

## Revisiting Lifelong Learning and Its Practices in Vietnam

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### ABSTRACT

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Education is an indispensable sector for a country's sustainable development. To maintain its continuity, government-based policies and related stakeholders in learning need to be considered to promote lifelong learning. This narrative literature review addresses international concepts of lifelong learning in Europe and how it has been implemented in Vietnam. The findings indicated that Vietnam faced more challenges than other developed countries, and some factors impacted LLL in Vietnam, such as legal frameworks, facilities, foreign language literacy, etc. The review also provided discussions for lifelong learning in Vietnam.

### Introduction

Lifelong learning (LLL) is on the agenda of many nations in the world, regardless of economy, culture, or religion. It is still considered a long-run mission for education locally and globally (Le, 2020). According to European Commission (2001), lifelong learning (LLL) is the constant process of activities conducted throughout life. The benefit of lifelong learning (LLL) is that it could provide learners with further chances to improve themselves as well as serve the society they belong to. LLL could occur in all modes of learning, including formal, non-formal, and informal. According to Dib (1988), formal learning could take place at general schools and colleges and lead to being recognized by credits or qualifications. In the meanwhile, informal learning could have occurred in daily life, family, and the community. Learning, in this sense, means unstructured actions. On the other hand, non-formal learning is the form whereby planned programs are offered to learners. It could be complementary to formal learning. Nonetheless, this form could or could not lead to qualification as formal education (UNESCO & UNICEF, 2011). The stakeholders and components in LLL could encompass individuals, policymakers, teachers, school systems, and forms of learning. In respect of the perspectives of the policymakers, it is important to build up a knowledge-based society and release educational strategies, policies, and campaigns that motivate citizens to pursue the long-term learning process or lifelong learning. Additionally, the Industrial Revolution 4.0 (IR 4.0), where automation technology is an integral part of humans' productivity, could boost human labor markets. As a result, as a citizen, the demand for learning and upgrading personal

competence may be crucial in a modernized society. In Europe, various initiatives relating to LLL have been introduced by governments and inter-organizations in the European community to train citizens' skills to keep up with globalization (Commission of the European Communities, 2001; World Bank, 2003; European Commission, 2015). For instance, financial investment in LLL for the 2007-2013 period was released in 2006 by the European Commission with the value of €7 billion in the Lifelong Learning Program that stimulated people in Europe to get further studies without age limitations (European Commission, 2015). The E.U. agencies expected that the E.U. could become a world quality reference throughout this action program. In the Asia settings such as Bangladesh, China, Philippines, Malaysia, South Korea, Thailand, and Vietnam, LLL is the milestone when governments have attempted to release legal documents to aid LLL and adult education (Singh, 2002; Admed, 2014; Tan, 2017).

In Vietnam, reforming education policy nationwide in Vietnam has been implemented since 1993 historically. According to Vietnam Communist Party, LLL is both the citizen's right and obligation (Pham, 2014), which is officially institutionalized in the Education Law (National Assembly, 1998). Moreover, LLL in the Vietnam context belongs to a non-formal education system where it could help learners to adapt themselves as well as the labor market.

The aims of the current paper review the international concept of LLL and how LLL in Vietnam has been nurtured. The hindrances, solutions, and recommendations relating to LLL are also discussed to stimulate LLL for ongoing and further actions.

## Literature review

### *Lifelong learning in Europe*

The current paper highlights the concept of LLL that some international agencies in Europe have defined. The discourse of LLL is divided into two different paradigms involving the humanistic and the following capitalistic approaches as well as its priorities (Khuc, 2019).

In terms of the humanistic paradigm, according to The UNESCO Lifelong Education Unit, Faure et al. (1972) report provided the publication "Learn to be: the world of education today and tomorrow". This report affirmed that learning should be considered a continuous process in which learners, through connecting to the world, could obtain their objectives to adapt to the world closely (Khuc, 2019). Furthermore, it also stated that learners, as humans, could make decisions on their learning demands. Similarly, Biesta (2006) and Vaughan & Walker (2012) also find out that individuals' engagement in LLL is to obtain equality and freedom, enhance their personal lives, and connect with uncertain settings. Wain (2001) contends that the whole society is different individuals' resources of education to nurture individual empowerment, initiative, and self-determination. Another report of LLL, namely the Delors Report with the theme "Learning: The Treasure Within" (1996), highlights the concept of the knowledge-based community throughout a country's education system when people need to develop themselves in society.

Nevertheless, Europe was the center of capitalism in the seventies, where economic competitiveness was a priority. The fact that humanistic paradigm of education does not

maintain the needs of capitalism. This paradigm shifts in the thought of education (Wain, 2001; Ruggero & Yuri, 2018). On the other hand, the capitalistic paradigm confirms that LLL is influenced directly by the economic imperative in Europe. Capitalism considers LLL is aligned with its needs of it. To say it clearly, LLL closely relates to the labor economy and prosperity (Khuc, 2019; Rubenson, 2011). In this sense, the objective of learning and education is to cater for competitiveness and economic growth in modernization. Particularly, in 1973, the Organization for Economic Co-operation and Development (OECD) was about to initiate recurrent education campaigns. The aim of these actions for intergovernmental agencies in Europe was to realize lifelong education in better understanding. Pragmatically, OECD proposed the campaign, namely "Paid educational leave" (PEL), to Sweden, Britain, and German. As a result, there were Literacy Resources Agencies for Adults around Britain, such as in England, Wales, and Scotland. In German and French, they called *Bildungsurlaub* and *Congé de formation*, which meant the educational holiday to motivate cultures, competitiveness, and social equality for adult generations. In French, it has been taken into consideration in law on continuing education at that time. According to Field (2001), the action of capitalism results in debates on intergovernmental bodies such as UNESCO, OECD, World Bank, and European Union (E.U.) in Europe was taken. Summing up, L.L. in capitalistic approach is "education for the knowledge economy" (World Bank, 2003).

## **The LLL in Vietnam education**

### *Introduction of Vietnam*

Vietnam is a developing country belonging to the Association of Southeast Asian Nations (ASEAN) with an area of 331,000 square kilometers and sharing borders with China in the North, Laos, and Cambodia in the west, and the Pacific Ocean in the east and the South. Historically, Vietnam gained its first independence from the French in 1945. Later, it was under U.S. colonization during the Vietnam war and regained freedom in 1975. This country emerged a significant socioeconomic leap in 1986 when the government decided to open doors and step forward from a centrally planned management to a socialist-oriented market economy. The Gross Domestic Product (GDP) growth rate has gained 7.08% since 2008, according to the General Statistics Office of Vietnam.

It is said that Vietnam is a multi-ethnic and multilingual nation with 63 provinces under the central government of the Vietnam Communist Party, including 643 districts, towns, and provincial areas and 11,145 communes, wards, and towns under district management (General Statistics Office 2012 as cited in MOET 2015). Socio-culturally, the population, has got around 96 million (Huong, 2021) and is the third population in the ASEAN, with 54 ethnic groups speaking more than 100 different local languages. According to World Bank data, 53 groups, who are ethnic minorities with a total population of around 14% of the country's population, are living in rural and remote areas. Furthermore, Vietnam's human development needs to be considered, according to World Bank. Vietnam's Human Capital Index value positioned 105 out of 177 countries in 2007. Significantly, it ranked 48 out of 177 countries in 2017.

### *The educational system in Vietnam*

The Confucianism philosophy, which belongs to Chinese ideologies (Taoism and Buddhism) has been a fervid impact on Vietnamese education since the 11th Century (Kwak, Kato, & Hung, 2016; Tran, 2018). This Confucian heritage cultures persist in indigenous and local Vietnamese identity and has been embedded today.

In the late 19th Century, it was replaced by the French system of schooling to cater mainly to the colonial administration. The new educational orientation focused on sectors such as economy, medicine, pharmacy, engineering, the social arts, and more in Hanoi and in Saigon (Pham, 1995). When the Second World War occurred, the French lost control. Thus, the French-based institutions disappeared gradually. A historical milestone that caused Vietnam to be two political regions, namely the North and the South, was taken in 1954. In the North, the Soviet model of higher education was approved and applied. According to this model, mono-disciplinary research institutes, institutes, and colleges were to serve governmental management only. In the South, the United of America took over from the French in the South, revised, and established colleges and universities based on the French style. Besides, the trend to get higher education in the South was more prevalent than in the North. In addition, private higher education was declined in the South but unallowable in the North (Anh & Hayden, 2017). In 1975, the fact that Vietnam's Communist Party defeated the U.S. colonization in the South made reunification and adopted the Soviet-style centralized economic management of the whole country.

In 1986, the Soviet-style centralized economic planning was replaced by a socialist market orientation, namely Economic Reform. During the reform stage, officials and scholars used Russian as a foreign language. The significant reform brought opportunities for private agencies in education in the early 1990s. According to Anh and Hayden (2017), two national and three regional universities were built.

Under French colonization in the 1940s, Vietnam education was offered to learn chances for only to a very limited number of local Vietnamese citizens. This resulted in a nationwide illiteracy rate of around 95%, which was conceptualized as being unable to read and write after the first independence in 1945. Article 15 of the Vietnam National Assembly stipulated that elementary education was compulsory as well as free in 1946. As a result, there was a significant reduction in the illiteracy rate, which accounted for 6% in 2000 (MOET, 2009) in independent time. According to the World Bank, in 2007, the percentage of literate people aged 15 to 35 was 95.54% in 2004.

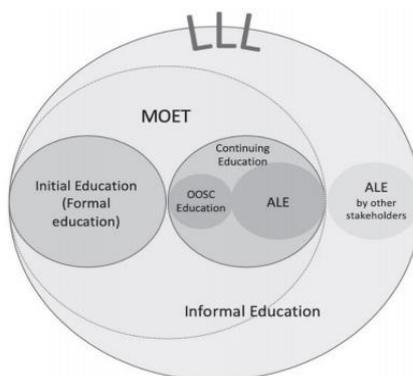
The Vietnam government follows socialism. Currently, centralized management is the primary driver of the educational system. Hence, the LLL curriculum has been developed by the Vietnam government. Grounded on Clause 4 with Article 1 and Clause 45 with Article 2 in 2005, the National education system of Vietnam comprises formal education and continuing education. The continuing education programs concentrate on in-service education, distance learning, and self-study.

It is structured of five years for primary, four years for secondary, and three years of the high school system, higher education (college and university), and professional education. Besides,

The Ministry of Education and Training (MOET) manages education primarily, other related government bodies such as the Ministry of Labour, Invalids and Social Affairs (MOLISA), the Ministry of Information and Communication, the Ministry of Planning and Investment and the Ministry of Culture, Sports and Tourism participate in education in which MOLISA is responsible for vocational training programs mainly.

### *Lifelong Learning in Vietnam*

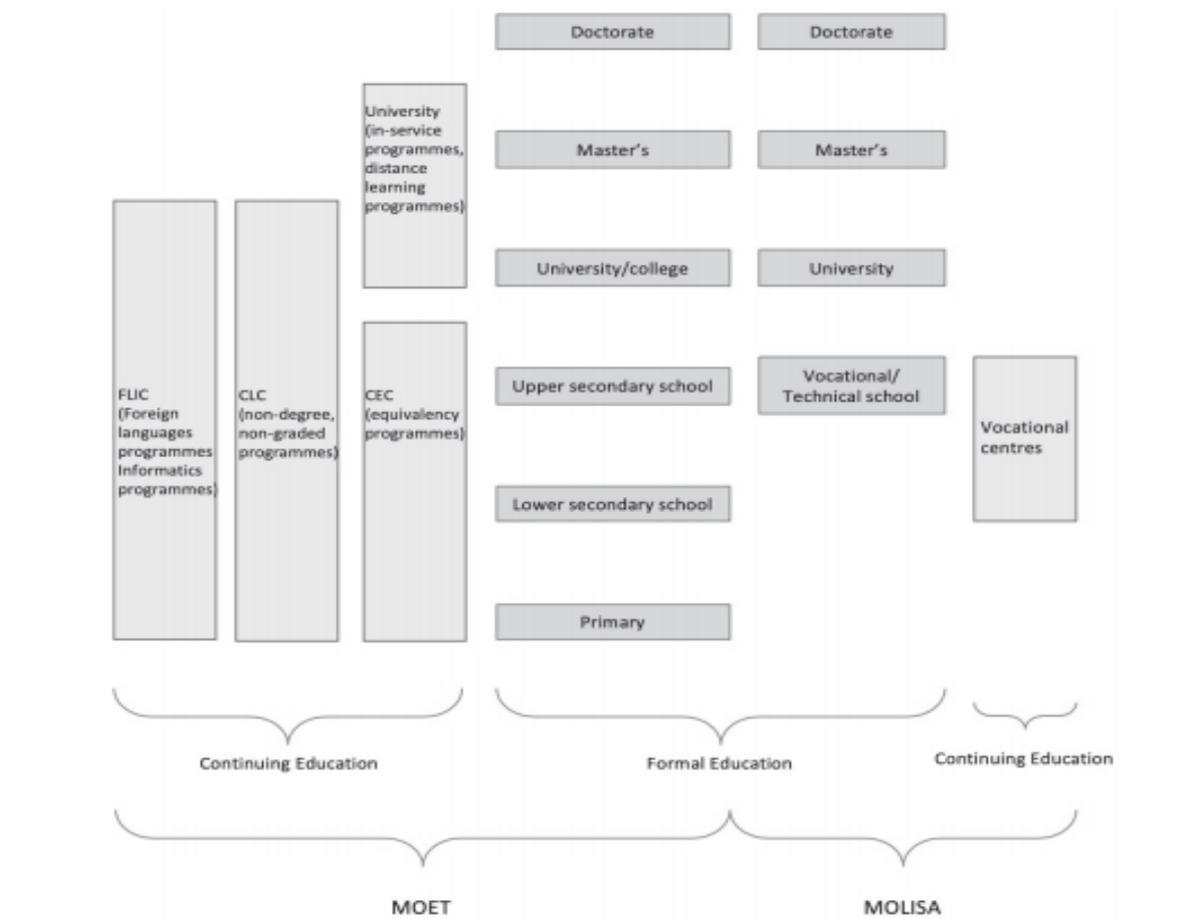
Grounded on the ups and downs of kaleidoscope of historical developments in Vietnam, there has been a half-decade LLL to be known since 1975. The term "non-formal education" appeared first and officially in the 1998 Vietnam Education Law. Interestingly, that term was replaced by Continuing Education Law in 2005 in the Open Educational Development Policy. The 2019 Education Law encompassed this term in the legalization (Suwithida & Johann, 2020). According to ASEM LLL Hub & UNESCO Hanoi, 2010 cited in Quyen, 2019, LLL in Vietnam concentrates on five domains: formal education, vocational education, distance education, and continuing education centers (CECs), and community learning centers (CLCs) in Figure 2.2. Continuing education highlights promoting LLL from the primary school system and addresses groups of learners, including the young generation and adults. However, young groups participate in local CECs, CLCs, Foreign Languages Centers, and Informatics Centers. And then, learners could jump into formal education as the public prefers formal qualifications culturally. Hence, adult learners are the main target of continuing education in Vietnam, as mentioned in Article 43 of the 2019 Education Law basically. To put it another way, adult learning and Education (ALE) are considered supplementary sectors of continuing education in Vietnam (Carlsen, 2016; Suwithida & Johann, 2020). Figure 2.2 visualizes the position of ALE in the educational system.



**Figure 1.** The ALE in the Vietnamese educational system (Suwithida & Johann, 2020)

Besides Vietnam MOET, Figure 2 shows that the Ministry of Labour, Invalids and Social Affairs (MOLISA), Vietnam Fatherland Front (VFF), Vietnam Association for Learning Promotion (VALP), the Vietnam Women's Union, and the Communist Youth Union are other stakeholders that also contributes to LLL in Vietnam (Suwithida & Johann, 2020). At MOET, LLL at higher education engages learners through online distance programs under the management of two universities, Ho Chi Minh Open University and Hanoi Open University, and other schools. Furthermore, MOLISA also supports LLL through the Vocational Centers

system and the Vocational School and College system under the socialism of Vietnam. The Communist Party of Vietnam plays the utmost role in the country's development. Particularly, they instigated the Framework on Building a Learning Society for 2005-2010 in corners such as provinces, cities, districts, and communities (Desjardins, Melo, and Lee, 2016). Later, the extension of the 2012-2020 project was released with four objectives (Carlsen, 2016), including the literacy movement and universalization of education, foreign language and computer skills at the workplace, vocational skills, and soft skills. The Learning Society Scheme in 2021-2030 has been approved in Decision No.1373/QD-TTg (Prime Minister, 2021).



**Figure 2.** Continuing education institutions governed by MOET and others (Suwithida & Johann, 2020)

*The comparisons of LLL between the international and Vietnamese views*

There is a slight difference towards to LLL in promoting LLL (Lee & Kim, 2016). Hence, the comparisons have been carried out to understand LLL in Vietnam.

**Table 1.** The comparisons of the international and Vietnamese views (Carlsen, 2016).

Terms	The International concept	The Vietnam concept	The Rational and Implications
Formal education	Organised and training leads to formal qualification intentional education and training leading to formal qualifications.	Full-time education in mainstream education leading to formal qualifications.	<ul style="list-style-type: none"> <li>- Curricula and qualifications decided by the government.</li> <li>- Education subsidised by the government.</li> </ul>
Non-formal education	Organised, intentional learning, education and training, not leading to qualifications, but to increased competences.	Education provision outside the mainstream education system (supplementary, part-time, distance mode of learning, fee-paying adult education at higher education institutions), leading or not leading to qualifications.	Vietnamese concept reflects: <ul style="list-style-type: none"> <li>- Inadequate recognition of non-formal education.</li> <li>- Shortage of attention due to quality.</li> <li>- Financial contribution of learners.</li> </ul>
Informal education	Unintentional learning and not leading to qualifications.	Not approved yet.	

### *The hindrance of LLL in Vietnam*

Table 1 pointed out some discrepancies in applying LLL between international and Vietnamese concepts. Though MOET and related agencies in Vietnam put an attempt into LLL to obtain remarkable achievements, it still has some weaknesses within it.

Firstly, due to the low-economic country, among three objectives of the international concept in LLL involving the personality, democracy, and economy among learners, the economic-based orientation may be the priority in Vietnam (Khuc, 2019). The rest of the two is perhaps to be subordinated. Particularly, the recent actions of the MOET mainly focus on employability but ignore life quality and democracy. One of the projects that the MOET has launched is the National Foreign Languages 2020 Project, and it is extended to 2025 to enhance foreign language proficiency. This project highlights the roles of English among other foreign languages and other desirable skills to adapt the globalization. These projects have caused learners to learn English instead of learning voluntarily. Freire (1970) states this prevents Democratic rights and freedom in education.

Secondly, it relates to the quality of the LLL curriculum. Most learners in distance learning and continuing program are not as qualified as those in formal programs. The main reason for it is that the continuous schools or centers skip classifying learners' competence at

enrollment (Khuc, 2019). Also, Duong (2015) finds that the schools or institutes that offer LLL programs train post-literacy courses for learners who fail in public school. One related problem that should be considered is that the status of "fake learning, real degree or degree illness" has pertained in the market (Lee & Nguyen, 2006; Quyen, 2019). Thus, the learners' and schools' vague outcomes and the loose management of LLL do not appeal to the public's concerns and beliefs (Khuc, 2019 & Desjardins, Melo & Lee, 2016).

Another important downside, due to the unqualified quality of the LLL curriculum and learners' performances, has been found in Vietnamese learners, teachers, and employers themselves. LLL was considered the second option when formal education fell (Pham, 2014). Employers' perspective on LLL is the problems and resolution of formal education. Therefore, LLL has been a still talk show for educational stakeholders in Vietnam. Yet, exam-oriented systems, achievement diseases, and degree appreciation have existed in education in Vietnam. The phenomenon of inflation of degree holders has led to underestimating personal capacity. So, it is understood the importance of formal education is more outstanding than that one of continuing education in Vietnam (Pham, 2014).

An additional disadvantage of LLL in Vietnam is the modest financing (Lee & Kim, 2016; Desjardins, Melo, & Lee, 2016). This results in poor investments in infrastructure and the quality of LLL. And commitments between government and private investments seem to be insufficient to awaken to LLL.

#### *Previous studies*

The research findings by Thuy et al. (2022) reveal that to enhance teachers' LLL at the level of secondary schools in northern mountainous provinces such as Cao Bang, Bac Can, Quang Ninh, Ha Giang, and Lao Cai in Vietnam, the strongest influencing factor among teachers is self-improvement. Teachers face various restrictions, such as a shortage of computer literacy, foreign language proficiency, and financial resources. Also, aspects such as personal inspiration and motivation play a radical role in teachers' self-improvement.

Toha and Ju (2021) conducted theoretical research to evaluate the lifelong education system in both Korea and Vietnam, especially in the Vietnam context. The finding reveals that lifelong education in Vietnam has made remarkable progress in building a learning society. However, it is in the initial development when compared with Korea. The shortage of systematic and legal frameworks is the focus.

Nguyen, Luu, & Ho (2020) examined the potential factors affecting LLL among 332 Vietnamese college students at economic universities aged 19 to 24. The results indicated that organizational culture and human resource development are primary elements. Motivations and types of enterprise are subordinated. Yet, based on demographic nature, females get more involved in LLL than other groups. The relationship between demographics and lifelong learning was tested, indicating that males have a stronger interest in learning than females. The result of the study also shows the impact of different types of business sectors on employees' learning intentions. It points out that the domestic private type of enterprise is the most effective factor that has a positive relationship with the lifelong learning of individuals.

In a study by Thuy and Thuy (2019), STEM (science, technology, engineering, and math)

education has been applied in Southeast Asia. The STEM method is effective for CLCs in Ha Giang city, Northern Vietnam. As mentioned in Figure 2, CLCs are integral to Continuing Education (Figure 2). Particularly, the quality of education for minority students in three rural communities is improved. As a result, this method is useful for building up a learning society and lifelong learning. Regarding geographical regions and other aspects reflecting disadvantages, the STEM method shortens the educational gap between mountainous areas and city ones.

Desjardins, Melo, & Lee (2016) did three case studies of ALE and policy-based trends among Korea, Norway, and Vietnam. Clearly, Korea and Norway are members of the OECD, and Vietnam is not. The findings reveal that Norway obtains ALE successfully thanks to its rich ALE history and culture, being recognized by the government and public perspectives, and adequate incentives. One of the key elements for this Nordic country to make ALE flourish is the range of provisions such as working places, local high schools, educational associations, language training centers for refugees, and distance education. The case of Korea is not disparate at all. This country is doing well at investments for ALE in work environments especially small and medium-sized enterprises (SMEs) domain. Notwithstanding, the discussed findings in Vietnam provide unease. According to World Bank (2022), Vietnam is a developing country, and its education in Vietnam is affected by geography. Locals with disadvantaged regions such as mountainous, remote, rural, and ethnic are not as supported as other areas in terms of social welfare and education-based policy. CLCs plays an utmost role in Continuing education in Vietnam. The roadmap for the infrastructure of CLCs is that instead of building and designing new facilities, Vietnam could leverage materials from the existing school, healthcare centers, and local religious establishments as CLC gatherings. Moreover, CLCs are carrying financial burdens. These slow down the quality, sustainability, and development of CLCs in Vietnam.

## Research Methods

The literature review aims to explore the original concepts of the LLL and the factors that affect LLL in Vietnam. The method used in the study is a narrative literature review that summarizes the international concepts of LLL in Europe and seeks implications in Vietnam education. The reasons for choosing this research method are to get an overall overview of LLL and its practices in Vietnam. Additionally, not many studies relate to LLL in Vietnam, which could be a lack of research evidence. Narrative literature is a suitable method for the current study.

## Findings and Discussions

In comparing LLL in Vietnam with countries in OECD, the current literature review has findings. Firstly, the international concept of LLL and Vietnam is not the same. Particularly, non-formal and informal education requires the certain concentrations of government and public as in formal education in Vietnam. Thuy et al. (2022) confirm that two of these kinds of sub-sectors seem not to be the priorities of the related organizations in reality. There is a demand to establish a legal framework for the entire country to trigger LLL. The set of legalizations

needs to be statutory soon for the present and future of LLL. Even Vietnam could contextualize the Korean experience to develop LLL.

Secondly, the quality of education in Vietnam has discrepancies based on the demographic characteristics and the diversity of local Vietnamese cultures. Thus, in terms of technical and physical matters, the demand to get support from volunteering organizations, government, private groups, and international agencies such as SEAMEO, UNESCO, and WHO is significantly decisive due to the lack of schooling facilities, teaching materials for teachers and educators delivering lessons at disadvantage locations (Thuy et al., 2022) in order to ease the burdens. Even the hindrances that teachers, volunteers, and students in such areas are facing have been mentioned in many channels of mass media locally and internationally. Overall, well-equipped facilities could encourage participants, including trainers and students, to work better.

Thirdly, the importance of applying the internationally updated teaching methods for not only pupils belonging to the formal education system but continuing education. For instance, the STEM method is to assist local people in underdeveloped provinces towards LLL (Thuy & Thuy, 2019). Teachers, managers, and other school stakeholders in the STEM program need to be trained in both theories and implementation of such new teaching methodologies. In addition, facilities catering to the new methods again should be ready for the up-and-coming renovations. These are considerations directly affecting teaching quality and appealing strongly to the alignment and local and oversea communities.

Next, the connection between SME entrepreneurs and the workforce could enrich LLL. Particularly, the contributions of SMEs account for more than 90% of the overall picture of Vietnam's economy (Nguyen, Khuu, & Nguyen, 2018, cited in Tuan & Rajagopal, 2022). Quyen (2019) conducted an analysis of preparation for the future workforce in Singapore and shed light on the lessons for the Vietnam context. The Singaporean government successfully heightens awareness of LLL and skill upgrading for their citizens through action programs, on-the-job training, LLL, and so forth. Certainly, what Singapore has achieved is surely not a perfect approach. However, Vietnam could make a lesson to adapt it. The finding of Nguyen, Luu, & Ho (2020) also affirmed that the more staff are motivated, the more they can participate in LLL. Business employers based in Vietnam should develop working and incentive policies to motivate employees in their competitive careers by offering extra learning programs.

More importantly, to connect with W.B., WTO, and regional organizations such as the Association of Southeast Asian Nations (ASEAN) or Asia-Pacific Economic Cooperation (APEC), foreign language and computer skills are impossibly absent in IR 4.0 among teachers (Thuy et al., 2022) and learners as proposed in the Framework on Building a Learning Society of the Communist Party of Vietnam. Repeatedly, financing in computer or E-learning systems at institutions is extremely essential in this digital era. English is the most prevalent foreign language in Vietnam currently among Japanese, Korean, Chinese, French, and so on (Sundkvist & Nguyen, 2020). Obviously, English is also a lingua franca in the world. On top of that, most journals, newspapers, magazines, books, and documents worldwide are in English (Lobachev, 2009). The requirements of English proficiency for learners, teachers, and individuals are inevitable for the sack of LLL tendencies in the country. To do so, Le and Le (2022) suggest

that English language teachers who work directly with Vietnamese students could develop their career enthusiasm to motivate their students to learn English. Other stakeholders, such as school administrators and policymakers, should work together not to build heavy curriculum for English learners and educators in Vietnam and improve students' attitude towards English. In addition, using technology and social network sites in English learning and teaching could also elaborate students' engagement (Thao, 2021; Nguyen & Teng, 2022).

Reading culture has been integral to the sustainable development approved by UNESCO (Tran 2018) and the Framework on Building a Learning Society of the Vietnam Communist Party. It is necessary and worthy of thriving on curriculum that could embedded reading culture in Vietnam setting in order to attract the students' interests and readers by abundant learning environments and strategies in general. There are several research studies to highlight the reading culture in Vietnam, such as Tran et al. (2019), Le et al. (2019), Vuong et al. (2021), and Ho, Pham, & Dam (2021).

The relationship between Service Learning (S.L.) and LLL has been found in many international studies (Chan, 2012; Andrade, Workman, & Westover, 2022; Lin, Kim, & Ren, L., 2017; Law & Lee, 2020) in many developed contexts the USA, England, Japanese, Hongkong, Singapore, Europe and so on. Hence, service learning is a step of LLL. Notwithstanding, it is still a new terminology in Vietnam. To adapt it, preparing the S.L. curriculum for the Vietnam context is foreseeable consequences.

Formulating open and distance learning (ODL) through an Open Educational Development Policy at two Open universities (Hanoi city and Hochiminh city) by the Vietnamese Party could be found important guidelines. As Huong (2021) said, OLD is able to meet citizens' learning demands and develop the whole country by attracting a huge number of students with flexible learning and applying ICTs for Open Education to provide Learning Management System (LMS), Learning Activities Monitoring System, Virtual Classroom, and Online Examination System. So, MOOCs are becoming a subject that MOET needs to cover.

Last but not least, research on non-formal and informal education has been conducted in Vietnam; however, the number is limited (Carlsen, 2016). Even Vietnam is the country in Southeast Asia (ASEAN) that has not any studies on LLL in the Scopus index (Do et al., 2019) compared with other countries in ASEAN. In the same vein, Vuong et al. (2018) carried out another bibliometric analysis. Lee and Nguyen (2006) had similar findings when the number of research relating to LLL in Vietnam was not outstanding. Hence, engaging local scholars to take into consideration is a necessary and urgent mission to gain evidence bases for LLL in Vietnam. Moreover, successful frameworks of LLL in some developed nations such as Korea, Japan, Singapore, and Nordic groups can be a model for Vietnam. To adapt and adopt these, an ideal suggestion of combining more reliable LLL research on flourish models in these developed countries and the potential numbers of reliable research in Vietnam needs to be done soon. The result of it is that the LLL enrichment excursions could be taken place.

### *The framework*

There are some main factors that could affect the development of LLL in Vietnam. The author suggests a framework that serves the current literature review. There is an interrelationship that supports promoting LLL in Vietnam in Figure 03.



**Figure 03.** Factors that impact lifelong learning in Vietnam.

### **Conclusion**

The international concept of LLL is discussed and how it has been adapted and adopted in the Vietnam setting. Clearly, different settings have typical models or political systems that link to their education. Hence, the findings corroborate that there are dissimilarities in theory and practice in Vietnam. Some countries, such as Norway, Korea, Singapore into Vietnam, have been references. Several explicit disadvantages of continuing education in Vietnam, such as financial budget recognition, infrastructure, education policies, legislation, and reliable research papers, have been elucidated (Thuy et al., 2022; Khuc,2019; Thuy and Thuy, 2019; Quyen, 2019; Do et al.,2019; Vuong et al.,2018; Lee and Nguyen, 2006). And the veneer of learners and teachers or any individuals to take the main and further education is whenever they get adequate intrinsic and extrinsic motivations. Thus, to elaborate on LLL in Vietnam, the micro and macro support from the related units such as UNESCO, SEAMEO, and NGOs are essential. And big further concern regarding the quality of LLL at present and in the future is to build connections among school stakeholders, institutions, and external organizations in Vietnam.

The current review depicts the general picture of LLL in Vietnam in a wide range of levels such

as CLCs, FLICs, and tertiary level and many subjects such as secondary school learners, adults learning, teachers, researchers rather than a specific level, major, and domain of general Vietnam education. This could result in limitations for the study relating to source selection bias. In other words, the author discusses the review's previous studies subjectively (Ferrari, 2015). Thus, to obtain research-based evidence, more empirical studies need to be conducted.

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