths at primary level. 7 steps to apply ELC in teaching to recognize type of Math exercises and to solve Maths questions; example of a Math lesson plan at primary level with 2 learning sessions: Recognizing the type of Math exercise and solving the exercise; assigning practical exercises that suit different groups of children in the class, from the weak to the average, good and excellent group; (iii) Results of the children' learning outcomes in 2010 compared to 2013 after applying ELC in Nam Phong primary school. Comments of students when their teacher apply ELC; (iv) Training and coaching teachers to use ELC. Motivation and challenges to the teachers when applying ELC and (v) Recommendations to replicate ELC in teaching at primary level.

THEME 2 – TEACHERS

Session 4 – Applying Active Teaching and Learning methodologies

Designing a teaching and learning Geography Website to support students' learning for Literature-Geography K18 class

Mr. LAM Ngoc Phu has been working as a lecturer of Geography in Thai Nguyen Teachers Training Institute since 2003. He graduated with major in Geography in Thai Nguyen Teachers Training Institute in 1996 and then worked for Ha Giang Teachers Training Institute (1996-2002). He has cooperated with projects and conducted research (at the institute and the provincial level) on the Geography of Thai Nguyen province; Teaching Geography, ICT applications in teaching Geography; Developing video clips on Geography at secondary level for teaching pre-service students; Locally adapted teaching. (Email:lamngocphu1970@gmail.com)

Using the “teaching and learning Geography” website helps lecturers improve their student managing and teaching quality, inspires learning, helps in formulating and consolidating knowledge. The “teaching and learning Geography” website in Thai Nguyen TTI was developed by Google Sites. Learning conditions of students majoring in Geography Pedagogy were investigated for the establishment of the website to support teaching and learning activities. The research evaluating the website showed that using the website successfully supports lecturers and students in their teaching and learning activities.

THEME 2 – TEACHERS

Session 5 – Professional development for in-service teachers

School based Professional meeting through reviewing lesson to improve the school teaching quality

Ms. DAO Nhu Trang has been working for Plan since 2009. As Education Specialist for Plan's Quality Education programme, she is responsible for the technical aspects of the programme's interventions, with duties ranging from designing intervention content to providing technical assistance. Before joining in Plan, Ms. Trang had spent nearly 30 years working at the Vietnamese Ministry of Education and Training, where she developed expertise in early childhood and primary education, as well as in the development of teachers and administrators. She also served as consultant for various INGOs' education programmes. (Email: trang.daonhu@plan-international.org.vn)

With the philosophy on childrens' opportunity to have quality education, school based professional meeting focus on children and creates favorable conditions for teachers to learn and share experience through observing – reflecting – sharing. This helps teachers to thoroughly understand their pupils and to improve their teaching skills which greatly contribute to enhancing the pupils' learning outcome.

This presentation is to share results after 3 years implementing this model and includes 3 main parts: (i) **Part 1:** theory on school based professional meeting through reviewing lesson in the class and process to implement the professional meeting; (ii) **Part 2:** introduction on methodology and process to help school appropriately apply new professional school based meeting; (iii) **Part 3:** changes in attitude of teachers and educational managers as well as school culture, teaching quality and learning outcomes after 3 year implementing this model in Plan supported primaries schools in 8 districts in 4 provinces.

THEME 2 – TEACHERS

Session 5 – Professional development for in-service teachers

Professional learning community as a change agent for improving teacher and students outcomes in an international school in Vietnam

Mr. LALOR Brian is originally from Ireland and has been teaching at the Singapore International School, Hanoi in Vietnam. He is currently completing his Masters of Education through the University of Southern Queensland (Australia) with a research project using qualitative research methods to investigate professional learning communities in international school settings. His desire is to see school organisational culture impacted through better understanding of professional learning communities. (Email: brian.lalor@vanphuc.sis.edu.vn)

Dr. GEOGHEGAN Noel is an Australian academic internationally recognized for his research, publication and teaching in Teacher Training in Higher Education, especially in mathematics education. He has been a senior university academic at several large universities in Australia and the USA. In his former position at the University of Southern Queensland, Australia he was Associate Dean and Programme Coordinator in the Faculty of Education. He has been living in Hanoi since 2009 and currently works as Head of Teacher Training and Early Childhood Education at PIU developing and delivering teacher training courses for local teachers. (Email: noel.geoghegan@pegasus.edu.vn)

Using a phenomenological case study method, the project examines how Professional Learning Communities (PLCs) can contribute to improvements in pedagogical methodology, professionalism and student performance in an international primary school in Hanoi particularly in light of the transitory nature of teaching staff in the international school sector. From the most basic PLC of subject teachers to internationally linked and networked PLCs, the research examines how a commitment to resource and expertise sharing can prove beneficial in improving teacher morale, motivation, pedagogy and student outcomes. The present study examines and documents the developmental process of moving from no formally structured PLC's to three vibrant groups of professional practitioners sharing, collaborating and establishing collegial support systems that underpin improved outcomes. By unpacking the documentation of the associated teachers' lived experiences and learning journeys when developing their PLCs, this paper will provide some opportunities to consider how Professional Learning Communities contribute to improved teaching and learning in educational/school settings.

THEME 2 – TEACHERS

Session 5 – Professional development for in-service teachers

Teacher quality improvement is the sole solution to the improvement in education quality in Vietnam

Mr. NGUYEN Tung Lam holds PhD degree in Educational studies from Hanoi University of Education (1998- 2003). He is the team leader of scientific research (at municipal level) on school management for improving the quality of education (2005 - 2006), lifeskills education for primary students in Hanoi (2011 - 2012). He is the team leader of projects (in cooperation with international organisations) on HIV / AIDS; education and legal assistance to adolescents, students with difficulty; development of regulations on organisation and operation of school community supervision council. (Email:tunglamdth@gmail.com)

Main content of the paper:

1. The role of teachers in Vietnam in the comprehensive and fundamental innovation of education in Vietnam
2. Assess the level and quality of teachers' practicing in Vietnam today
3. The solutions for enhancing the quality of teachers' workmanship and ethics in Vietnam
 - a) For the teachers:
 - Improving skills and ethic of teachers;
 - Recruitment of teachers;
 - Using teachers and providing incentive.
 - b) For the Teacher Training colleges:
 - Innovative programmes and training methods;
 - Training skills and professional ethics for pedagogical students;
 - Innovative selection and using methods of pedagogical students.

THEME 2 – TEACHERS**Session 5 – Professional development for in-service teachers****Strengthen capacity of ethnic minority teachers in mother tongue based bilingual education to improve quality of ethnic minority education**

MA. HA DUC DA has been working as Vice Director of the Research Centre for Ethnic Minority Education, Research Centre for Ethnic Minority Education, Viet Nam Institute for Educational Sciences since 2008. He held BA degrees in Physics (1980); BA in Politics (1999); following PhD Degree in Education Management (to be completed in 2014). He worked as an upper secondary teacher in Cao Bang province for 15 years. He was appointed as Head of Training Unit, Politics College of Cao Bang province in 1996 (1996 – 2004). Then he worked as Head of General, Administrative and Operation Affairs, Ministry of Education and Training for 2 years (2005-2007). He has been working in cooperation with lots of international projects such as Action Research on Mother Tongue Based Bilingual Education; Child-friendly Primary Education Project; Teachers Development for Lower Secondary Education Project Phase II; Strengthening capacity of commune authorities in Cao Bang. (Email: haducda@gmail.com)

This paper will share how “Strengthening capacity of ethnic minority teachers in the Action Research on Mother Tongue Based Bilingual Education” contributes to the fast and sustainable development of education in ethnic minority areas. The presentation has two parts:

1. Role of ethnic minority teachers in Mother Tongue Based Bilingual Education:
 - Address “ language barrier” in education in ethnic minority areas
 - Application of appropriate teaching and learning methodologies to ethnic minority students;
 - Critical factor in nurturing an inclusive child-friendly learning environment in schools;
 - Good implementation of communication.
2. Experiences in building capacity of ethnic minority teachers in mother tongue based bilingual education
 - Improved capacity of ethnic minority teachers in mother tongues and Vietnamese;
 - Improved capacity in mother tongue based bilingual education methodologies and action research;
 - Technical support on how to organise learning and teaching activities;
 - Prepare resources of bilingual education teachers for ethnic minority areas

THEME 2 – TEACHERS**Session 5 – Professional development for in-service teachers****Impact of VVOB on professional development of TTI lecturers**

Ms. NGUYEN Thi Lan Huong is Programme Coordinator in VVOB Vietnam. With over 9 years working for NGOs in education sector, she has practical experiences from grassroots level in preschool and primary school while working for Enfants and Developpment (E&D) and PLAN Vietnam to central level of working for BTC and Ministry of Education and Training on promoting active teaching and learning application in disadvantaged areas. Having completed Master on Governance and Development in Antwerp University - Belgium, she wishes to contribute her knowledge and experience to ensure the children have an equal chance to access a quality education in Vietnam. (Email: huong.ntl@vvob.be)

Mr. PEERAER Jef is Programme Advisor on Education programme in VVOB Vietnam. He holds a Master degree in social sciences and is currently finishing his PhD in education sciences. His work in development cooperation and his research focuses on teacher education and processes of educational innovation and change. (Email: jef.peeraer@vvob.be)

In alignment with **the Vietnamese education sector priorities**, **VVOB Vietnam** has collaborated with 5 Teacher Training Institutes (TTI) in Vietnam and supported institutional capacity development of these institutes (2008-2013). VVOB has supported the TTIs in the development of a yearly Education Innovation Plan (EIP) that starts from a vision on quality of education and a focus on promotion of Active Teaching and Learning (ATL) and addresses different operational components to put this vision in practice. Professional development for TTI lecturers is identified as one of the key factors that drives to educational innovation and change in TTIs. In this paper we describe in brief the collaboration between VVOB and the TTIs on ATL and we study the impact of professional development of TTI lecturers on their knowledge, skills and teaching practice. Data has been collected from an online questionnaire for the total population of teacher trainers (response rate of 56.18%). Participation in training on ATL methodologies positively influences the confidence of lecturers in ATL as well as the application of specific methodologies in teaching practice. However, the findings also point out that professional development goes beyond participation in trainings. Based on the results of this research, we reflect on future directions for professional development of TTI lecturers.

THEME 2 – TEACHERS

Session 6 – Pre-service teacher education

E-portfolios and the promotion of students learning

Dr. TRAN Thi Mai Dao has been working for the Department of Science Management & International Cooperation, Pham Van Dong University since 2011. Before that she worked as a lecturer of Faculty of Foreign Languages, Pham Van Dong University (1995-2011). She has a number of published scientific works on English use and teaching, ICT applications in teaching. Besides, she conducted research on linguistics and ICT applications in teaching i.e. scientific research (at the Institute level) in 2010 titled "Designing Webquest for teaching 'American country' and pilot teaching it to students of English". (Email: ttmdao@pdu.edu.vn)

We are living in a society with so many changes in sciences and technology. In order to adapt to it and be able to make contributions, each of us has to continually learn new things or in other words, each of us has to pursue life-long learning so as to be able to work independently or work in team, have good communication skills and good directions for learning and working in the future. Universities must promote life-long learning, which can start with the development of E-portfolio for each student. The e-portfolio would enable lecturers' supervision and assessment process. It would be also used for students to display their products, learning outcomes and achievements. The recruiters would refer to the e-portfolio for their decisions as well.

The author would like to introduce the students' e-portfolio, how it is used in learning outcome assessment and how it is developed in some countries in the world. Recommendations would be then made for the development of the e-portfolio in the tertiary education in Vietnam.

THEME 2 – TEACHERS

Session 6 – Pre-service teacher education

The establishment and development of Communities of Practice in teacher training institutions as driver for continues professional development on Active Teaching and Learning

This research is carried out by a group who share the interest in a topic “Community of Practices (CoPs)” from different points of view. The group consists of lecturers from TTIs and VVOB Vietnam’s staff: Mr. NONG Khanh Bang – Doctor on Theoretic and Historical Education from Thai Nguyen TTI; Ms. TRAN Thi Mai Dao – Doctor on Linguistics from Pham Van Dong TTI, Quang Ngai; Ms. NGUYEN Thi Xung – Master on Geography from Quang Ninh TTI; Mr. DO Quang Khoi – Master on Computer Sciences from Quang Nam University; and three staff from VVOB Vietnam: Mr. PEERAER Jef – Doctorandus in Educational Sciences; Ms. NGUYEN Thi Lan Huong – Master on Governance and Development and Ms. NGUYEN Thuy Hang – Master on Development Policy.

Since 2008 the Flemish Association for Development Cooperation and Technical Assistance (VVOB) collaborates with five provincial teacher training institutions (TTI) on the promotion of Active Teaching and Learning (ATL) in secondary education. To support capacity development of TTI lecturing staff, the TTIs have set up a series of core groups that were closely engaged in the development of training modules on ATL and that trained peer teacher trainers as well as pre-service students on different aspects of ATL. In this paper we describe how these core groups are operating as Communities of Practice (CoPs) and how other Communities of Practice (CoP) have been established. We further investigate to what extent external support as well as institutional support influence the development of CoPs. Data has been collected from an online questionnaire for the total population of teacher trainers (response rate of 56.18%) as well as focus group interviews with members of different CoPs. 41.30 % of the TTI lecturers believe they are a member of at least one CoP. However, there are proportionally more male CoP members than there are female CoP members. It is observed that membership of CoPs and active participation in CoPs correlates with participation in additional professional development and research activities. Moreover, there is a positive correlation between active participation in CoPs and improvement of knowledge and skills after participation in training, application of ATL, the use of ICT for teaching and support of student learning and cooperation with peers in general.

THEME 2 – TEACHERS

Session 6 – Pre-service teacher education

Innovation of professional students' meeting in practice teaching through lesson study

Assoc. Prof. TRAN Trung Ninh is the Head of Chemistry Teaching Methodology Department, Faculty of Chemistry, Hanoi University of Education. He received a PhD degree in Chemistry in 1999 in Vietnam and is Professor Associate. He has published over 40 scientific articles specialized in Physics - Chemistry and theory & method of teaching Chemistry. He successfully coached 2 PhD dissertations and over 20 master theses in Chemistry theory and teaching methodology. (Email: ninhtt13@gmail.com)

Teacher Training plays a very important role in education all over the world. In Vietnam, within the framework of teacher training programmes under credit system, teaching practice is required that covers 7/130 credits, accounting for about 5.4% of the entire programme. This is the stage of formation and development on career emotion, motivation, and especially the activities on teaching practice and professional development to strengthen professional competence of future teachers. However, in the conference of Hanoi National University of Education with the practice school principal on October 2011, many argued that the biggest weakness of students is pedagogical competence but not professional ability. This paper introduces the differences and benefits when renewing professional students' meeting in the pedagogical practice through lesson study.

THEME 2 – TEACHERS**Session 6 – Pre-service teacher education****Micro-teaching as a way to contribute to improve students' pedagogical skills**

MA. PHAM Thi Minh Luong has been working as a senior lecturer for Department of Social Sciences, Quang Ninh Teachers Training Institute. She holds master's degree in Literature. She is a member of VVOB's ICT and teaching methodology core groups. She is a member of the research group for developing an environmental education material 'the Maritime of Quang Ninh province' and a research (at provincial level) on 'Integrating environmental education on the maritime into primary and secondary subjects in Quang Ninh province' supported by VVOB. The research was evaluated as excellent. Besides she got first prize (in national and international competition) in the 'Active teaching and learning Contest' organized by VVOB and invited to the VVOB international conference in Brussels in March 2013. (Email: luongphamthiminh.c17@moet.edu.vn)

Micro-teaching is the way of organizing the class in small size, very suitable for teaching skills for students of professional schools. Application of micro-teaching in TTI practice lessons is useful for promoting activeness and improving students' lesson plan making skills. Micro-teaching has various steps such as making lesson plan and teaching the lesson and filming the lesson, watching filmed teaching practice, getting feedback on the teaching practice, revising the lesson plan, teaching the lesson again once, twice or more. Through these steps, students' skills are formed, consolidated and enhanced. Micro-teaching prevents dogma thanks to its focus on active interaction between students and teachers, students with their peers and smooth combination between theory and practice. By watching their filmed lessons and listening to their peers' comments, students themselves would clearly and specifically find their strong and weak points so as to better themselves. Micro-teaching is good evidence to prove that self-study is fashionable and on the right track.

LEADING PRESENTATION ON THEME 3: MANAGERS**Innovation of role of educational managers/ educational management profession towards cooperation and integration trends**

Assoc. Prof. LE Phuoc Minh, vice Rector of NIEM, has 28 years of experience of working at different jobs and positions, including teaching, research, management at middle and top level, project design, project implementation, project evaluation, consultant, etc. His key experiences combine lecturing on business and economics, economic development, and management for undergraduate and graduate students. After four years working for MOET, he started working for National Institute of Education Management (NIEM) where he is in charge of vice Rector for academic and international collaboration and projects development. He has worked as a supervisor for a number of graduate students, both master and PhD, who have done research on different diverse themes such as macro-micro economic development, education, and solutions to overcome poverty and sustainable development. (Email: lepminh@hn.vnn.vn)

Decision of Vietnamese Communist Party's 11th National Congress has affirmed "the fundamental and holistic innovations of the Vietnamese education towards standardization, modernization, democratization and global integration, among which innovations in mechanism of educational management and professional development of teachers and educational managers play the key role". The decision has also affirmed that "education and training has the mission of improving people's awareness, contributing to strengthening the country, its culture and identity". Addressing the topic of "fundamental and holistic innovations of the Vietnamese education", the main aspects such as what the context of the Vietnamese education is, why innovations are necessary, what needs to be changed, and how they should be changed etc., have been raised. Based on recommendations of fundamental and holistic innovations of certain aspects in accordance with the educational economic - management approach, the paper discusses the necessity and contents of changing the role of educational managers/leaders and educational managing/leading in the tendency of innovations and global integration.

LEADING PRESENTATION ON THEME 4: PARENTS AND COMMUNITY**The importance of education in family, community and society**

Assoc. Prof. NGUYEN Thi Hoang Yen has been working as Vice Director – General of the Viet Nam Institute of Educational Sciences since 2010. She is responsible for non-formal education, lifelong learning and building a learning society, and is a member of the National Steering Committee on Building a Learning Society and of the Advisory Committee on the National Literacy Framework 2012-2020. Having gotten a Diploma in Special Education from the Institution of the VoorDoven of the Netherlands in 1995, she set up the first Faculty of Special Education in Viet Nam under the HaNoi National University of Education in 2001, where she served as a dean for nearly ten years. She was a Consulting Editor for the Journal of the International Association of Special Education, United States from 2007 to 2011. Her major interests are policymaking and educational leadership, lifelong learning and building a learning society, teacher education, capacity building, educational leadership, counselling, curriculum development, historical-to-contemporary perspectives on inclusive education. (Email: nhyen60@yahoo.com)

Family is a particular form of social community, and it is considered to be the cell of society, the first important environment and education foundation shaping a child's personality. Children gain knowledge, skills firstly in their family and then later in the society around them. When children go to school, family and community are the environments for children to practise what they have learned in school, enhancing their skills, behaviors, growing needs of understanding.... Therefore, parents are considered as the "first teachers" of their children, as the foundation of a child. Education in the school, the community is very important, but the role can only be effective, when the platform is backed family education. Human history, especially from the Oriental views including Vietnam, has valued family education in the system of typical social values.

THEME 3 – MANAGERS

Session 7 – Development of Educational management capacity

Accountable education managers: New leadership profiles of successful schools

Mr. LE Gia Thang is currently the Programme Coordinator – Education Governance of OXFAM in Vietnam. He has received the degree of Master of Education Leadership and Management from RMIT Melbourne, Australia and was awarded a UN Fellowship in Education Methodologies at Connecticut, USA. He is a member of Salzburg Global Seminar, Austria – USA. His expertises cover General Education, Training of Trainers, Human Resource Development, Programme Cycle Management, Soft Skills Training for People, Bilateral & Multilateral Aid Management. (Email: lgthang@oxfam.org.uk)

Promoting social accountability in the education sector is an approach of Oxfam to assure rights of children (especially girls and ethnic minority) to access quality basic education. Oxfam's presentation addresses following issues:

- Why, though huge and long-time investments from the Government have been available to upgrade school infrastructures (especially in the disadvantaged and ethnic minority areas) as well as to improve teaching methodologies for teachers, the status of education quality is still more and more challenging?
- Why social accountability and improved effective school governance can make a new profile and essential quality of the real education leaders today?
- Why the school life could be considered successful (at least from the criteria of "quality of performance") when it is governed by accountable education managers?

THEME 3 – MANAGERS

Session 7 – Development of Educational management capacity

Sustainable (NGO) support to educational managers

Ms. THEUNS Kirsten is the Country Manager Vietnam of Education for Development (EFD), an INGO focused on capacity building of local social organisations working with disadvantaged children and youth. She also acts as the Coordinator for the Hochiminh city INGO Discussion Group and regulates INGO working groups in Hochiminh city under the umbrella of the VUFO-NGO Resource Centre in Hanoi. She has worked for different INGOs in Asia and Africa, specializing herself as advisor and manager mostly in the field of child welfare and education. (Email: kirstenefd@yahoo.com)

One of the gaps and challenges Vietnam is facing today is the delivery and accessibility of quality education and training to all children and youth, particularly those that have a disadvantage. EFD distinguishes itself from other INGO's operating in Vietnam with its integrated and hands on approach to building the sustainability of local social organisations (LSOs), such as special education schools, vocational training centers, shelters. EFD provides support to infrastructure and teacher training as proven intervention methods that can stimulate significant and lasting change, and management support to increase LSOs overall organisational capacity. Through this way of working EFD believes that far greater numbers of disadvantaged children and youth will have improved accesses to quality education. In the paper we will be focusing on EFD's support to educational managers.

By presenting a case study we will demonstrate how EFD supports managers in the areas of human resources, project management, finance and accounting, strategic development, fundraising & PR and general management. In addition, we will share our management support manual that complements our hands on support. Our paper can serve as a good practice for other INGOs to create frameworks for more effective educational interventions at local level.

THEME 3 – MANAGERS

Session 7 – Development of Educational management capacity

Pre-service and in-service trainings for educational managers in the tendency of innovations and integration

Assoc.Prof. LUU Xuan Moi is currently senior lecturer, researcher at Faculty of Management, National Institute of Education Management. He has got much experience in the field of teaching and training of education management. Much of his outstanding work has been published as books. His interest for research includes teaching theories, pedagogical theories, education management and education management innovation. (Mob: 0904352165)

In the present world context, effects of globalization, changes towards intelligent economy, and the revolution in ICT has created a new role for education: education is both motor for the operation of the intelligent economy, and social infrastructure for the formation of the intelligent society. This is the education which is based on the adaptation to conditions, opportunities and the needs in development of the new society. This has created a diversified overview of different educations in the world. However, there is a common development tendency which is education universalization, education quality improvement, education democratization, education commercialization, and education internalization, etc.... This has created much pressure on the education system, forcing it to make change in its pre- and in-service trainings so that it can provide the society with the human resource capable of working in a team, be a good citizen, be a good leader, be active and creative, etc., meeting the need of the modern society.

THEME 3 – MANAGERS

Session 7 – Development of Educational management capacity

Building leadership power through professional competencies

Ms. TRAN Thi Thinh is working as a lecturer at the Faculty of Management, National Institute of Education Management, Hanoi. She has been doing her Master course in Educational Management at NIEM since 2011 with specialization in Educational Leadership and Management. (Email: tkt2610nd@gmail.com)

The manager's leadership particularly that of senior managers is formed by many factors such as position, professional capacity, and personal prestige etc. Among these factors, professional capacity is of importance, especially in the area of educational administration where the management subject can be teachers, students, school employees, training activities, or learning activities. There is a need of a management staff with professional capacity to bring confidence to the teachers, create listening and inspire work attitude for everybody, together with aligning the activities of the school. Therefore, the educational managers need to further regularly develop their professional competence through practice, affirming the professional capacity through the leading process, developing prestige in the pedagogical commodity, promoting the role of mentors, being promoter and supporter of teachers in professional development. It is the professional capacity that establishes the leadership power of educational managers.

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THEME 3 – MANAGERS

Session 8 – Enhancing access to education

Socialization Policy and Access of the Rural Poor to Education in Vietnam

The Australian Foundation for the Peoples of Asia and the Pacific (AFAP), was founded in 1968 in Australia, with its headquarter in Sydney; branches in Africa, South East Asia and the Pacific and opened its representative office in Hanoi, Vietnam in 1996, becoming the first Australian NGO fully accredited by the Vietnamese Government. Over the last 20 years, they have worked tirelessly to deliver programmes in the sectors of agriculture, health, water and sanitation, food security, education, disaster risk reduction, credit, environment and climate change, and governance. In their programmes, AFAP has supported people to have better access to information, market, and public services. With the social accountability approach, the community and people are more organized to present collective feedback on policy implementation, service delivery, and development programmes to hold duty bearer more accountable. AFAP's projects in education sector aim to facilitate collaborative relationship and dialogues between schools and student's parents for further improvement of education quality in Vietnam. (Email: admin@afapvn.org)

As a part of the solution to State's fiscal crisis and strategy to improve the quality of public services, the Government of Vietnam has adopted the "socialization" ("xã hội hóa") policy to mobilize resources from the entire society. Socialization means that all sectors, and in particular, households would be expected to contribute to the financing and delivery of social services. The study aims to examine impacts of this policy on access of the rural poor to education services. Findings from two provinces (Hoa Binh and Ha Tinh) reveal that the policy has not been implemented as intended among regional areas; infrastructure is improved but teaching quality has not been ensured; abuse in the collection of various informal fees from students' families is popular. The social protection policies providing learning support to the poorest is seen as a source of payment for these fees as 89% of surveyed households in Hoa Binh reported immediate payment to schools. Education cost is rising 30 per cent and represents significant proportion of household expenditure in Ha Tinh. While intended to ensure sustainability of social service funding, the policy has potentially led to an increasing commercialization of public social services. Thus, policy adjustments are urgently needed to ensure a better balance between the needs of the public finances, the needs of the public, and crucially the poor.

THEME 3 – MANAGERS

Session 8 – Enhancing access to education

Current situation and solutions for enhancement of access to education services of the poor in Vietnam

Dr. TRINH Thi Anh Hoa has received the Masters Degree in Education Studies from Hanoi University of Education, and Doctor Degree from the School of Education, Hanoi National University. At present, she is the Vice Director of the Center of Educational Management Studies, Vietnam National Institute of Education Sciences. Her research focuses on educational management, with special attention to management of teachers and educational managers, universalization of education, education services and evaluation in education. (Email: anhhoa19@gmail.com)

Social equality is a development goal in Vietnam. Education is one of necessary conditions to ensure the equality and development opportunity for every individual in the society. However, there are certain limitations in the access to education services, especially in the case of the poor in Vietnam, resulting in discrepancies in enrollment rate between urban and rural areas, between ethnic groups, between the rich and the poor in different levels of the national education system. The higher level of education is, the greater the discrepancy. There are several reasons hindering the poor from access to education services such as *reasons arisen from the education providers, the education service receivers*. Apart from that, there are other factors such as socio-economic and geographical conditions at the locality, and ethnic and religion-related issues... As such, it is necessary to improve education access possibilities for the poor in order to achieve the the goal of social equality and sustainable socio-economic development in Vietnam.

THEME 3 – MANAGERS

Session 8 – Enhancing access to education

School staff appraisal based on job description

Ms. DINH Thi Hanh Quyen currently is the principal of Nam Phong primary school, Cao Phong district, Hoa Binh province. She worked as a teacher in various schools in Ky Son and Cao Phong district, Hoa Binh province. She has been awarded the title of excellent teacher at district and provincial levels. She was promoted to be a Vice Principal who is in charge of professional issues at Nam Phong school in 2004 and was appointed to be the school's Principal in 2008. She has been awarded the title of excellent education manager at provincial level in 2008 and 2012. (Email: hanhquyen68@gmail.com)

This presentation shares the results of a new way to school staff appraisal which is based on job descriptions. This is an improvement in school management procedure supported by ChildFund's Access to quality education programme in order to improve the quality of teaching and learning. The content of the presentation includes:

1. Job description (JDs) of all staff at schools at the primary level and success level indicators
2. Process to develop JDs of all position at primary schools and institutionalization of the JDs
3. Procedures to appraisal at team level and school level based on JDs
4. Evaluation of the appraisal following the new procedure and Job descriptions (equity, transparency, common agreement on the appraisal result; time of appraisal, impacts to motivation amongst teachers)
5. Improvements compared to the old method
6. Successes, challenges in the implementation
7. Recommendations on the use of Job description in staff appraisal at school to make decision on awards.

THEME 3 – MANAGERS

Session 9 – Managing professional development

Some issues of modalities used in in-service trainings for teachers in Vietnam

***MA. NGUYEN Thi Thu Thuy** is working at Department of Higher Education, Vietnam Ministry of Education and Training. Since 2007 when she started working at MoET she has been actively participating in doing research and contributing to the process of making policies for teachers. As part of her job, she was also responsible for in-service teacher trainings activities. Her main themes of research include developing learning environment support to teachers, educational policies related to pre-service and in-service trainings as well as online courses for pre-service and in-service trainings for teachers. (Email: taraninguyen@gmail.com)*

Following the second, the third cycle of in-service trainings for preschool and secondary teachers, the Ministry of Education and Training has been implementing in-service teachers training programmes in the spirit of innovations to improve its quality and effectiveness. Accordingly, approaches and orientations for the in-service teacher trainings have been identified. This article addresses some of issues of training modalities of in-service teacher trainings in Vietnam in the context of their continuing professional development. It tries to indicate the need of carrying out e-learning courses to improve the quality and efficiency of in-service teacher training in Vietnam. The paper also tries to indicate that the design of e-learning courses should be in line with specific characteristics of the participants (adult learners) so that these courses can be most appropriate and useful to them.

THEME 3 – MANAGERS**Session 9 – Managing professional development****Applying the theory of change to improve sustainability of in-service trainings in five VVOB programme provinces**

MA. NGUYEN Van Loc has been working in the field of education 21 years, among which 6 years in the role of a teacher and then as an educational manager. At present, he is the Vice Head of Department of Education and Training, Quang Nam province, responsible for in-service trainings for lower secondary teachers and school managers. He has actively taken part in different projects, trying to contribute to improve education quality in Quang Nam province. (Email: nvloc67@gmail.com)

MA. DANG Tuyet Anh has 13-year experience in the field of education. She worked as an English lecturer at Hanoi National University from 2000 to 2009 and since then and has been working for nearly 4 years in the role of a programme coordinator at VVOB Vietnam, responsible for different aspects of a programme, namely, programme design, implementation, and M&E, specializing in the field of educational management. Together with partners - DOETs of the five VVOB programme provinces - she has contributed to the improvement of education quality in those provinces. (Email: tuyetanh.d@vvoob.be).

The VVOB Vietnam Education Programme started in five provinces – Thai Nguyen, Quang Ninh, Nghe An, Quang Nam and Quang Ngai – in 2008. In cooperation with DOETs, the programme paid special attention to in-service trainings for school managers and teachers. In its approach, VVOB Vietnam addresses the main aspects of an educational organisation – vision and planning, resources, professional development, networking and cooperation, and M&E – factors which stimulate education innovations. During the period of April-May 2013, VVOB Vietnam and partners carried out an internal evaluation of the programme. The research group interviewed leaders of the 5 DOETs, visited 15 Lower Secondary Schools and carried out survey on nearly 600 school managers. The paper presents research results regarding cooperation with DOETs. It also tries to give some recommendations which might help in-service trainings be more effective.

THEME 3 – MANAGERS

Session 9 – Managing professional development

Capacity development for the lecturing staff of education management to meet needs of pre- and in-service trainings of lecturers of education management

MA. Pham Xuan Hung is a senior lecturer at Management Faculty, National Institute of Education Management (NIEM). He has received a Bachelor degree in Mathematics Studies, Master in Educational Studies, and he is a member of Vietnam Education Management Association. He has 17-year experience as Principal of Upper-Secondary Schools in Hue city and has actively participated in different training courses, like personnel and civil servant development at Singapore Civil Service College (2006); in Strategic Planning for Vietnamese Universities at Alberta Center of International Education (ACIE), Canada (11/2007); Management and Leadership Programme at Singapore National Institute of Education (7/2008, China (2009). His research and teaching area focuses on Planning, Forecast and Planning in Education, HR Development in Education, (Email: pxhung-niem@moet.edu.vn)

Lecturers of Educational management in Vietnamese institutions have multiple roles of professional educators, teachers, scientists and experts. They implement the mission of delivering training for human resources in educational management science, contributing to (i) constructing scientific theories on educational management, (ii) identifying methodologies to solve practical problems in educational management, (iii) providing educational managers with the necessary knowledge, skills, and core values to change their critical and develop strategic vision.

In the context of global integration, the issue of “innovations of educational management mechanism and development of teachers and educational managers’ force is pivotal step...” has posed a lot of challenges related to the quality of these groups’ lecturers. The paper addresses part of the research on the capacity development of lecturers of educational management to meet needs in pre- and in-service trainings for this group of lecturers until 2020.

THEME 4 – PARENTS AND COMMUNITY

Session 10 – Community involvement in education

Socialization in education: Experience sharing from Phu Thanh commune, Yen Thanh district, Nghe An province

Mr. VUONG Quoc Linh is a teacher of Phu Hong Lower secondary school – Yen Thanh district - Nghe An province. His main achievements include Excellent teacher at provincial level in Chemistry year 2009; Outstanding Individual Title at school level level year 2010, 2011, 2012; 1st prize in Lesson planning with ICT application, Chemistry division Competition by Nghe An DoET, year 2011; 1st prize in ATL Lesson planning for lower secondary education Competition by VVOB Vietnam, year 2012. (Email: linhvq82@gmail.com)

In Phu Thanh commune (Yen Thanh district of Nghe An province), community learning center (CLC) has contributed greatly to the success of socialization in education. CLC has advised Commune People's Committee (CPC) to issue regulations on the collaboration of school, family and the community to mobilize community's resources for education. School will make detailed plans, then report to CPC and students' families through standardized forms. The regulations also define the functions and power of each agency (CLC, police, women union, culture union, youth union, fund for promoting education, etc.). CPC monitors and evaluates the progress by each agency and school with regular assessment and compliments. From family's part: regular contact with schools/teachers, create the best conditions for children to study and improve parenting skills. After 2 years of implementing, quality of education of local lower secondary school showed significant improvement: ratio of drop out decreases by 1,3%. Ratio of students with good & excellent conduct increases by 20%; ratio of students with good & excellent proficiency increases by 19,5%; ratio of students passing lower secondary school leaving examinations increases by 2,6%.

THEME 4 – PARENTS AND COMMUNITY

Session 10 – Community involvement in education

Improving the link among family-school-society: Case study in Anh Son district of Nghe An province

***Ms. TRAN Thi Au** has 15 years of experience in the education sector as a teacher, leader of Young Pioneer Union, Secretary of Youth Union and Vice principal of local secondary school. She was awarded Medal for Excellent Leader by National Youth Union. Since 2006, she started working with Women's Union of Anh Son district and now its current chairwoman. With experiences working in the education sector and with the community, she knows well what is needed for the students and the gap among school and the community. (Email: haiaupnas@gmail.com)*

We would like to share our good practice on shifting the partnership among different actors toward better collaboration to support education through the model called "Education and Life" club in Anh Son district, Nghe An province. This is an initiative of Provincial WU of Nghe An with technical support from VVOB Vietnam. To improve the links between family, community and school, a number of communication events, talk shows, joint activities, etc. were organized in line with school year to raise awareness for different stakeholders, which proved to be effective in behavior change in order to support education effectively. Initiatives by different stakeholders includes (1) supporting school-year's activities, especially summer activities by Youth Union; (2) providing learning aids, scholarships for disadvantaged students by Association for Promoting Education; (3) using the drum (bell) to signal the time for study of all students in each commune by Senior (Elder) Association, (4) resources mobilization by Parents-Teacher Association, etc. So far, education support activities carried out by different actors have become closely linked with practical and effective impacts. This collaboration has contributed to the success of local education. Education, thus, indeed become the cause of the Communist Party and all the people in Anh Son district.

THEME 4 – PARENTS AND COMMUNITY

Session 10 – Community involvement in education

Community based solutions to the inclusion of children with disabilities in mainstream settings: Case Study from Bac Kan province

Ms. STEVENS Marieke graduated in 2005 as a Master of Educational Sciences from the Ghent University. After graduation, Marieke Stevens worked as a researcher/lecturer at the Ghent University and Ghent University College. In 2007 Marieke Stevens moved to Vietnam, where she first worked as Special Education Trainer at the Quy Nhon University and later as Project Manager Inclusive Education with Handicap International. Marieke Stevens is currently doing short term consultancies as education and disability mainstreaming expert. (Email: mariekestevens@yahoo.com)

Ms. DAM Thi Mai graduated in 2006 as a Bachelor of Finance and Banking from Hanoi University. After graduation, Mai worked as a project officer – capacity building of Inclusive Education project, Handicap International (HI). In 2012, after finishing Inclusive Education project, she moved to work for Support Officer of HI as a logistician. After that, she worked for Safe Roads for Youth project, another project of HI as a project assistant from July till December 2012. Then she was promoted to Project Coordinator of the same project. (Email: dammai88@gmail.com)

The main aim of the Inclusive Education Project, implemented by Handicap International and Save the Children (2009-2012), was to support the inclusion of students with disabilities in mainstream kindergartens and primary schools, whilst at the same time facilitating a child centred teaching pedagogy. It became apparent that significant numbers of students with disabilities were not attending school and in response the project attempted to develop sustainable strategies by working at community level with different actors. This process was supported by peripatetic specialist teachers from the local special educational needs school. In this presentation we analyse some of the challenges which the teachers attempted to overcome, including ways to construct local solutions based on the involvement of a diverse range of organisations and individuals. The study examines how the adopted solutions and strategies have been modified and sustained by the local partners 1,5 year after the project closure. It highlights the importance of support structures for those undertaking community participation activities in order to ensure sustainability. In doing so, we identify important lessons for policy makers who are aiming to ensure all children are attending school.

THEME 4 – PARENTS AND COMMUNITY

Session 10 – Community involvement in education

Building a learning society at a mountainous village of Mong ethnic group in Son La province

Dr. TRAN Thuy Nga is a researcher in Research Centre for Ethnic Minority Education (RCEME) of VNIES. She is an expert in education methodologies for ethnic minorities. She has research experience in education quality development for ethnic minorities; material development for illiteracy alleviation for ethnic minorities; text books for ethnic minority students, reference books and teacher training materials for teaching ethnic minorities. (Email: ngattdt@gmail.com)

Merit Teacher. TRAN Luyen, with Excellent Teacher Title, is the chairman of Fund for promoting education of Son La province. He was the former Director of Son La Department of Culture. He started working in ethnic education since 1959, including teaching, managing, guiding ethnic education in Son La province. He is fluent in Thai language and culture. He directly involves in researches and provisions of guidance for building a learning community, building community learning center, education development for ethnic groups in Son La.

Son La is a province with mountainous topography, 82% of whose population is ethnic minority. Building a learning community is one of the economy-education-development strategies of the province. There are effective applications of theories adapted to local context of mountainous ethnics. In this paper, we are going to describe the situation of building a learning community model at Ta Xua commune, a mountainous area with H'Mong people in Bac Yen district, Son La province. This model has proved its effectiveness and duplicated to other localities within the province. Based on statistical analysis, survey on education level of H'Mong people at Ta Xua commune, geographic and socio-economic characteristics, and education at Ta Xua commune, we would like to generalize the model and give recommendations/solutions to apply the model.

THEME 4 – PARENTS AND COMMUNITY

Session 11 – Parent empowerment

Lessons learnt in supporting parents to improve parenting skills through the network of Women's Unions

MA. NGUYEN Thi Tuyet Mai is a member of the Presidium of the Central VWU, Head of Family-Society Affair Department, Vietnam Women's Union. She is Master in Education Management and has extensive experience in the area of family-society development and supporting women through planning, implementing, instructing and monitoring national campaigns and programmes such as "Capacity building for 5 million mother on parenting skills", "Family with 5 NOs and 3 CLEANs", Children programme, Reproductive health, Child-friendly school (joint with MoET and other actors). Besides participating in policy making in the area of family-society development including Policies on Family development of Vietnam, on Population, on Nutrition, she has experience in material development such as Manual for Parenting Club operation, social work, Guide for national campaign "Family with 5 NOs and 3 CLEANs", etc. (Email: hungtuyetmai@yahoo.com)

We are going to share the experiences in supporting parents, the first and foremost teachers of children, to improve parenting skills through the network of Women's Unions. As an agent of all women, Vietnam Women's Union (VWU) has been focusing on promoting, guiding and supporting women to foster a happy and progressive family as well as to nurture and educate children. VWU has achieved certain success with capacity development for mothers and families, through national and international programmes, through collaboration among other actors. More specifically, we are going to share the lessons learnt from implementing National programmes on Capacity building for 5,000,000 mothers on parenting skills, National campaign on Building Family with "5 NOs and 3 CLEANs" standards, "3 ENOUGHs" movement to promote "Child friendly school" movement, etc.

THEME 4 – PARENTS AND COMMUNITY

Session 11 – Parent empowerment

Women's Union promotes education in the community for better education quality in Quang Ngai province

Ms. NGUYEN Thi Xuan Thuong, Deputy Chairwomen of Quang Ngai Provincial Women's Union, (PWU) has 4 year experiences as Member of People's Committee of Quang Ngai city and 8 year experiences as Representative then Head of Economics Department of People's council and Head of Economics Division. Starting working at the Women's Union of Quang Ngai city from 1996; she then joined the PWU of Quang Ngai in July 2008 as Member of Standing board, later Head of Administration Department and presently Deputy Chairwoman. She has been a member of Provincial Management Unit since 2009 (assigned by Provincial People's Committee) for Education programme of VVOB Vietnam, a member of Steering Committee of the joint programme on CFS leading by DoET. Also, as the Deputy Chairwoman of Quang Ngai WU, she has led and participated in programmes for education in the province. (Email: xuanthuong61@gmail.com)

After 4 years of implementation, the project on "Social participation in education" under VVOB Vietnam education programme has helped to enhance capacity for WU's members in supporting better education quality, especially in education of adolescents. At the same time, there are changes in awareness, attitude and behaviors of parents toward children's education and support to children's active learning. The establishment and replication of club model "Education and Life" in the province played an important part as a forum for families to share knowledge and experiences on child rearing and education, support children learning innovatively. The initiative also helped to improve the links between family-school-community as well as raising awareness for community participation in education and enhancing capacity of WU members at the grassroots level. The sustainability strategies for such initiatives of the provincial WU include (1) utilizing internal resources, (2) linking the current project with National programme on "Capacity building for 5 million mothers on rearing and parenting skills", (3) providing regular in-service training for WU's members, (4) promoting national campaigns on "Child-friendly school" and "Support children to go to school", (5) mobilizing community resources in order to contribute to a better quality of education in the province.

THEME 4 – PARENTS AND COMMUNITY

Session 11 – Parent empowerment

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

Ms. NGUYEN Thi Yen Ha started her work life as a development worker for World Vision Vietnam from 1996. In 2003, she achieved Master Degree on Applied Linguistics from the University of Queensland, Australia. From 2005, she was appointed to the position of National Education Coordinator of World Vision Vietnam. Her main accomplishments are: a) World vision Vietnam’s Education Sector’s Strategy, b) Basic Education Project Implementation Guidance, c) Education Grant Proposals, and d) Establishment of good Education models such as “Community-Based Child Care Centers”, “Ethnic Mother Assistants for Kindergarten Teachers for the children’s Language Learning”, “Child-Friendly Library”, and “Village Child Reading Club.” (Email: nguyen_thi_yen_ha@wvi.org)

To improve the quality of education, especially the learning outcome and reading skill for primary school students, World Vision Vietnam has piloted and mainstreamed its Quality Primary School Education projects in more than 35 Area Development Programmes in 35 districts in Vietnam. These projects focus on the three key interventions including a) In-service training on Active Learning Method for teachers; b) Equipping schools with rich classroom resources; and c) Strengthening community involvement in education. The most successful aspect of these projects has been the engagement of parents in the Village Child Reading Clubs. The clubs fall under the management of Parent-Teacher Committees who train volunteer parents to facilitate child reading sessions, two to four times a month. For every reading session, the village children are given opportunities to read value-based stories and play reading games. Currently, one third of the 35 programmes have established these clubs with approximately a thousand children participating. Both parents and children are happy with their progress in facilitation and reading skills.

To evaluate the reading skills of the children, World Vision Vietnam uses the Functional Literacy Assessment Tool (FLAT). The level of functional literacy has been measured in 2013 in all 35 programme sites and ranges from 50% to 90% across 35 districts. The main questions are “What are Village Child Reading clubs? Who are club facilitators? How do parents facilitate reading sessions?”

THEME 4 – PARENTS AND COMMUNITY**Session 12 – Community/ Home- based child development services****Social participation promotion programme of parents and community in children caring and development**

Ms. LE Thi Bich Hanh has worked for Plan in Vietnam since 2008 and manages Plan's Quality education and Parenting/Community engagement programmes. She is one of the main writers of Plan in Vietnam ECCD country programme and directly manages the quality education and parenting/community engagement programmes. She previously worked as the Education Programme Director for another INGO where she had a leading role in the strategic directions and management of ECCD and primary education programmes. She has many years working in the area of early childhood development, including providing support to community/family, upgrading preschool and health services, as well as other related issues on development project management, behavior change communication (BCC), and advocacy. (Email:hanh.lethibich@plan-international.org)

Acknowledging the important role of parents and communities on ECCD, Plan in Vietnam has designed the significant programme of Community based Parenting Education, part of the Plan Country Programme on "Early Childhood Care and Development in the ethnic minorities in Northern and Central Province". This programme has been implemented in 9 provinces including Ha Giang, Thai Nguyen, Phu Tho, Bac Giang, Quang Tri, Quang Ngai, Gia Lai and Kontum. This presentation focus on introduction programme framework, in details:

1. Programme overview: objectives, approaches, interventions, partners and scope of project implementation.
2. Community based Initiatives/models implemented in 9 provinces, including:
 - Parenting groups: for parents having children from 0-8 years old. The group is performed as a forum where parents share experience and learn new things to practice at home.
 - Child play group (children under 3): for children under three accompanying with parents. This group aims to create chance for young children to access to the stimulating early development through playing, learning to speaking, talking with parents.
 - Children's Reading and Playing Group: for children from 4-11 years old. This group aims to create chances for children to participate and learn new skills including communication, reading, storytelling, analyzing and problem solving...

THEME 4 – PARENTS AND COMMUNITY

Session 12 – Community/ Home- based child development services

Life skills education for secondary students: Difficult or easy?

Ms. LE Thu Huong is Head of Personnel Department, Thai Nguyen Provincial Women's Union. Her main function is to provide advice to provincial WU's leaders on personnel, HR policies and gender mainstreaming. She has been working in provincial WU of Thai Nguyen since 2004 and joined VVOB Vietnam "Social participation in education" component since 2008. (Email: lehuongpntn@gmail.com)

With the support of VVOB Vietnam, 28 "Education and Life" clubs (E&L clubs) were instructed by Thai Nguyen Provincial Women's Union (PWU) to focus on "Life skills education for secondary students" in monthly club activities as well as to cooperate with schools in extra-curriculum activities and talk-shows to change awareness of families, schools and community on "Life skills education for secondary students". As the contents of club activities revolve around practical situations that happen in real life and problem solving skills for students, E&L clubs simplify the implementation of life skills education to meet the needs of parents - club members. To be more specifically, parents pay more attention to their children's psychological and physiological changes, extra-curriculum activities, common activities organized by schools and local community. Furthermore, children of club members show more interest in social subjects, thus decrease the gap between science subjects and social subjects among students.

The change in awareness and attitude of families and the community on Life skills education for students has contributed to diminish and prevent dangers of accidents, injuries, social evils... to their children. Therefore, we can answer the question "Life skill education for secondary students": difficult yet easy.

THEME 4 – PARENTS AND COMMUNITY

Session 12 – Community/ Home- based child development services

Discovery Center in Vietnam Women’s Museum - Educational playground of creativity and art for children

Ms. PHUNG Thi Tu Anh, Master in Culture Studies, is Head of Communication and Education Dept, Vietnam Women’s Museum (VWM). Her working experience includes Planning and organizing PR activities, communication and educational events for VWM; Administration of website, social networking (Facebook); Collaborating with schools in experiential education for students at VWM through talk show, materials development for teacher and students; Promoting Child-friendly school movement (CFS). Besides, she also participated in life learning week campaign by the MoET and regularly organizing interactive activities/exhibitions for students and families. (Email: phungtuanhbtpn@yahoo.com.vn)

This paper will uncover the effective operation of Discovery Center at Vietnam Women’s Museum (VWM). Open on 18 Oct 2010, Discovery Center aims to inspire children through a variety of interactive exhibitions and educational activities. Modern facilities sponsored by VVOB Vietnam have been effectively supporting many activities of the Discovery Center as well as attracting both schools and families. As a bridge linking schools and families, its activities are warmly welcomed and highly appreciated by the public, which helps to promote the socialization of education and the public’s contribution to educational activities. Moreover, a number of VVOB Vietnam’s publications on ATL such as leaflet, poster «Family supports children in active learning», etc. have helped to equip families and schools with useful knowledge and skills on the benefit of ATL; what do parents and school need to do to support children in active learning. Especially, with the instruction of VWM staff, who participated in trainings by VVOB Vietnam such as «CFS» movement, participatory approach, etc. students are inspired to improve life skills, knowledge on historical value and ethnic culture.