

# INTRODUCTION

## **1. The reason for choosing the topic**

Community Learning Center (CLC) is a new model of education, outside the school, which is built in communes, wards and towns with the purpose of satisfying the lifelong learning needs of people in the community. Developing a community learning center model is an indispensable trend to achieve the goal of building a learning society in the current renovation context.

Hanoi is a locality where the movement of building a learning society develops quite strongly; building and developing community learning centers has been highly concerned. However, there are still many limitations in the awareness of the community learning center. Most of the centers in the city are still not operating effectively. The organization of study programs at the center is still monotonous and passive; facilities and funds to maintain the operation are limited; the organizational structure and operating mechanism are not stable.

In order to develop sustainably and promote the effectiveness of community learning center's activities in communes, wards and towns in the current period, it is necessary to come up with feasible solutions to manage the CLCs. Studying the problem of managing community learning centers and from that finding solutions to manage community learning centers in Hanoi which are suitable in the current renovation context is necessary both in terms of theory and practice.

## **2. Purpose of the study**

Based on the theoretical background for managing community learning centers and the real situation of managing community learning centers in Hanoi, the study recommends solutions to manage community learning centers in Hanoi in the current renovation context, which makes contribution to building a learning society and developing the socio-economy of the capital and the country in the current period.

## **3. Research tasks**

- 3.1. Studying the theoretical background for managing community learning centers.
- 3.2. Evaluating the real situation of managing community learning centers in Hanoi.
- 3.3. Proposing some solutions to manage community learning centers in Hanoi in the current renovation context.
- 3.4. Organizing tests and experiments of some solutions to manage community learning centers proposed in the thesis.

## **4. The subject and object of the study**

- 4.1. Subject of the study: Activities of community learning centers.
- 4.2. Object of the study: Solutions to manage community learning centers in Hanoi in the current renovation context

## **5. Scientific hypothesis**

Although a lot of efforts have been made to build and develop community learning centers in Hanoi, the awareness of the location and role of community learning centers is still limited; the organization of the center's activities is low-efficient and unsustainable; programs and activities have not met the needs of learners; the management staff is limited in terms of professional qualifications; there is also little investment for the center; the application of information technology in managing and operating the center is not effective; because the inspection, evaluation and supervision of community learning center's activities are not regular, the community learning centers are slowly-developed, unsustainable and unable to meet current requirements. Therefore, to find out appropriate solutions on

policy mechanism, organizational structure, management staff, teachers, programs, activities, coordination and management, information technology, inspection and supervision to manage the community learning center will make important changes to improve the working efficiency and ensure the sustainable development of community learning centers in Hanoi in the current renovation context.

## **6. Scope of the study**

6.1. Regarding the scope of the study: Evaluating the real situation of managing community learning centers in Hanoi, identifying the strengths and weaknesses to propose solutions to manage community learning centers in Hanoi in the current renovation context to meet the goal of building a learning society.

6.2. Regarding the space and time: Studying the real situation of building and developing community learning centers in Hanoi from 2011 to present.

6.3. Proposing solutions to manage community learning centers with the subject within the research area.

6.4. Studying solutions to manage community learning centers with the management subject which is the Department of Education and Training

## **7. Protective points**

7.1. Developing the network and completing the organization of community learning centers will promote the strength of the special education institution - the community learning center.

7.2. Developing the management staff, teachers and innovating contents, programs and the form of organizing CLC's activities will meet the needs of continuing and lifelong learning of people in the community.

7.3. Managing the activities of community learning centers is an important factor to build a learning society and meet the people's learning needs

7.4. Applying information technology in the management and operation of CLCs is an essential requirement to improve the CLCs' performance.

7.5. Proposing solutions to manage activities of community learning centers which are suitable with local conditions will promote the functions and tasks of this educational institution - the community learning center

## **8. New contributions of the thesis**

### ***8.1. For theoretical aspects***

- Systemizing and enriching the theoretical background of the community learning center model as a social-educational institution with its characteristics.

- Taking a step by step approach on the modern management theory to the management of community learning centers from the philosophy that community learning centers are of community, by community and for community to meet the continuing and lifelong learning needs of all people in the community.

- Identifying and analyzing the factors affecting the management of community learning centers.

### ***8.2. For practical aspects***

- Evaluating the real situation of community learning centers and the management of community learning centers, identifying the advantages and disadvantages of managing community learning centers, and proposing solutions to overcome the limitations.

- Proposing solutions to manage community learning centers in Hanoi in the current renovation context with the high scientific background and feasibility.

## **9. Approaches and research methods**

### ***9.1. Approach methods***

System approach; Historical - logical approach; The approach to the subject's demands; Management function approach; Content approach.

## **9.2. Research methods**

Argumentative research method; Practical research method; Method of gathering expert's opinions; Experimental method; Statistical method

## **10. Structure of the study**

Apart from the introduction, conclusion and recommendations, list of references and appendix, the content of the thesis is presented in 3 chapters.

*Chapter 1:* The theoretical background for managing community learning centers in the current renovation context

*Chapter 2:* The real situation of managing community learning centers in Hanoi in the current renovation context

*Chapter 3:* Solutions to manage community learning centers in Hanoi in the current renovation context

## **Chapter 1**

### **THEORETICAL BACKGROUND FOR MANAGING COMMUNITY LEARNING CENTERS IN THE CURRENT RENOVATION CONTEXT**

#### **1.1. The overview of the study**

##### ***1.1.1. Studies on lifelong learning, learning society and community learning centers***

##### ***1.1.1.1. Studies on lifelong learning, learning society and community learning centers around the world***

In the world, there are many studies on building a learning society and lifelong learning in the current conditions. Futurists and educators around the world such as Toffler Alvin, Thomas L. Friedman, Raja, RoySingh, Vien Quoc Chan,... have analyzed the modern society built on the background of fast-growing and rapid-changing scientific knowledge system and the global information. Futurists have come up with a new educational prediction which is completely different from the traditional education, whose fundamental characteristic is the obsolescence of knowledge and manufacturing industries in the society. Therefore, the new education must lead to the lifelong education.

When doing research on a learning society, scientists approached it in many different ways, including three basic approaches: Logical approach, process approach and demand-driven approach.

A typical example for the logical approach is Faure and his partners including Torsten Husen and Steward Ranson. There are some conclusions to be drawn from the study: Education will become a lifelong process; Education will have no fixed entry and exit points. It will become a continuous process in the formal education and in its role with other functions of life. Education will take on more informal characteristics when more and more people will be able to access to it. Besides the "learning centers", there will be facilities to study at home and at work.

A typical example for the process approach is Donald Schon. The author argues that the society and all of its institutions and organizations have continuous changing processes. Therefore, it is necessary to understand, orient, influence and manage these changes, create the capacity to adapt to the changes and integrate into ourselves as our unions and organizations.

The demand-driven approach is typically represented by Robert M. Hutchins. Studies have concluded that a learning society is imperative. The rapid change of the society requires education to meet those changing needs, so education must facilitate the continuous learning of human beings.

In general, these studies have solved the basic contents of the lifelong learning trend and built a learning society as the necessity of the era.

In addition to the research on lifelong learning and building a learning society, the world's scientists are interested in studying the model of community learning centers. They emphasize that one of the important solutions for community development and community participation is necessarily to build and develop community educational institutions.

Studies show that the organization of learning at CLCs must be guided by 6 principles: Learning and educating are the result of oneself, aimed at both individuals and societies; Non-formal education should be beneficial to the society ...; Learning in the center must ensure three goals: Fairness, suitability and high quality. With any renovations in learning, it is required to have a deep analysis of the information, clearly follow the reality and have support policies; The content of community learning must pay attention to the fundamental values that the international community is interested in; Education is the responsibility of the whole society; everyone is responsible for learning and takes a full responsibility in the educational process.

Thus, the idea of lifelong learning, building social learning has been a concern in many countries. In particular, along with the promotion of the lifelong learning and building a learning society, a continuing education system whose core is community learning centers has grown rapidly in many countries around the world.

#### *1.1.1.2 Studies on lifelong learning and learning society in Vietnam*

In Viet Nam, researchers have also mentioned the trend of lifelong learning and building a learning society. Some researchers in the field of learning society: Pham Minh Hac, Pham Tat Dong, Vu Ngoc Hai, Nguyen Vinh Hien, Dang Quoc Bao, To Ba Truong emphasized the viewpoints and theoretical background of modern education, learning society and lifelong learning, fundamental issues for building a learning society in our country, the new concept of learning in the current period. The authors have mentioned the development of educational institutions in communes, wards, towns in the direction of building a learning society and the conditions for building a learning society in communes, wards and towns. It is necessary to link the building of a learning society to the building new-style rural areas...

Studies on the lifelong learning and learning society in Vietnam have confirmed the need for lifelong learning, building a learning society, orientations in building a learning society, the elements making up the learning society and the desired characteristics of the learning society.

#### ***1.1.2. Studies on the management of community learning centers***

##### *1.1.2.1. Studies on the management of community learning centers in the world*

The United Nations Educational, Scientific and Cultural Organization views the establishment and development of the CLCs as an important solution for the community development in each country, contributing to the reduction of disparities in the intellectual levels among people in urban and rural areas. Some researchers have referred to the management of CLCs model as part of an educational solution that is appropriate for everyone. Managing the development of CLCs model is an indispensable way to achieve the goals of lifelong learning and building a learning society in a country.

A number of scientists and policy makers in Japan, Thailand, Myanmar, India, China, Bangladesh and so on have studied the management of CLCs and the most appropriate management method to their countries. Studies have shown that the management approach of CLCs is a combination of two types of management: public management and self-management.

The research on the development of the organization and management of CLCs in the world shows that although CLCs in the world have different names, they prove to be an effective mechanism for illiteracy elimination, continuing education and play an important role in the community development.

#### *1.1.2.2. Studies on the management of community learning centers in Vietnam*

The study on the management of CLCs in Vietnam has been carried out quite early. These studies have contributed to clarifying some theoretical and practical issues of CLCs such as: the position, role and functions of CLCs; CLCs management; initial results in the management of CLCs...

The system of studies by foreign authors is very broad and valuable in theory and in the study of building a learning society and managing CLCs. The practical researches of local authors are quite abundant, focusing on the issues of building a learning society, managing the community learning center in the whole country.

### **1.2. The basic definitions of the thesis**

#### ***1.2.1. Lifelong learning***

Lifelong learning is understood to be a continuous learning process with the purpose of meeting the needs of improving knowledge, updating knowledge and skills of learners of all ages in each specific stage.

#### ***1.2.2. Learning society***

Learning society is a society in which every individual is committed to learning, doing continuing education and lifelong learning. Every organization must be responsible for learning, contributing to the development of education and becoming a learning unit.

#### ***1.2.3. Continuing education***

Continuing education is a form of non-formal education aiming at helping people to study and work, study continuously, study for the whole life to improve their personality, expand their knowledge, raise their education professional skills to improve the quality of life, find a job and adapt to the social life.

#### ***1.2.4. Community education***

Community education is understood to be the form of non-formal education organized by the community in order to meet the needs of continuing learning (especially those who cannot go to school or formal classes); it is a form of voluntary education but has the attention and assistance of the committees of Party, Government, organizations and educational institutions in the area.

#### ***1.2.5. Community learning center***

Community learning center is a continuing educational institution in the national education system, a center of self-reliant learning of the community at the commune level, with the support of the government and strongly promote the participation and contribution of people in the community to build and develop the centers under the mechanism of the government and people working together.

#### ***1.2.6. Management of community learning centers***

Management of community learning centers is understood as the process of leading, organizing and controlling all activities of community learning centers to ensure that these educational institutions achieve the desired results.

### **1.3. Current renovation context of education**

#### ***1.3.1. Education development trend***

##### ***1.3.1.1. Trends in modern education development***

Although there are differences in the perception of the development trend of education in the 21st century, national and international researchers agree on the principle of education which is the trend of education for everyone, lifelong learning and creating a learning society with the inevitable development of continuing education.

##### ***1.3.1.2. Viewpoints and objectives of educational development in our country at present***

Education development must really be the top national policy, the responsibilities of the Party, the Government and the People to build a learning society, to create equal opportunities for everyone to study and study for their whole life.

#### ***1.3.2. Current renovation context of education***

##### ***1.3.2.1. Era context***

The rapid development of science and technology, the comprehensive development of the knowledge-based economy, the issues of globalization and international economic relations, as well as to solve global problems require people to have a quick access to the new knowledge, learn continuously, study for life, study in school and study outside the school.

##### ***1.3.2.2. Domestic context***

Education of our country develops in the context of the world having lots of fast and complicated changes. The revolution in science and technology, especially in information technology and communication will create favorable conditions for the fundamental reform of the content, methods and forms of educational organization and education management reform, to an e-learning education that meets the needs of each individual learner.

Capital education: Building the capital to be a big and leading center in the country in terms of education and training; try our best to 2025, the capital education will reach the advanced level in the region.

One of the immediate and long-term tasks for education is to build and develop a continuing education system which community learning centers are the essential continuing education institutions to do lifelong learning and build a learning society

#### ***1.3.3. Requirement of the current education renovation towards community learning centers***

Promote the development of the continuing education system which the community learning center is the important continuing education institution for lifelong learning and building a learning society. Development sustainably and widen the CLC model in communes and wards.

### **1.4. Activities of community learning centers**

#### ***1.4.1. Location, role and function of the community learning center***

##### ***1.4.1.1. Location of the community learning center***

Community education centers are part of the continuing education system which is the continuing education institution at the local level.

##### ***1.4.1.2. Role of the community learning center***

Improvement of people's intellection, human resource training, meeting the needs of continuing learning, lifelong learning of people and communities

##### ***1.4.1.3. Functions of the community learning center***

Education and training; information and advice; community development; coordination and connection

#### ***1.4.2. The overview of the activities of the community learning center***

The activities of the community learning center focus on the following programs: cultural education programs; income generating programs; programs to improve the quality of life; programs that meet individual preferences; knowledge updating program...

#### ***1.4.3. Characteristics of community learning centers' activities***

Characteristics: organization - pedagogy; socio-economy; management - coordination.

#### ***1.4.4. Community learning centers are educational establishments aiming at the learner's needs***

Diversifying the management of the CLCs to suit each educational subject, suit each education program and each educational activity

### **1.5. The management of community learning centers in the current renovation context**

#### ***1.5.1. Establishment of the management mechanism and policy regime for community learning centers***

- Promulgating specific policies on the mobilization of local resources for the activities of the center.

- Issuing documents guiding the organization and management of the center's activities.

- Deploying and implementing the policies and regimes promulgated by the central and municipal agencies together with supplementing and completing the local regimes and policies

If the management mechanism is consistent and the policy regime is appropriate, the management of community learning center will achieve good results.

#### ***1.5.2. The development of the community learning center network***

- Based on the geographic location, population distribution and occupational structure in provinces and cities to build a CLCs network development plan.

- Based on the geographic location, distribution of population and occupational structure in provinces and cities, management agencies will have a basis to build a development plan for a CLCs network which is suitable for each region, district and province under the management area

#### ***1.5.3. The management of the community learning center's activities***

##### ***1.5.3.1. The management of the program and educational content***

The curriculum and content of the CLCs are abundant, diverse and focuses on five areas: legal education, socio-cultural education, health education, environmental protection education and education for the economic development and income increase.

##### ***1.5.3.2. Quality management of the community learning center's activities***

The quality management of CLCs educational activities focuses on educational programs in the CLCs.

In order to manage the quality of CLCs educational activities, a system of criteria for assessing specific indicators should be established with quantitative indicators showing the mode of quality assurance and quality management of the CLCs.

##### ***1.5.3.3. Staff management in community learning center***

In the management of CLCs, the center director plays a very important role. Therefore, managing the CLCs' management team focuses on the role of the CLCs director; it is necessary to clearly define the goal of managing the CLCs for the

center's leaders; clearly clarify the responsibilities of CLCs leaders; identify the required capacity of the CLCs managers, especially the center director.

#### ***1.5.3.4. Facility management***

Facilities of the CLCs should be available to meet the operating needs of the center. In addition to investing in the equipment, the most important thing needs paying attention to is the management of facilities in the CLCs. Managers need to understand the educational program's requirements and the facilities required to implement the educational programs in the community learning center.

#### ***1.5.3.5. Financial investment management***

Financial resources in the current CLCs: support funds for initial equipment purchase; funds for regular activities. In addition, centers can participate in the implementation of programs and project; funding supports. Community learning centers shall be responsible for managing, using and accounting funds which are supported by the state budget in accordance with the right regime.

#### ***1.5.4. Guiding the application of information technology in the management and operation of community learning centers***

Some basic contents should be focused on guiding the application of information technology in the management and operation of the CLCs: Raising awareness, improving knowledge and skills of applying information technology to the managers and teachers; having specific plans and investment in information technology equipment to meet the requirements for applying information technology in the management and teaching of teachers.

#### ***1.5.5. Examining and evaluating the activities of community learning centers***

During the process of examining and evaluating community learning centers, the following contents should be focused on: Conditions of the center operation; performance results of the center; the effective influence on the operation of the community learning center.

#### ***1.5.6. Decentralizing the management of community learning centers***

Management of the Department of Education and Training; Management of Provincial Study Encouragement Association; Management Education and Training Committee Division; Coordination of educational institutions; Management of commune People's Committees

### **1.6. Factors affecting the management of community learning centers**

#### ***1.6.1. The guidance of the committees of the Party and the local authorities***

#### ***1.6.2. The competency of community learning center managers***

#### ***1.6.3. Programs and activities of the community learning center***

#### ***1.6.4. The need for people's continuing learning***

#### ***1.6.5. The socialization of resources (facilities, equipment and finance) for the center's operation***

## **CONCLUSION CHAPTER I**

The lifelong learning and building a learning society is a growing trend of many countries around the world, especially in the current period, the era of the industrial revolution 4.0, the era of the knowledge-based economy, integration and globalization.

Doing research on educational development trends and the current renovation context has highlighted the outstanding features which control the development of community learning centers in the current renovation context.

Studies on building a learning society and community learning centers show that the model of community learning centers is in the process of both development and improvement. Building and developing sustainably community learning centers is an



indispensable requirement. It meets the needs of continuing and lifelong learning of all people in the context of a learning society.

Managing community learning centers is to manage a community educational institution which is of community, by community and for community. The basic contents of community learning center management are building a management mechanism, policies for community learning centers; developing a network of community learning centers; activity management, management of educational content and quality of CLCs; facility management, financial investment; guidance of the application of information technology in the CLCs; examination and evaluation of the activities of community learning centers...

For Hanoi, with the characteristics of the country's capital, it is necessary to have a systematic, complete and integrated research on the operating model, the management mechanism and evaluation of the current management status of the CLCs. From that, appropriate measures to improve the quality and effectiveness of CLC activities will be proposed.

## **Chapter 2**

### **THE REAL SITUATION OF MANAGING COMMUNITY LEARNING CENTERS IN HANOI IN THE CURRENT RENOVATION CONTEXT**

#### **2.1. Overview of building and managing community learning centers in Vietnam**

##### ***2.1.1. Requirements for building learning society, developing community learning center in the current renovation context***

Party and Governmental documents have provided strategic direction for building a learning society and developing community learning centers. These are the legal foundation and crucial requirements for related departments to set up and implement their political assignments.

##### ***2.1.2. Management of community learning center in Vietnam***

This part is to mention the team of administrative officers, teachers, rapporteurs, collaborators; expenses; facilities and equipment; number of learners.

#### **2.2. Overview of economic-social and educational situation in Hanoi**

##### ***2.2.1. Overview of Natural Conditions and Geographical location of Hanoi***

##### ***2.2.2. Real situation of education and training development of Hanoi***

##### ***2.2.2.1. Overview of education and training system of Hanoi***

##### ***2.2.2.2. Real situation of education and training development of Hanoi***

#### **2.3. Conducting survey of the real situation**

##### ***2.3.1. Objective of the study***

##### ***2.3.2. Content of the study***

##### ***2.3.3. Scope of the study***

##### ***2.3.4. Subject of the study***

##### ***2.3.5. Study methodology***

##### ***2.3.6. Data processing***

#### **2.4. Real situation of managing community learning centers in Hanoi in the current renovation context**

##### ***2.4.1. Real situation of the awareness of Party leaders, Governmental Officials, Education Sector and citizen about community learning centers***

*Table 1. Results of survey on awareness of Party leaders and Authorized Officials in Educational Departments about Community Learning Centers (CLCs)*

No.	Content	Assessment		
		Agree	Consider	Disagree
1	Community learning centers is working under the mechanism of the Government and the citizens working together	26% (104)	5% (20)	69% (276)
2	The community learning center has a legal person status, private seal and account.	42% (168)	2% (8)	56% (224)
3	The activities of the CLC are to create favorable conditions for people of all ages to have a continuing and lifelong learning.	37% (148)	6% (24)	57% (228)
4	Effectively implement illiteracy eradication and other updates on knowledge and skills	39% (156)	3% (12)	58% (232)
5	Organize activities of cultural exchange, performing arts, physical training and sports, reading books, promoting education consultancy	44% (176)	2,5% (10)	53,5% (214)
6	Investigate the learning needs of the community; develop the content and form of learning that are appropriate to the specific conditions of each target group.	23% (92)	6,5% (26)	70,5% (282)
7	Community learning centers are under the direct management of commune-level People's Committee and follow the professional direction of the Division of Education and Training.	51% (204)	1% (4)	48% (192)
8	Community learning centers have four main functions: Educating and training; Informing and Consulting; Developing community; Networking and Collaborating	18% (72)	9,5% (38)	72,5% (290)
9	Characteristics of CLCs: variety; flexibility; feasibility; of community, by community, and for community	21% (84)	6,5% (26)	72,5% (290)

It can be seen that there were limitations in the awareness of officials in Party, authorities, education sectors as well as staff in community learning centers about the position, functions, objectives, role of community learning centers. This is one of the main reasons that lead to a poor effective system of community learning centers in Hanoi,

#### **2.4.2. Real situation management mechanism, policy regime for community learning centers**

##### **2.4.2.1. Management of Department of Education and Training**

*Table 2. Survey results on real situation of the importance of Education and Training Department on Community Learning Centers*

No.	Content	Assessment		
		Good	Normal	Poor
1	Advise a lot of policies towards building a learning society and developing community learning centers for the city	104 (26%)	132 (33%)	164 (41%)
2	Advise City authority to direct districts and towns to actively set up and develop community learning centers	88 (22%)	204 (51%)	108 (27%)
3	Regularly coordinate with authorized departments, sectors, districts towards directing community learning centers	124 (31%)	200 (50%)	76 (19%)
4	Promptly direct the Department of Education and Training, continuing education center about managing and organizing activities of community learning centers	220 (55%)	136 (34%)	44 (11%)
5	Organize professional training for CLCs administrative officers and teachers.	284 (71%)	96 (24%)	20 (5%)

Due to irregular advisory activities with City authority, failure to specified instruction documents of Ministry of Education and Training promptly, incomprehensive assessment and inspection, the effectiveness of Education and Training Department's direction towards building a learning society and managing community learning centers still remains poor.

#### *2.4.2.2. Management of the Division of Education and Training*

Roles of Education and Training Department in advising and organizing activities for community learning centers still reveals limitations. It also explains a reason why community learning centers in Hanoi work ineffectively over the past few years.

#### *2.4.2.3. Management of Commune-level People's Committee*

*Table 3. Survey results on the real situation of Commune People's Committee's importance towards community learning centers*

No.	Content	Assessment		
		Good	Normal	Poor
1	Promptly advise for the completion of managing staff in CLCs	264 (66%)	118 (29,5%)	18 (4,5%)
2	Direct the CLCs to develop annual plans that are appropriate to the local activities.	176 (44%)	114 (28,5%)	110 (27,5%)
3	Directing the CLCs to coordinate with other departments and sectors to develop and effectively implement regulations on coordination.	146 (36,5%)	126 (31,5%)	128 (32%)
4	Provide the budget to ensure activities of CLCs	146 (36,5%)	64 (16%)	190 (47,5%)
5	Organize assessment of CLCs according to the annual plan	126 (31,5%)	62 (15,5%)	212 (53%)

#### *2.4.2.4. Association for Promoting Education*

Activities of the Association for Promoting Education have not been held regularly with little and inactive coordination with education departments. There are also few training sessions for staff in the association about community learning centers.

Thus, the building and development of community learning centers in Hanoi have been initially taken into consideration the policy regime for CLCs has been gradually implemented to meet the needs of the CLCs. However, participation in the building and development of CLCs at all levels and sectors remain limited. The management mechanism is not clear; the coordination between the education sector and other sectors as well as mass organizations is irregular with low effectiveness.

#### *2.4.3. Real situation of developing the network of Community Learning Centers in Hanoi*

The percentage of community learning centers founded is 100% compared to the number of communes, wards and towns. Regarding 14 districts of old Hanoi, CLCs had been founded and gone to operation in all wards and communes by the end of 2007.

#### *2.4.4. Real situation of managing activities of Community Learning Centers in Hanoi*

##### *2.4.4.1. Real situation of managing programs and activity contents of Community Learning Centers in Hanoi*

*Table 4. Results of implementing programs and activities*

No	Content	Assessment		
		Regular	Considering	Irregular
1	Participate in illiteracy eradication, universalize primary and secondary education	290 (72,5%)	9 (2,2%)	101 (25,3%)
2	Provide knowledge about science and technology to contribute to economic development, hunger eradication and poverty reduction	144 (36%)	16 (4%)	240 (60%)
3	Provide the citizen with knowledge about Constitutional and Legal Legislation	242 (60,5%)	15 (3,7%)	143 (35,8%)
4	Raise awareness of policies and guidelines of the Party and legal policies of the Government	298 (74,5%)	8 (2%)	94 (23,5%)
5	Bring up topics of ethnics, lifestyle for the local teenagers and young adults	184 (46%)	21 (5,3%)	195 (48,7%)
6	Provide knowledge about prevention and treatment of disease, HIV/AIDS, drug abuse, prostitution and social evils	232 (57,9%)	11 (2,8%)	157 (39,3%)
7	Raise awareness of environment protection	290 (72,5%)	9 (2,2%)	101 (25,3%)
8	Communicate knowledge about population, family planning, motherhood, adolescent health care.	243 (60,7%)	12 (3%)	145 (36,3%)
9	Organize short-term vocational training classes for farmers to disseminate experience in hunger and poverty eradication.	290 (72,5%)	5 (1,2%)	105 (26,3%)
10	Organize traditional cultural activities and performing arts of the community, etc.	312 (78%)	2 (0,5%)	86 (21,5%)

It can be concluded that the content of learning programs at CLCs is rather diversified. Nevertheless, those programs are not constantly organized, which results in the low attraction of CLCs for the citizen.

#### *2.4.4.2. Real situation of managing education activities at Community Learning Centers*

Evaluate the results of activities by CLCs: several programs are conducted constantly with high quality such as: illiteracy eradication, secondary and primary education universalization (64%), raise awareness of policies and guidelines of the Party and legal policies of the Government (68,5%); raise awareness of environment protection (71%); organize traditional cultural activities and performing arts of the community, etc. (68,5%). The results reveal that the learning programs at CLCs are very diversified and attract many people. However, quality of these topics still remains quite poor.

#### *2.4.4.3. Real situation of managing the administrative officers and staff of CLCs*

- Administrative officers, teachers and others of CLCs are mostly multitasked staff and guest lecturers. In Hanoi, there is no ward or commune having specific allocation of teachers from primary and secondary schools to work at CLCs.

- Regarding professional qualifications: 42% of administrative officers at CLCs have bachelor degrees, 15% have diplomas and 43% have intermediate certificates.

- Regarding management qualifications: Most of administrative officers at CLCs have not been trained management skills. There is low percentage in the number of CLCs administrative officers have been reduced in terms of management skills.

*Table 5. Survey results on real situation of administrative officers, teachers and collaborator at CLCs*

No.	Assessment	Result of assessment		
		True	Fall	Not sure
1	Adequate in quantity and High in quality	16 (4%)	360 (90%)	24 (6%)
2	Inadequate in quantity and poor in quality	244 (61%)	146 (36,5%)	10 (2,5%)
3	Adequate in quantity and poor in quality.	248 (62%)	144 (36%)	8 (2%)
4	High quality	24 (6%)	358 (89,5%)	18 (4,5%)
5	Poor quality	192 (48%)	202 (50,5%)	6 (1,5%)

**2.4.4.4. Real situation of managing facilities at CLCs**

The existing facilities of CLCs are inadequate, most of which are very poor and out of date. These facilities mainly make use of equipment of People's Committees of communes, wards and towns. Only 9.5% people in the survey said that the facilities and equipment are adequate to meet the requirements of operation. Up to 30.5% of total interviewees commented that facilities and equipment for activities at CLCs are not invested.

**2.4.4.5. Real situation of managing financial investment**

The cost for running CLCs is very insufficient. Few community learning centers have enough budgets to organize their activities (9%). Most of the community learning centers lack sufficient budgets for their operation (88%) while many others have no budget for operation (53%).

**2.4.5. Real situation of directing IT application in managing and operating Community Learning Centers**

*Table 6. Real situation of directing IT application in managing and operating community learning centers*

No.	Content	Assessment		
		Good	Not Good	Not done yet
1	Raise awareness of administrative officers, teachers, and other members at CLCs about the role and importance of IT application in managing and teaching	240 (60%)	148 (37%)	12 (3%)
2	Enhance knowledge and skill of IT Application for administrative officers, teachers and other staff	204 (51%)	156 (39%)	40 (10%)
3	Draw up a plan, organize, direct and supervise the implement of IT application	276 (69%)	92 (23%)	32 (8%)
4	Direct the investment in software and other IT equipment	296 (74%)	104 (26%)	0 (0%)
5	Issue system of guideline document regarding IT application	324 (81%)	68 (17%)	8 (2%)
6	Direct database of Community Learning Centers and system of managing CLCs network	0 (0%)	156 (39%)	244 (61%)

The results of the above-mentioned assessment show that the application of IT in the management and operation of the community learning centers has basically implemented some contents but the results are still very limited.

#### ***2.4.6. Real situation of monitoring and assessment of activities at community learning centers***

The monitoring and assessment of CLCs at managerial level in general and internal assessment in specific are still very limited. The assessment of performance at the community learning centers has not been fully concerned.

#### **2.5. Evaluating the effect of several factors to the management of community learning centers**

##### ***2.5.1. The concern and direction of local authority***

The importance of guidelines and direction from Party leaders and local authority to CLCs have not been fully concerned, especially from communes - direct managerial level to community learning centers

##### ***2.5.2. Competence of administrative officers at community learning centers***

The competence of a group of administrative officers at community learning centers remains limited.

##### ***2.5.3. Programs and contents of activities at community learning centers***

The citizens choose community learning centers to meet their needs of gaining knowledge about one or several fields of concern. Therefore, those seminars in community learning centers that are imitated and mechanical will not certainly attraction citizen's attention.

##### ***2.5.4. The need for regular learning of the citizen***

Encouraging the desire to learn and the needs for regular, continuing and lifelong learning are indispensable factors in the management of community learning centers.

##### ***2.5.5. Socialization of resources (facilities, equipment and finance) for the operation***

For the effective operation of the center, it is necessary to mobilize resources from the community, socialize resources (facilities, equipment and finance) for the operation of the CLCs

#### **2.6. General comments on the management of community learning centers**

##### ***2.6.1. Strengths***

- The community learning centers have successfully disseminated, raised awareness of citizen about lifelong learning, building learning society; diversified method and time for study; contents of learning program at community learning centers have been implemented in the right direction.

- The city authority has promptly issued several mechanisms and policies for the building of learning society and the management of community learning centers.

- Administrative officers, teachers, staff at community learning centers meet the requirement of quantity.

- Community learning centers have provided the opportunity for regular and lifelong learning of the citizen.

##### ***2.6.2. Weaknesses***

- There are limitations in the awareness of a group of officers and citizen about the role, importance and functions of CLCs.

- Mechanisms and policies for community learning centers have not been properly concerned.

- The organization of activities at community learning centers is not regular and the effectiveness of the community learning centers system is low.

- There is little investment for the operation of CLCs. The State Budget spent on CLCs is quite low and cannot meet the requirements for organizing activities at CLCs.

- The system of administrative officers at CLCs has not been promptly completed. Competency of administrative officers remains limited.

- The learning and training programs have not been updated regularly and the contents do not meet the needs of the citizens

- The activities of monitoring, evaluating and supervising the community learning centers have not been implemented constantly.

### **2.6.3. Causes**

#### **2.6.3.1. Causes of success**

Proper policies of the Party, Government and City Authority on building learning society; prompt leadership and direction of the Party and authorizing department; the activity of socializing education has been initially well-implemented; the community learning centers have responded flexibly, promptly and effectively to the diversified needs of the capital workman.

#### **2.6.3.2. Cause of limitation**

Limited awareness of the position, role and function of the CLCs; lack of facilities, teaching and learning materials; irregular training session for administrative officers, teachers and collaborators; lack of resources (manpower, material and finance) invested to the CLCs.

### **2.6.4. Challenges and lessons learned for the management of Community Learning Centers**

- The awareness of the society, the authorities and the citizen on the position, role and function of the community learning centers is inadequate, the concern of local authorities and active participation of the citizen are limited;

- The legal basis, policies and regimes for administrative officers and teachers at CLCs are inadequate, inconsistent and unsuitable;

- Administrative officers and teachers of the community learning centers are lacking in both quantity and quality;

- There is also a shortage of facilities, equipment and learning materials at the community learning centers;

#### **Lessons learned:**

- The policy on building and developing community learning centers must be nationalized and institutionalized into Governmental documents at the central and local levels.

- Party committee and local authority play a decisive role in policy of investment, building and development of CLCs as well as ensuring quality and effectiveness of CLCs;

- The synchronous, close and regular coordination between sectors, unions, organizations through signing and drawing up plans for specific programs are of high essence.

- Promote the socialization of investment resources for the CLCs; To fully utilize material foundations, means and equipment available locally and step by step build their own material foundations and purchase equipment for community learning centers;

- The competency and ability of the management team, teachers and staffs of the community learning centers should be regularly fostered and improved in appropriate ways

## **CONCLUSION CHAPTER 2**

After more than 15 years of establishment and development, community learning centers in our country have a sustainable development, becomes an essential tool for building a learning society from the basic level. However, in addition to the achievements, the CLC model is facing with many existing difficulties in terms of organizational structure, management mechanism, management staff, resources and conditions to develop the CLCs.

Currently, 100% of communes, wards and towns in Hanoi have community learning centers. CLCs in Hanoi have initially been able to promote the benefits of a continuing educational institution, an institution closely linked to the community, meeting the lifelong learning needs of every citizen. . However, the process of managing and organizing CLC activities in Hanoi is still limited. It is necessary to have appropriate solutions with detailed contents and practical measures to fully promote the advantages of a capital in order to develop the CLCs to meet the learning needs of citizen, build successfully a learning community in Hanoi in the renovation context.

### **Chapter 3**

#### **SOLUTIONS TO MANAGE COMMUNITY LEARNING CENTERS IN HANOI IN THE CURRENT RENOVATION CONTEXT**

##### **3.1. Orientation of developing community learning centers in the current renovation context**

*3.1.1. Orientation of social - economic development in Hanoi*

*3.1.2. Orientation of developing community learning centers*

##### **3.2. Principles of building solutions to manage community learning centers in Hanoi in the current renovation context**

*3.2.1. Principle of guaranteeing the scientific nature*

*3.2.2. Principle of guaranteeing the realistic nature*

*3.2.3. Principle of guaranteeing the inheritability nature*

*3.2.4. Principle of guaranteeing the cooperation and linkage nature*

##### **3.3. Solutions to manage community learning centers in Hanoi in the current renovation context**

***3.3.1. Grasping thoroughly and executing political commitment of executive committee of the Party, the government, the ministries regarding the orientation of developing community education centers in order to meet the goal of building a learning society***

*3.3.1.1. Meaning, goals and solutions*

Create signification capacity regarding meeting the frequent demand of learning of each citizen in the community, striving for the goal of developing the economy and the learning society.

*3.3.1.2. Content and implementation method*

*i) For the executive committees of the Party and all levels of government*

- Determine clearly that community learning centers are not only the continuing education institutions in the national education system but also the tools for executive committee of the party hierarchy and the government in combining social - cultural activities in law education mission, technological



transfer, as well as communication of practical knowledge of all committees, unions to all members of the organization.

- Renovate leadership, directing the operation of community learning centers
- Focus on developing plans of organizing training courses to deploy the Party's documents as well as the Government's policies on community learning centers to the leaders of communes, wards, towns.

*ii) For the Division of Education and Training of districts and towns*

- Counsel the executive committees of the Party, government of districts and towns regarding policies and solutions for developing community learning centers
- Coordinate with concerned authorities in order to direct the establishment and development of community learning centers effectively.
- Direct the content and operation forms of community learning centers
- Support professional human resources for community learning centers
- Organize professional training courses for managing teams, teachers, and staff working at community learning centers
- Report on the management and operation of community learning centers to the People's Committee of the districts and the Department of Education and Training periodically

*iii) For management staff of the community learning centers*

- Organize training courses and seminars to exchange experience in order to renovate and increase the awareness of community learning centers' management teams.
- The staff of community learning centers needs to be aware of the importance of building community learning centers in order to develop a learning society.

*iiii) For the Association for Promoting Education and social- political organizations*

- The Association for Promoting Education, social- political organizations and citizens need to understand that community learning centers is a learning model belonging to continuing education system of the national education.
- All social - political organizations and citizens need to unanimously support in actions, understand their own roles and responsibilities in developing community learning centers in order to receive the short term and long term benefits of community learning centers.

*3.3.1.3. Conditions for executing solutions*

- Promulgate Instructions, Resolutions, Programs of Action of the Executive Committee and the Government regarding the management and development of community learning centers
- Develop detailed plans for the execution of the Instructions, Resolutions, and Programs of Action
- Propagate fully and continuously the Party's guidelines, the Government's policies regarding the establishment and development of community learning centers. Organize training courses on community learning centers to leaders and managers of all levels

***3.3.2. Strengthening the organizational structure of community learning centers in accordance with social - economic development conditions of each locality, meeting the demand of education reforms.***

*3.3.2.1 Meaning and goals of the solutions*

Strengthen the organizational structure of community learning centers to guarantee the quantity and increase the quality in order to meet the current requirements and missions

#### *3.3.2.2. Content and implementation method*

- Abide the regulations of organization and operations of community learning centers; as the same time, creatively and flexibly apply organizational model suitable with social - economic characteristics in the communes, wards, and towns.

- Check, strengthen, and arrange current community learning centers to be suitable with learning demand in the current renovation context.

- Renovate the direction and management of community learning centers

#### *3.3.2.3. Conditions of executing solutions*

- The executive committee and governments of all levels should be aware of guidelines and policies of the Party and Government regarding the development of community learning centers

- Create best conditions on human resources and budget for executing plans of developing community learning centers at the localities

### ***3.3.3 Developing management teams of community learning centers with the guarantee for quantity and development in quality, meeting the demand and missions of community learning centers in the present context***

#### *3.3.3.1. Meaning, goals of solutions*

Help the management teams of the community learning centers increase management capacity to complete the missions of managing community learning centers in the current renovation context

#### *3.3.3.2. Content and implementation method*

##### *i) Firstly, check the leadership team of available community learning centers*

- Guarantee that each community learning center arrange enough management staff as regulated by the regulations on organization and operations of community learning centers

- Strengthen the Management team of the community learning centers

##### *ii) Cultivate to increase the capacity of managing community learning centers*

- The management staff of community learning centers needs to be fostered: Developing and organizing plan execution; mobilizing the participation of the community in activities held by the centers; surveying and analyzing people's learning demand; supervising and assessing all operations of community learning centers; mobilizing and managing all resources; establishing the relationships between community learning centers with social organization and unions in the locality.

- Content of cultivating capacity of staff managing community learning centers: Knowledge and skills of managing community learning centers

#### *3.3.3.3. Conditions of executing solutions*

- Need to have long term strategies regarding training, cultivating staff managing community learning centers. Determine that training and cultivating managing staff of the community learning centers is one of the missions of all ministries within this present phase.

- Develop appropriate programs of cultivating managing staff of the community learning centers. Develop regulations and structures to carry out training and cultivating missions

### ***3.3.4. Direct the renovation of content, programs, forms of organizing learning at community learning centers in order to meet the social demand and develop the learning society***

#### ***3.3.4.1. Meaning, goals of solutions***

Need to develop the learning content and programs in the community learning centers suitable with learning demand of the community in each specific period of time

#### ***3.3.4.2. Content and implementation method***

- Direct the renovation of learning content and programs
- Diversify teaching method, teaching tools suitable with the learning content and programs as well as learners
- Forms of learning organization at community learning centers need to be renovated suitably with the learning content and programs as well as teaching method and learning means

#### ***3.3.4.3. Conditions for executing solutions***

- Managing staff of the community learning centers must be aware of ways of investigating the learning demands, conditions, and capacity of people in the locality. Develop the learning content and programs of guaranteed quality, meeting the demand of the people
- Launch the movement of developing family and learning community suitable with conditions of each locality.
- Invest on teaching equipment

### ***3.3.5. Carrying out effectively the missions of cooperating all management institutions in managing community learning centers in order to meet the people's demand of lifelong learning***

#### ***3.3.5.1. Meaning, goals of solutions***

Mobilize the participation of all managing institutions of all levels, mobilizing all resources supporting the operation of community learning centers in order to help the centers reach their fullest potential of their roles in the community.

#### ***3.3.5.2. Content and implementation method***

- For the Department of Education and Training: Preside over, combine with all concerned departments to regulate and guide to execute the plans; develop documents relating to continuing education as well as developing learning society.
- Department of Labor, War Invalids and Social Affairs: Preside over and combine all concerned departments as well as districts, towns...in developing vocational education systems; which related to manufacture, rural area,... and suitable with each locality as well as condition of social - economic development on the capital.
- Department of Culture, Sports and Tourism: Preside over and combine all concerned departments as well as The people's Committee of districts and towns in order to develop and carry out plans of promote lifelong learning activities in libraries, museums, houses of culture, clubs...
- Department of Information and Communications: Direct news agencies to develop columns and propagate on developing learning society
- Department of Planning and Investment, Department of Finance: Consult the People's Committee of the city to balance, arrange budget for all departments, districts, towns to carry out as regulated.

- Other departments: Take responsibility for supplying lifelong learning and creating advantageous conditions so that all officials and public servants as well as labors can study all their life

- The People's Committee of districts and towns: Develop plans for developing learning society in their own locality suitable with strategies of social - economic development of each locality up to 2020.

- Association for Promoting Education: Combine with organizations, social forces in propagating, mobilizing people in lifelong learning, developing learning society and developing community learning centers

- The people's committee of the communes: Directly manage community learning centers regarding organization, human resources, operation content and plans of community learning centers.

#### *3.3.5.3. Conditions for executing solutions*

- Need to establish good operating structure, combining in operation

- Assign tasks for each institution and unit in developing learning society, managing community learning centers

- Management staff of community learning centers must be aware of the important roles of departments in order to cooperate in managing community learning centers

#### ***3.3.6. Directing in applying Information technology in managing and teaching in order to improve operation quality of community learning centers, contributing to the goal of developing a learning society.***

##### *3.3.6.1. Meaning, goals of solutions*

Apply information technology in order to improve the managing and teaching quality, contributing to the improvement of learning and cultivating quality of community learning centers.

##### *3.3.6.2. Content and implementation method*

- Step up the application of information technology in management

- Step up the application of information technology in teaching to improve learning and cultivating quality at community learning centers

##### *3.3.6.3. Conditions for executing solutions*

- The direction and interest of The Department of Education and Training; The Determination of leaders of community learning centers; The support of local government, The high unanimity of teachers and staff of the centers.

#### ***3.3.7. Reinforcement of supervision and evaluation of educational activities in community learning centers .***

*3.3.7.1. Meaning and objectives of the measure:* To supervise, examine and identify the achievement of the activities in community learning centers .

##### *3.3.7.2. The content and implementation of the measure:*

- Identifying the aims and requirements of the supervision and evaluation of the educational activities in community learning centers .

- Planning and supervising, evaluating the educational activities in community learning centers in a professional manner.

##### *3.3.7.3. Conditions to implement the measure*

- The managerial staff must understand the aims and requirements of the supervision and evaluation; must have the ability to plan, supervise and evaluate the activities of community learning centers ; must be capable of analysing and processing the outcome of the supervision and evaluation.

- The supervision and evaluation process must be objective, truthful and generate motive for the development and improvement.

### **3.4. Testing and trial of the proposed measures**

#### **3.4.1. Testing the necessity and feasibility of the measures**

##### *3.4.1.1. Testing purpose*

Evaluating the necessity and feasibility of the measures

##### *3.4.1.2. Testing description and methodology*

- Testing description: to examine the necessity; to examine the feasibility

- Testing methodology: Discussion through questionnaires and interviews

*3.4.1.3. Testing objects:* including 60 managerial staff of community learning centers, 45 managerial cadres of the local authorities and 85 managerial cadres of the municipal and district education management authorities and governments. There are 190 people in total.

##### *3.4.1.4. Testing results*

- The 7 measures are all assessed as necessary and feasible.

- The measure 1 and 2 are assessed more necessary than the other measures (rated as very necessary at 92.1% and 91.6% respectively). The measures 6, 4, 3, 7 and 5 are rated less necessary. However, for all the measures, the necessity is rated relatively high at 86.8%, 86%, 83.6%, 83%, and 80% respectively.

- The measure 1, 2 and 6 are rated more feasible than the other measures (at the feasibility rate of 86.8%; 86.3%, and 85.8% respectively). The measure 3, 4, 7 and 5 are assessed at less feasibility rate. Anyway, the opinions in favor of the very feasible and feasible rates for those measures account for a relatively high percentage.

#### **3.4.2. Trial of the proposed measures**

##### *3.4.2.1. The aims and requirements of the trials*

The trial of the two measures is to confirm that the proposed measures of the thesis are accurate and effective in the management of Hanoi-based community learning centers in particular and nationwide in general in the current innovation context.

##### *3.4.2.2. The trial description*

*Measure:* To strengthen the organisational structure of community learning centers in response to the local socio-economic development reality, meeting the demand of education innovation.

*Measure:* To direct the innovation of the curriculum and learning modes of community learning centers in response to the social demands and aiming at learning society development;

*3.4.2.3. Trial duration:* From November 2014 to April 2016.

*3.4.2.4. Test sample:* the two measures are tested at three community learning centers in 3 districts of Hanoi city.

##### *3.4.2.5. Criteria of trial assessment*

The trial of the measure: “*Strengthening the organisational structure of community learning centers in response to the local socio-economic development reality, meeting the demand of education innovation*” include the criteria of: the number and components of the Directors’ Board members, the managerial and professional competence; professional training for the Directors’ Board; advisory roles for the authorities and the Party in respect of the leadership and direction for community learning centers; cooperating with the relevant authorities in the management of community learning centers; the effective management and utilisation of the resources in community learning

centers ; the organisational and managerial regime; the number of participants at community learning centers .

The trial of the measure: “*Directing the innovation of the content, curriculum and learning modes of the community learning centers in response to meeting the demands and developing the study society*”, includes the criteria of: implementing study need surveys of the objects; setting up specialised projects meeting the study needs of the learners in the area; building up the materials for study activities in community learning centers ; study facilities; applicable ICT in study activities of community learning centers ; the number of participants in the projects of community learning centers .

#### *3.4.2.6. Implementing the trials*

From October 2014, the thesis author worked with the Departments of Education and Training, district party committees, relevant authorities and agencies in three districts to agree on the trial implementation.

From October 2014, the thesis author worked with the Directors of community learning centers to implement the trial in three community learning centers in the above-mentioned districts.

From October 2015 to December 2015, the thesis author and the center Directors evaluated and synthesized the trial results at community learning centers , drew conclusions from the actual trials.

From January 2016 to February 2016, the thesis author reported the evaluation and conclusion of the objective reality, completed the scientific seminar and prepared to fulfil the doctoral thesis.

Implementation procedure: *Step 1.* Researching and evaluating the actual conditions and the measures already applied by the community learning centers prior to the trial implementation; *Step 2.* Training the collaborators for the participating centers. *Step 3.* Implementing the trial of the measures. *Step 4.* Synthesizing and evaluating the result of the trial implementation.

#### *3.4.2.7. The outcome*

For the measure of “*To strengthen the organisational structure of community learning centers in response to the local socio-economic development reality, meeting the demand of education innovation*”

After the trial period: The Directors’ Boards of the community learning centers have been fully strengthened in terms of the number and quality. The majority of the Directors’ Boards are qualified with tertiary education. The directors of the community learning centers are the leaders in the communal party and authorities. Especially, in Duc Giang community study center, the director is the standing Deputy Secretary of the Party Committee, enabling the organisation of the center activities and calling for the community to participate in the center activities. The center’s managerial staff are regularly trained with the center management skills, focussing on the center operation skills. In all 3 trial centers, the Party Committees issued the resolution on building up the study society, developing community learning centers ; the communal People’s Committees include the study society development in the annual plan of the communes, issue the directives for the commune’s sectors to implement the study and talent promotion schemes, to develop study society and allocate budget for the community learning centers ’ activities.

For the measure of “*Directing the innovation of the content, curriculum and learning modes of the community learning centers in response to meeting the demands and developing the study society*”

After the trial period: The content and activities in the community learning centers are diversified and various, meeting the needs of the participants and catering the cultural, socio-economic life of the community and people. The 3 community learning centers all fulfilled the educational activities, especially attracting homeless and needy children to access the study opportunities, cooperated with the relevant agencies and committees to organise the specialised talks for the community.

Trial conclusions:

For the measure of “*To strengthen the organisational structure of community learning centers in response to the local socio-economic development reality, meeting the demand of education innovation*”: In general, the centers agree on the meaning and impacts of the measure, especially the implementation approach of the measure as proposed by the thesis.

The participating centers all agree that in the current innovation context, the measure of strengthening the organisational structure of the community learning centers are crucial for centers.

For the measure of “*Directing the innovation of the content, curriculum and learning modes of the community learning centers in response to meeting the demands and developing the study society*”: The participating centers highly appreciate the necessity, appropriateness and feasibility of the measure.

At the end of the trial period, the thesis author surveyed 150 people including the academic managers, teachers (offices of education and training, regular education centers, community learning centers), governmental staff (district people’s committees, Party Committee, communal people’s committees) and center participants. Those are the people in the locality of three participating community learning centers. In addition, there are 10 other community learning centers who regularly attended the seminars of the thesis project.

The result of 150 questionnaires (100% questionnaires are fully completed in the measure groups) is presented in the following table:

*Table 7: Opinion survey on the measures (mean score for each measure)*

<b>Pos.</b>	<b>Measure</b>	<b>Appropriateness</b>	<b>Feasibility</b>	<b>Decisiveness</b>
1	To strengthen the organisational structure of community learning centers in response to the local socio-economic development reality, meeting the demand of education innovation	2,82	2,77	2,72
2	Directing the innovation of the content, curriculum and learning modes of the community learning centers in response to meeting the demands and developing the study society	2,82	2,52	2,65

### **CHAPTER 3 CONCLUSION**

7 measures for the management of the community learning centers in Hanoi city in the current innovation context are suggested.

The measures covering the fundamental stages of the management of the community learning centers are structured with the content and process appropriate for the management of community learning centers, taking into account the general impact measure in the locality in order to strengthen more effective and convenient management.

The measures are of necessity and feasibility.

The trial results show a high rate of consent with the proposed measures by the surveyed objects.

## CONCLUSION AND SUGGESTION

### 1. Conclusion

1.1. Building a study society and life-long study demand represents a general trend in the modern world.

1.2. The community learning centers in Hanoi have contributed to the cultural standard improvement, on the spot human resource training, gradually improving the living standard, constructing the unity... However, besides the achievements, the development and management of the community learning centers in Hanoi remains slow and unsystematic with the quality and performance falling short of expectation and requirement.

1.3. The thesis suggests 7 measures for the management of the community learning centers.

- To fully abide by the political commitments of the Party committee, authorities and relevant sectors in regards of the development of community learning centers to build up a study society;

- To strengthen the organisational structure of community learning centers in response to the local socio-economic development reality, meeting the demand of education innovation;

- To develop the managerial staff of the community learning centers in terms of adequate number, quality improvement, meeting the role requirements for community study center in the current innovation context;

- Directing the innovation of the content, curriculum and learning modes of the community learning centers in response to meeting the demands and developing the study society;

- To implement efficiently the coordination between the management authorities in managing the community learning centers to meet the life-long study demand of the local people;

- To direct the application of ICT in management and teaching activities to improve the quality and performance of the community learning centers to contribute to the development of the study society;

- To strengthen the supervision and evaluation of the educational activities in the community learning centers.

1.4. The trial results show the effectiveness of the measures.

### 2. Recommendations

2.1. *To People's Committee of Hanoi city*

2.2. *To Department of Education and Training of Hanoi city*

2.3. *To the Study Promotion Association of the City*

2.4. *To the Office of Education and Training*

2.5. *To the Community Learning Centers*