

MINISTRY OF EDUCATION AND TRAINING

Education in Viet Nam

IN THE EARLY YEARS
OF THE 21st CENTURY



VIET NAM EDUCATION PUBLISHING HOUSE

MINISTRY OF EDUCATION AND TRAINING

Education in Viet Nam

IN THE EARLY YEARS
OF THE 21st CENTURY

VIET NAM EDUCATION PUBLISHING HOUSE

This material is developed under the directions of:

Prof. Dr. Pham Vu Luan

Minister of Education and Training

Associate Prof. Dr Tran Quang Quy

Deputy Minister of Education and Training

Compilation organizers:

Ngo Tran Ai – Vu Dinh Chuan – Tran Ba Viet Dzung – Pham Ngoc Dinh

Nguyen Cong Hinh – Ngo Thi Hop – Nguyen Ngoc Hung

Nguyen Thi Thu Huyen – Phan Van Kha – Nguyen Dinh Manh

Hoang Duc Minh – Nguyen Quy Thao – Ta Duc Thinh

Le Huu Tinh – Pham Ngoc Toi – Bui Anh Tuan

Le Khanh Tuan – Nguyen Xuan Vang – Hoang Ngoc Vinh

Secretariates:

Pham Kim Anh – Huynh Khac Diep – Le Chi Loi

Tran Van Thang – Nguyen Xuan An Viet

CONTENTS

Introduction	5
Viet Nam at a Glance	7
Chapter 1. GENERAL ISSUES	
1. National Educational System of Viet Nam	14
2. Size and Network	18
3. Teaching Staff and Educational Managers	19
4. Quality of Education	21
5. Finance for Education	22
6. Social Equality in Education	25
Chapter 2. PRE-SCHOOL EDUCATION	
1. Introduction to Pre-school Education in Viet Nam	28
2. Network and Size of Pre-school Education	29
3. Teaching Staff	31
4. Facilities of Pre-school Education Institutions	32
5. Major Achievements	32
6. Directions for Pre-school Education Development	33
Chapter 3. GENERAL EDUCATION	
1. Introduction to General Education in Viet Nam	36
2. Network and Size of General Education	41
3. Teaching Staff	46
4. Universalization of Education	49
5. Education for Gifted Students	50
6. Directions for General Education Development up to 2020	55

Chapter 4. PROFESSIONAL EDUCATION

1. Introduction to Professional Education	60
2. Network of Professional Education	60
3. Size of Professional Education	63
4. Teaching Staff and Educational Managers.....	64
5. Socialization of Professional Education	66
6. Directions for Professional Education Development	67

Chapter 5. HIGHER EDUCATION

1. Introduction to Higher Education.....	74
2. Higher Education System.....	75
3. Higher Education Enrollments.....	77
4. Lecturing Staff	78
5. Higher Education Quality Assurance and Accreditation.....	79
6. Scientific Research at Colleges and Universities	80
7. Major Achievements of Higher Education in the 2001 – 2012 Period	82
8. Directions for Higher Education Development up to 2020	84

Chapter 6. CONTINUING EDUCATION

1. Introduction to Continuing Education.....	88
2. Achievements, Network, Development of Continuing Education	89
3. Directions for Continuing Education Development up to 2020	94

Chapter 7. ETHNIC MINORITY EDUCATION

1. Goals of Ethnic Minority Education.....	98
2. Major Achievements	100
3. Directions for Ethnic Minority Education up to 2020.....	101

Chapter 8. INTERNATIONAL COOPERATION IN EDUCATION

1. Major Achievements of International Cooperation in Education	104
2. Directions for International Cooperation in Education up to 2020	109



INTRODUCTION

You are looking at the book "*Education in Viet Nam in the Early Years of the 21st Century*".

This book gives you an overview of the present situation and highlights major initiatives for education in Viet Nam in the coming years.

The book has been published on the occasion of the 47th Council Conference of the South East Asian Ministers of Education Organization (SEAMEC 47).

It is my pleasure to introduce "*Education in Viet Nam in the Early Years of the 21st Century*" to you.

Prof. Dr Pham Vu Luan

Minister of Education and Training of S.R. Viet Nam

VIET NAM AT A GLANCE

GEOGRAPHY, TERRITORY AND NATURAL FEATURES

VIET NAM is located in the east of the Indochinese Peninsula, bordered in the north by the People's Republic of China, in the west by the People's Democratic Republic of Laos and the Kingdom of Cambodia, and in the east, south and southwest by the East Sea. With that position, Viet Nam is attached to the huge Asia-Europe continent and faces the vast Pacific Ocean.

The extreme northern point of the country is at 23°23' north latitude belonging to Lung Cu commune, Dong Van district, Ha Giang province, and the southernmost land point is at 8°34' north latitude belonging to Dat Mui commune, Ngoc Hien district, Ca Mau province, and a number of islands at 6°50' north latitude. The westernmost part of the country is at 102°09' east longitude belonging to Sin Thau commune, Muong Nhe district, Dien Bien province; the easternmost part is at 109°24' east longitude belonging to Van Thanh commune, Van Ninh district, Khanh Hoa province. The territory of Viet Nam also comprises thousands of offshore islands including Truong Sa and Hoang Sa archipelagos scattering from 101° east latitude to 117°20' east latitude in the East Sea. With this location, most of Vietnam's territory is in the 7th Time Zone (GMT).

Vietnam's coastline curves in the shape of the letter "S" running from Mong Cai, Quang Ninh province to Ha Tien, Kien Giang province and measures 3,260 km in length. 28 out of 63 provinces of Viet Nam are connected to the sea. The total area of Viet Nam is 331,051.4 km² (Annual Statistics 2010), including over one million km² in the East Sea.

Three quarters of Vietnam's territory is made up of mountainous and hilly regions. The mountains often run in two main directions: northwest to southeast and curving direction. The highest mountain peak is the Phanxipang which is 3,143 meters above sea level and belongs to the Hoang Lien Son Mountain Range in northwestern Viet Nam. Lying between the mountains and the plains are plateaus or low hilly areas. Plains account for one fourth of the land area and there are two major deltas: the Mekong Delta with an area of about 40,000 km² and the Red River Delta of about 15,000 km². The central coastlines are dotted with narrow plains with a total area of 15,000 km².

Viet Nam is located in the northern tropical hemisphere, and is affected frequently by trade winds and tropical monsoons. Thus, Viet Nam has two distinctive seasons. The North has cold winters, low rainfall and very hot and humid summers with more rainfall. The South has two distinctive seasons, rainy and dry seasons. Due to the abundant supply of water, there are 2,360 large and small rivers with the length of above 10 km in Viet Nam.

The ecosystems of Viet Nam are diverse and abundant and tropical monsoon rainforest ecosystems are the most common. The current level of forest cover (including reforestation) in Viet Nam is about 38.5% (year 2010).

Viet Nam has rich and diversified resources of minerals including fuel/energy minerals, precious metals, non-metals and mineral water. 3,500 different mines and sites have been discovered with 80 different types of minerals: oil and gas, coal, iron, chrome, titan, zinc, bauxite, apatite, rare earth, etc.

POPULATION, PEOPLES, BELIEFS AND LANGUAGES

Viet Nam is a multi-ethnic country with 54 different ethnic groups living together in this land. The Viet (Kinh people) account for 86% of the population, and the remaining 53 ethnic groups make up 14% of the population. There are 63 provinces and cities,



Ethnic minority students are listening to history stories

of which five cities are under central government administration: the capital city of Ha Noi, Ho Chi Minh City, Da Nang, Hai Phong and Can Tho. 30.5% of the total population of the country is urban population (year 2010).

Vietnamese is the official language used in administration, diplomacy, education and is the common language for communication of all peoples in Viet Nam. In addition, there are many different languages of ethnic minority groups in the country.

Viet Nam has a long history. A majority of Vietnamese maintain belief in one of the following religions: Buddhism, Christian, Muslim, Hoa Hao, or Cao Dai. The Party and Government of Viet Nam respects and guarantees the freedom to follow or not to follow any religion for its citizens in accordance with the laws of the country.

*
* *

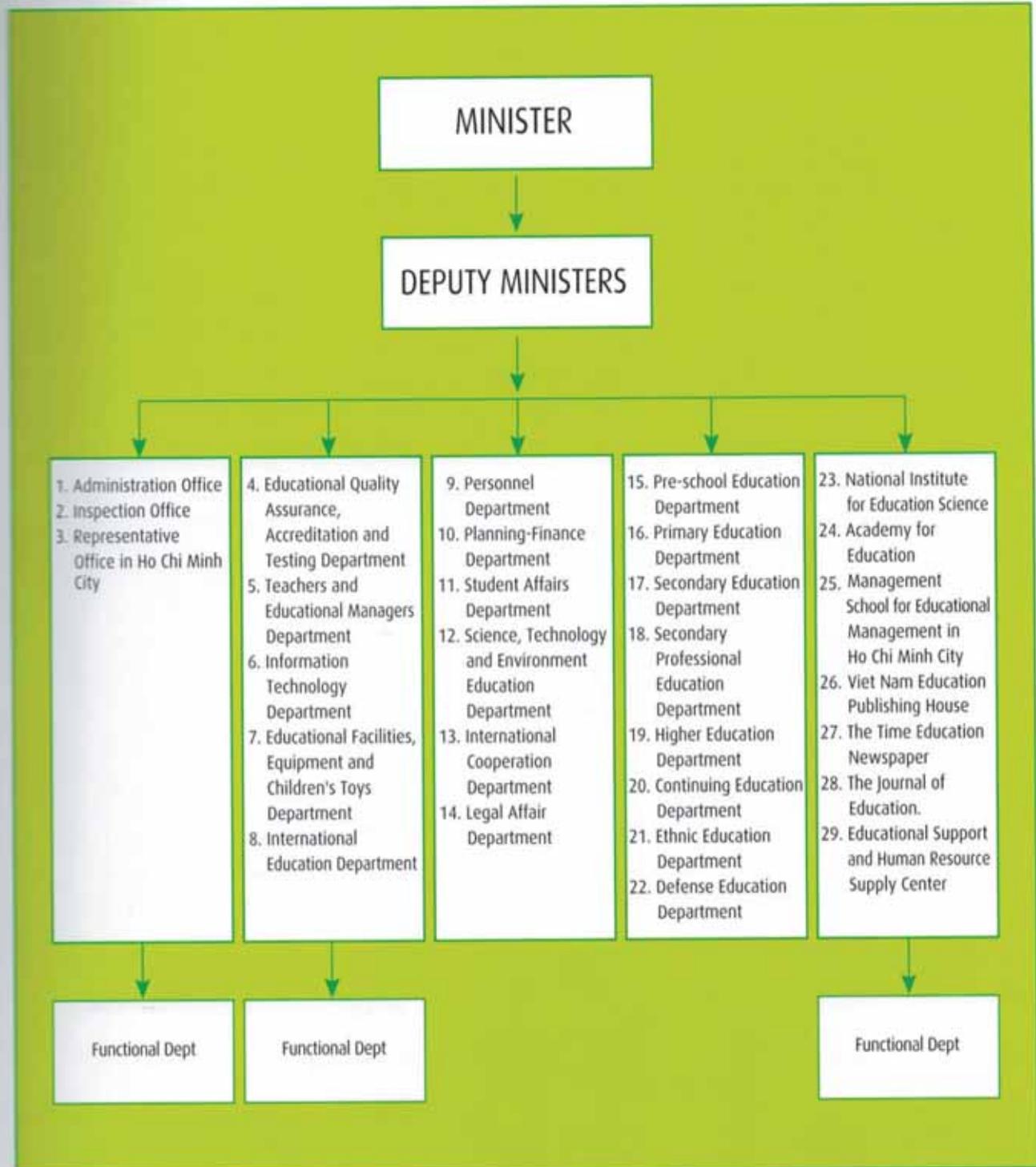
The renovation of the economy in Viet Nam started in 1986. Since then, the economy has been going through a transition towards modernization. During the period of 2002 – 2007, Vietnam's average GDP growth rate was between 7.0% and 8.4% annually. From 2007 to 2010, the growth rate was 6.7% annually. In 2007, Viet Nam became the 150th member of WTO.

GDP per capita has increased steadily, reaching 1,555USD/person in 2012. The average lifespan is 74 years. The HDI index rose from 0.539 (year 1992) to 0.725 (year 2009). Viet Nam has been seen by UNDP as one of the most successful countries in achieving the millennium goal for illiteracy alleviation and universal education.

Viet Nam has a population of approximately 86 million (general survey, 2009) with a high proportion of children under the age of 15 years (39.5% in 1999; 25% in 2009). The number of people at school age is rather large. The population growth rate is a decisive factor affecting the demand for and development of teaching staff and education institutions. The decline in population growth and the high priority given to education have created fundamentals for the accomplishments of achieving national standards for illiteracy alleviation and universal education with a literacy rate of 94% of the total population.

The major goal of Viet Nam is to become an industrialized and modernized country by 2020. To achieve this goal, major and comprehensive innovations in the country's education to meet the needs for its socio-economic development in the new period are seen as both opportunities and challenges for Viet Nam education in the process of industrialization and modernization.

ORGANIZATIONAL STRUCTURE OF MOET VIET NAM



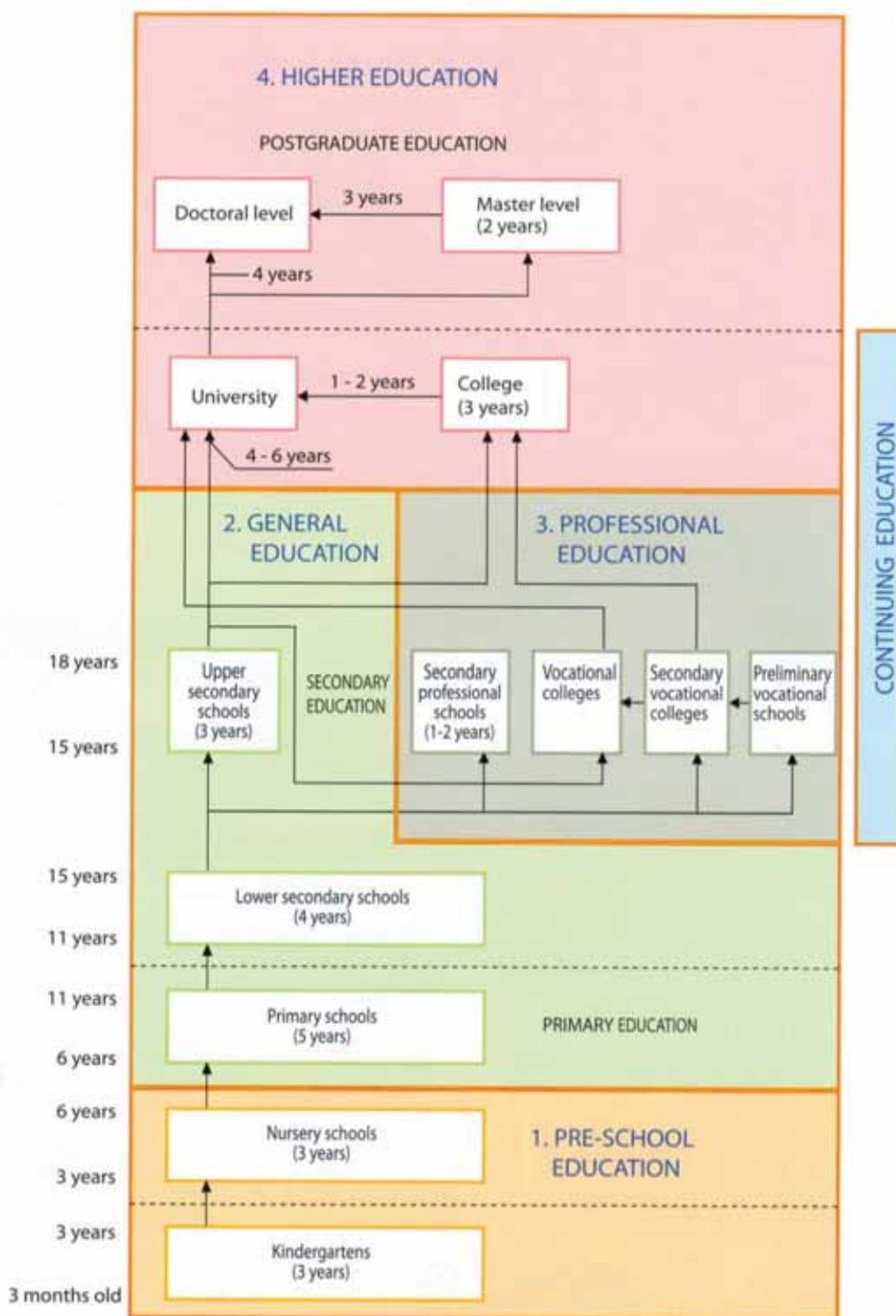
Chapter 1

GENERAL ISSUES



1. National Educational System of Viet Nam

The National Educational System of Viet Nam includes regular and continuing education. There are 4 levels of education and training in the National Educational System of Viet Nam.



Structure of the national educational system of Viet Nam

1.1. Pre-school Education

ation.
Nam.

Pre-school education consists of nurseries and kindergartens. Pre-school education provides childcare and education for children from 3 months to 6 years old.

1.2. General Education

General education consists of primary, lower secondary and upper secondary education.

- *Primary education:* Primary education takes 5 years from grade 1 to 5. School age for entering grade 1 is 6 years old.



- *Lower secondary education:* Lower secondary education is for 4 years from grade 6 to 9. Students must complete primary education to enroll in grade 6 and the age for entering is 11 years old.
- *Upper secondary education:* Upper secondary education is for 3 years from grade 10 to 12. Students must have lower secondary certificates to enroll in grade 10 and the age for entering is 15 years old.

1.3. Professional Education

Professional education includes secondary professional education and vocational education.

- Secondary professional education takes from 3 to 4 years for students with lower secondary certificates and 1 to 2 years for students with secondary certificates.
- Vocational education takes under 1 year for preliminary vocational education, and 1 to 3 years for secondary or college level.



1.4. Higher Education

Higher education includes education at college, university, master's and doctoral levels.

- College education takes 2 to 3 years depending on the disciplines for students with secondary education certificates, and 1 to 1.5 years for students with secondary vocational certificates majoring in the same disciplines.
- University education takes 4 to 6 years depending on the disciplines for students with secondary education certificates, and from 2.5 to 4 years for students with secondary vocational education certificates studying the same discipline and from 1.5 to 2 years for students with college diplomas of the same discipline.



- Master's level education takes from 1 to 2 years for students with bachelor degrees.
- Doctoral level education takes 4 years for students with bachelor's degrees and 2 to 3 years for students with master's degrees. In special cases, doctoral education may take longer in accordance with the regulations of the Minister of Education and Training.

In the national educational system, besides regular formal full time training/education there is a system of continuing education. Continuing education provides opportunities for lifelong learning for people while working to improve their personality, knowledge, skills, and quality of life, and to find jobs or to create jobs for others to meet the changing requirements of the society. The Government has policies to encourage the development of continuing education, education for all, and building up a learning society.

The national education system includes the following types of education institutions:

- Public schools are established and funded by the State for infrastructure, facilities and recurrent expenditures.
- Private schools are established and funded by individuals for infrastructure, facilities and recurrent expenditures.

The Government supports public schools to ensure that they play the key role in the national education system.

There are also many types of specialized schools such as boarding and semi-boarding schools for ethnic students, pre-university schools for ethnic and disadvantaged children, special schools/classes for the disabled and rehabilitation schools. These schools are run and funded by the state.

2. Size and Network

The size and network of educational institutions has expanded rapidly, meeting the learning needs of people in general and increasing professional knowledge of working people. The National Educational System is rather complete, uniform and diverse at the same time and covers the whole country with 23.5 million learners. Pre-school education is being universalized for children under the age of five years, enrolling over 90% of children under five in kindergartens (for grade 1 preparation), leaving no commune without pre-school education in the whole country. The goal of universal primary education was achieved in 2000 and compulsory primary education for students at primary age has been accelerated. The goal of universal lower secondary education was also achieved in 2010. Universal upper secondary education is now being rolled out in localities with more favorable conditions. The percentage of literate

people at the age between 15 years old and over is 94% of whom between 15 and 35 years old is over 96%.

The network of professional education institutions is situated well in different localities and regions throughout the country⁽¹⁾. The size of tertiary education has been expanding⁽²⁾. Continuing education has developed rapidly over the past years, basically meeting the learning needs of working people, making a start of building a learning society⁽³⁾.

Facilities and technical equipment for the educational system have been improved and gradually modernized. Over the past years more and more permanent classrooms, accommodations for teachers on work placement, and dormitory accommodations for students have been built with bigger and bigger investments. After five years of implementation, the project for building permanent classrooms, accommodations for teachers on work placement, and dormitory accommodations for students in the 2008-2012 period has achieved encouraging results. Total investments raised for the project were 32,566.033 billion VND; 93,144 permanent classrooms have been built; 23,142 houses for teachers on work placement have been constructed which helps to satisfy the needs of teachers at pre-school education and general education levels.

3. Teaching Staff and Educational Managers

The number of teachers and education managers at all levels has been increasing rapidly with improved qualifications. During the 2001-2010 period, the number of pre-school teachers increased by 1.5 times, the number of lower secondary school teachers increased by 1.9 times, and the number of professional education and secondary vocational education teachers increased by 1.7 times and 3.6 times respectively; the number of college teachers increased by 3.1 times and that of university teachers by 1.9 times. By 2010, 100% of teachers at professional education colleges have university or higher qualifications, of which 12% have Master's degrees and 16.8% have PhD degrees; 44% of tertiary education teachers have Master's degrees and 14.4% have PhD degrees.

-
- (1) By the end of 2010, in the whole country there were 123 professional education colleges, 303 vocational schools, showing an increase of 2.71 times compared with the figures in 2001; 282 secondary vocational schools of which 75 are non-public schools; 810 vocational training centers, showing an increase of 5.4 times compared with 2001, and over 1,000 education institutions/ units, businesses... are involved in vocational training.
 - (2) The number of universities and colleges increased from 191 in 2001 to 414 in 2011. By 2011-2012 academic year, the total number of university and college students is 2,204,313 reaching the ratio of 270 students per 10,000 people.
 - (3) In 2011, in the whole country, there were 70 continuing education centers at the provincial level; 636 centers at district level; 10,969 community learning centers at commune level.

On the whole, disadvantages of the structure have been overcome gradually, meeting the demands of universal education and development at all levels of education and training. The number of teachers and education managers attaining standards and higher level of education has been increasing. Basically, the shortage of teachers for some specific school subjects, and teachers for difficult or remote mountainous areas has been eased.

Most teaching staff are devoted, hard-working, responsible, and self-determined who love children and their jobs, who want to make their contribution to the country's education. In particular, teachers working in socio-economically difficult or remote mountainous areas are committed to staying with their schools and students for a long period of time.



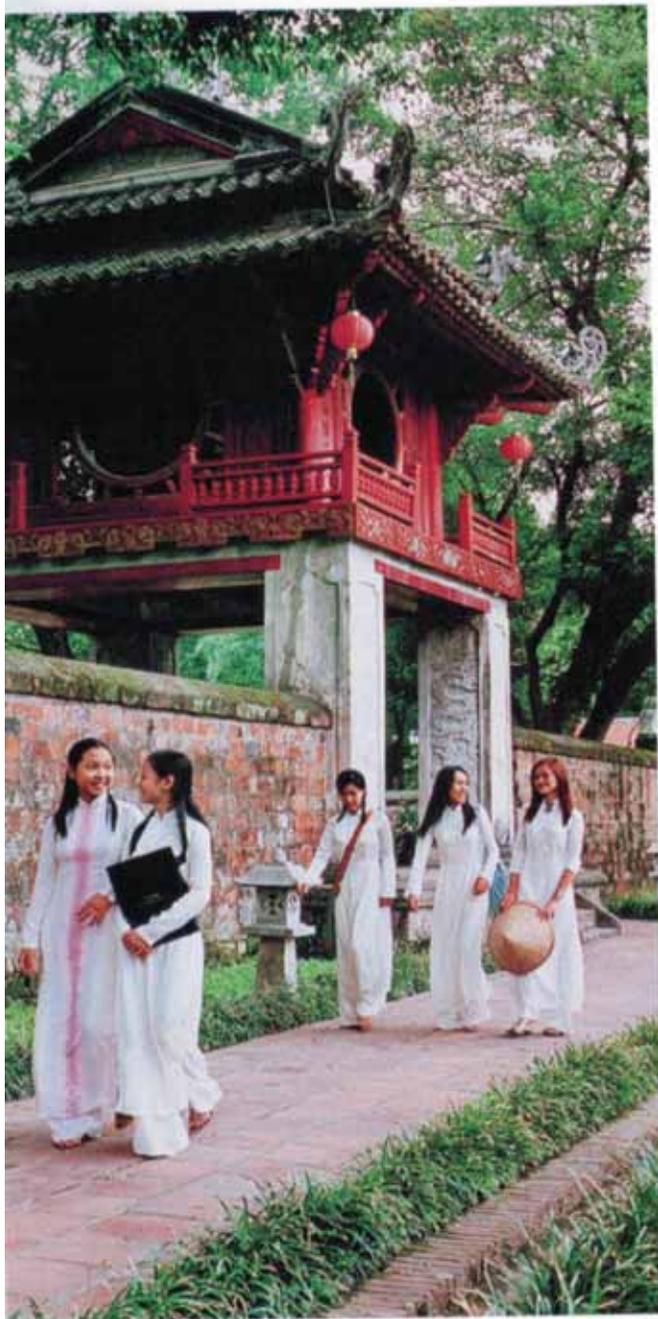
4. Quality of Education

The quality of education at all levels has improved. Students' capability to access knowledge has also improved. Education and training are more geared to the demands for the socio-economic, scientific and technological development.

One cycle of program and textbook innovation for general education was completed from 2002 to 2008. Pre-school innovation was completed in 2009. The main focus now is the *Project on Teaching and Learning foreign languages in the National Education System for the 2008-2020 period (Project 2020)*. Project 2020 aims to raise the foreign language competence of human resources for Vietnam's international integration; Training is designed to meet society's demands.

A number of policies have also been implemented to ensure social equality in access to education for all people: policy on tuition fee reduction, scholarships, bank loans for education and training and other kinds of support. Education management has been innovated to ensure standardization of staff, prevent misconducts in education, innovate financial management, decentralize and give more autonomy and responsibility to education institutions, build a friendly environment for education with the mottos such as "friendly schools, active students" and "every teacher is a good example of behavior, self-learning and creativity". Internet connections for 100% of schools and classes have been achieved nationwide, ...





Viet Nam has introduced the national Standards for Schools and the number of schools attaining National standards has been increasing, more and more IT applications have been used in education and training. New professional training courses have been introduced. In fact, the number of professions in vocational training has increased by 1.95 times in the 2001-2010 period, helping to meet the demands of the labour market.

High quality education has made new progress with the development of the network of special schools for gifted students at general education levels and high quality training programs, advanced training programs at a number of universities and vocational training schools. Many Vietnamese students have won high prizes at regional and international competitions.

During the 2000-2010 period, the number of people educated in the educational system at all levels increased by 3.4 times, from 5.9 million people in 2000 to 20.1 million in 2010. The percentage of trained personnel rose from 16% in 2000 to 40% in 2010, of which the number of people trained at graduate level of education increased rapidly, reaching almost 140,000 people.

Currently, the focus of interest is to carry out the Human Resource Development Strategy for the 2011-2020 period, aiming to have about 30.5 million personnel trained by 2015 (accounting for approximately 55% of the 55 million working people), and 44 million personnel by 2020 (accounting for 70% of the total 63 million working people).

The achievements allow Viet Nam education to change the focus from quantity development into quality development and efficiency in the coming period.

5. Finance for Education

The State budget investment for education has increased significantly, from 15.3% of the total state expenditure in 2001 to 20% in 2008. Since 2010, the state has allotted 20% of its expenditure for education.

Annual state budget expenditures on education and training per capita increased remarkably from 210,000 VND per capita (14 USD) in 2000 to 1,939,310 VND per capita (92 USD) in 2012.

State budget expenditure for education and training per capita

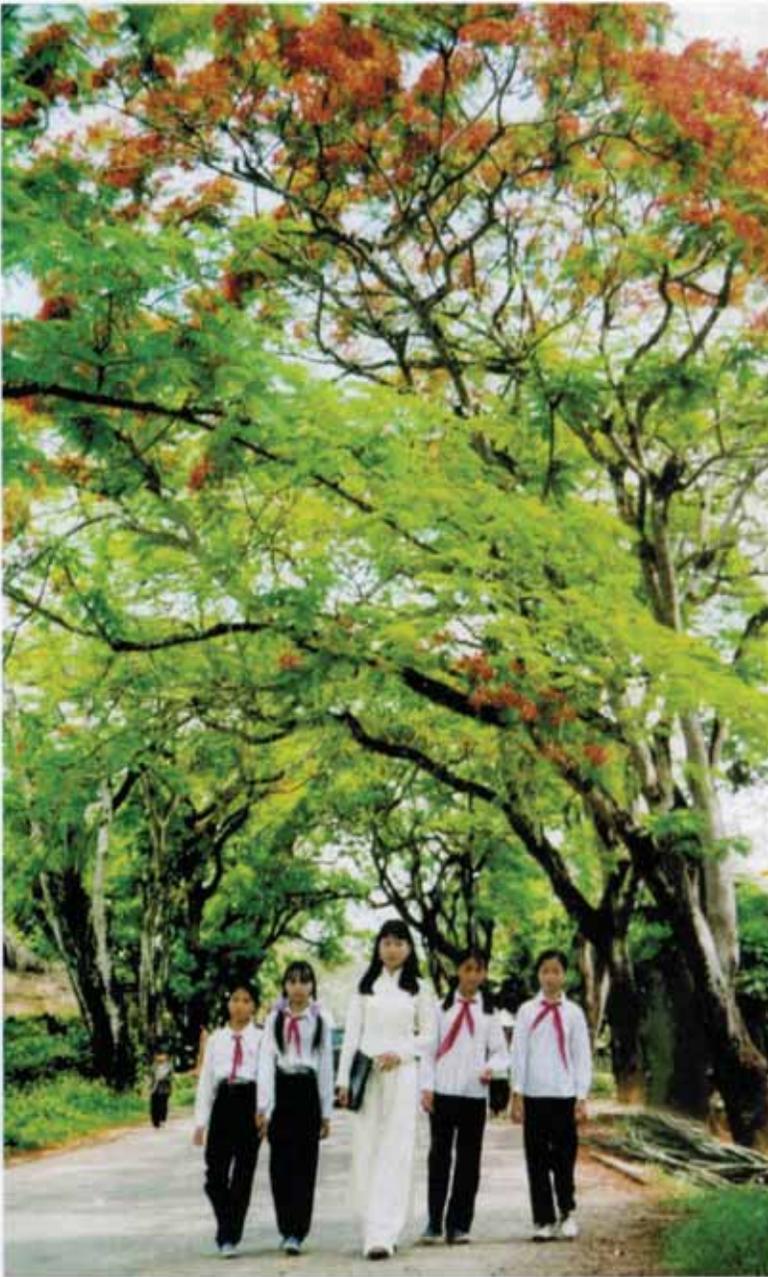
	2000	2001	2002	2003	2004	2005
State expenditure for education and training per capita (VND)	210,000 (14 USD)	250,962 (16 USD)	283,000 (19 USD)	357,850 (23 USD)	425,102 (27 USD)	507,466 (32 USD)

	2006	2007	2008	2009	2010	2011	2012
State expenditure for education and training per capita (VND)	663,760 (39 USD)	792,790 (49 USD)	956,490 (54 USD)	1,235,970 (72 USD)	1,350,840 (74 USD)	1,721,310 (83 USD)	1,939,310 (92 USD)

Source: MOET, Viet Nam



Deputy Prime Minister Nguyen Thien Nhan and Minister of Education and Training Pham Vu Luan are visiting a lab



Besides the state budget, there are other sources of aid and donations from international organizations and individuals, such as loans from the World Bank (WB) and Asia Development Bank (ADB) for education projects at all levels and fields of study; revenues from manpower export funds and vocational training; tuition fees from students and school construction contributions from people; grants from the government to use taxes and tax exemption to supplement education expenditures. Currently, the non-state budget makes up about 25-30% of the total expenditure for education.

Educational socialization has made major achievements in mobilizing more resources for improving facilities and establishing new schools and other funding for education. The government has issued appropriate policies and incentives to encourage people to invest in and to contribute to the human resource development; to create favourable conditions for

businesses from all economic sectors to invest in building new schools and develop training institutions within the enterprises, making them an important factor in vocational education.

Investment sources for education have been more tightly supervised and their use has become more effective.

5. Social Equality in Education

Social equality in education has made substantial progress, especially in providing access to education for students from ethnic minority groups, female students, students from poor families and other disadvantaged people. Policies on tuition reduction / exemption, scholarships and bank loans for students from poor families have brought positive results, opening up learning opportunities for these students (up to December 31, 2012, over 3 million students had received bank loans totaling 43,362 billion VND (of whom 2,314,879 students are under bank loans scheme with a total of 35,802 billion VND).

Education for ethnic minorities and mountainous areas has continued to develop. The annual quota for tertiary education enrollments for ethnic students without having to take entrance examination and students for pre-university education has increased: the number of enrollments without taking entrance examination increased from 7,088 in the 2007 – 2008 academic year to 7,983 in 2009 – 2010. In 2010, about 30% of disabled children attended classes and programs for special education. The percentage of school children and students of ethnic minorities has increased: from 13% to 15.2% at general education, from 4.6% to 5.5% at professional education during the 2000 – 2010 period and from 0.3% to 0.8% for universities and colleges during the 2000 – 2007 period. Gender equality in access to education has been improved. The proportion of both male and female students has increased at all levels of education. Gender balance has been achieved.



President Truong Tan Sang with ethnic students from a upper secondary boarding school

In 2010, female students made up 49% and 49.5% at general education level university and college level of education respectively.

The proportion of enrollments at appropriate age has increased at all levels of education for the groups of the poorest families. Particularly, at primary and lower secondary education levels, the education indexes for the group of poorest families have improved more than among the wealthiest families.

The percentage of disabled children getting access to schooling has increased and most provinces have classes for inclusive education (in 2010, about 30% of disabled children are educated in integration education form or special semi-integration education).

The gap in access to education between different ethnic groups has narrowed. The network of boarding and semi-boarding schools for ethnic minority students has developed, making considerable contributions to training human resources as ethnic minority cadre for the provinces. With the implementation of the Party's ethnic group policy, a number of ethnic minority languages have been taught in schools, mainly in primary schools.



Students at a boarding school for ethnic students are doing a chemistry experiment

n level

vels of
l lower
oorest

reased
10% of
semi-

owed.
idents
ources
Party's
ght in



iment

Chapter 2

PRE-SCHOOL EDUCATION



1. Introduction to Pre-school Education in Viet Nam

1.1. Pre-school Education

Pre-school Education is responsible for providing childcare and education to children from the age from 3 months old to 6 years old.

1.2. Objective of Pre-school Education

The objective of Pre-school Education is to help children develop physically, emotionally, and intellectually, forming the initial quality of their personality, thus preparing them for grade 1 at primary school.



A drawing class

1.3. Pre-school Education Institutions

Pre-school Education Institutions include:

- a) Nursery schools/groups providing childcare for children from 3 months old to 3 years old;
- b) Kindergarten schools/ classes providing childcare for children from 3 to 6 years old;
- c) Pre-school institutions which are education units that combine both nurseries and kindergartens and provide childcare for children from 3 months old to 6 years old;



Story telling time for students

2. Network and Size of Pre-school Education

2.1. Network of Pre-school Education

Before 2002, there were 222 communes in the whole country, none of which had any pre-school education institutions/units and the other 323 communes had only one pre-school education institution/unit. Since the issuing of Decision 161/QĐ-2002/TTg of the Prime Minister, localities nationwide have developed a network of pre-school education institutions in districts and communes leaving no commune without pre-school education institutions; investments have been put in training teachers and opening new schools/classes. The number of pre-school education institutions has expanded quickly covering all communes in the country, step-by-step implementing pre-school education universalization for children at the age of five years old.

2.2. Size of Pre-school Education

Table 1: Number of pre-school institutions and students in the 2001 – 2012 period

Academic year	Institutions			Students
	Total	Nurseries	Kindergarten	
2001 – 2002	9,528	251	3,165	2,487,755
2002 – 2003	9,715	157	3,117	2,547,430
2003 – 2004	10,104	129	2,872	2,588,837
2004 – 2005	10,453	67	2,738	2,754,094
2005 – 2006	11,009	82	2,845	3,024,662
2006 – 2007	11,509	65	2,890	3,147,252
2007 – 2008	11,629	58	2,839	3,195,731
2008 – 2009	12,190	43	2,858	3,305,391
2009 – 2010	12,357	41	2,870	3,409,391
2010 – 2011	12,908	39	2,877	3,599,663
2011 – 2012	13,172	28	2,560	3,873,445

Source: MOET, Viet Nam

Table 2: Public and non-public pre-school education development in the 2001 – 2012 period

Academic year	Total	Type		Ratio %	
		Public	Non-public	Public	Non-public
2001 – 2002	9,528	3,534	5,994	37.09	62.91
2002 – 2003	9,715	3,599	6,116	37.05	62.95
2003 – 2004	10,104	4,002	6,102	39.61	60.39
2004 – 2005	10,453	4,494	5,959	42.99	57.01
2005 – 2006	11,009	5,039	5,970	45.77	54.23
2006 – 2007	11,509	5,460	6,049	47.44	52.56
2007 – 2008	11,629	5,687	5,942	48.90	51.10
2008 – 2009	12,190	6,191	5,999	50.79	49.21
2009 – 2010	12,357	7,035	5,322	56.93	43.07
2010 – 2011	12,908	8,334	4,574	64.56	35.44
2011 – 2012	13,172	10,450	2,722	79.34	20.66

Source: MOET, Viet Nam

3. Teaching Staff

The number and structure of pre-school education teaching and management staff basically meet the current demands. In the 2011-2012 academic year, there were 55,715 nursery teachers and 174,009 kindergarten teachers, 90,559 management and service personnel. Non-public kindergarten teachers account for 21.16% and non-public nursery teachers make up 35.3% of the total number. Female teachers account for almost 100% (55,448/55,715 teachers).

In 2011-2012, nursery teachers attaining the national education standards account for 91.13%, and kindergarten teachers of this category make up 97.08%.

Table 3: Number of pre-school teachers in the 2001 – 2012 period

Academic year	Pre-school teachers								
	Total	Type							
		Nursery				Kindergarten			
		Public		Non-public		Public		Non-public	
		Number	Ratio (%)	Number	Ratio (%)	Number	Ratio (%)	Number	Ratio (%)
2001-2002	144,257	12,438	30.2	28,723	69.8	40,983	39.7	62,113	60.2
2002-2003	145,934	11,777	27.5	30,919	71.4	40,836	39.6	62,402	60.4
2003-2004	150,335	11,908	27.2	31,761	72.7	44,798	42.0	61,868	58.0
2004-2005	155,699	12,311	28.8	30,353	71.1	49,245	43.6	63,790	56.4
2005-2006	160,172	12,633	29.4	30,313	70.6	52,733	44.9	64,493	55.0
2006-2007	163,809	13,098	30.7	29,517	69.2	57,167	47.2	64,027	52.8
2007-2008	172,978	13,292	30.1	30,848	69.9	60,650	47.1	68,188	52.9
2008-2009	183,443	15,502	34.1	29,883	65.8	71,818	52.0	66,240	47.9
2009-2010	195,852	20,353	41.3	28,903	58.6	82,870	56.5	63,726	43.5
2010-2011	211,225	26,778	51.2	25,466	48.7	106,626	67.1	52,355	32.9
2011-2012	229,724	36,027	64.7	19,688	35.3	137,182	78.8	36,827	21.2

Source: MOET, Viet Nam

4. Facilities of Pre-school Education Institutions

Facilities of schools/classes have been developed and upgraded. The percentage of permanent classrooms increased considerably from 14.9% in 2001-2002 to 47.41% in 2011-2012.

Many localities have put investments in building toilets, kitchens and purchasing equipments such as furniture, toys to improve the quality of childcare and education.

The building of pre-school education institutions meeting national standard requirements has become a focus of interest and has made substantial progress. In the 2004-2005 academic year, there were 339 pre-school education institutions attaining the national standards (3.8%). But in 2011-2012, there were 2,828 pre-school education institutions of this category (21%).

5. Major Achievements

Pre-school education has received special interest from the Party and the Government. Thus the framework of legal documents on rules and regulations for this education sector has been built and completed.

The network of institutions has developed steadily. Types and forms of schools/ classes have been diversified, especially non-public pre-school education institutions/ units, which have developed very quickly. For example, 1,366 private schools of this education sector have been set up.

In accordance with the newly amended Laws of Education, many semi-public pre-school education institutions have been transformed into public schools (3,743 institutions).

Qualifications of the teaching and management staff have been improved. In the 2011-2012 academic year, teachers attaining the national standard make up 97.2%, of which 77.4% reached higher level of standard.

Incentives for teaching staff have been provided to ensure stability of staff. For example, 185,361 education managers, teachers and service workers have been recruited as permanent personnel, making up 53.1% of all staff.

Institutions with new facilities and equipment have created a new positive image of the pre-school education sector. With the program of building permanent schools and classrooms, over 21,000 permanent classrooms for pre-school education have been built, and 5,000 more permanent classrooms have been built with investments from other different sources, so that 51% of the total classrooms for pre-school education are now permanent.

Decision 239/QĐ-TTg dated 09/02/2010 of the Prime Minister has enabled the implementation of pre-school education universalization for children at the age of five years old.



Deputy Minister of Education and Training Nguyen Thi Nghia is presenting the honor flag to leaders of Phu Tho Province for having achieved universalization of pre-school education for 5-years-old children in the province.

5. Directions for Pre-school Education Development

The directions for pre-school education development were documented in the strategy for education development; in Decision 149/2006/QĐ-TTg of the Prime Minister dated 23 June 6, 2006 on "Development of pre-school education in the 2006 - 2015 period; in Decision 239/QĐ-TTg of the Prime Minister dated 09/02/2010 on universalizing pre-school education for children under five; and in Decision 60/QĐ-TTg of the Prime Minister dated 26/10/2011 on stipulation of policies for pre-school education development in the 2011-2015 period.

Major objectives are:

- To improve the quality of teacher training at the pre-school level so that by 2015, 100% of teachers will meet the national standards, of which 50% will reach higher levels.
- To strengthen and expand the network of schools and classes in order to raise the enrollment percentage of children under 3 years of age at nursery to 30%, and the enrollment percentage of children from 3 to 5 years old at kindergarten to 75% and the enrollment percentage of children at the age of 5 at kindergarten to 95 % by 2015.



Playing time "I learn how to cook".



Helping granddaughter to learn maths.

- To raise the percentage of national standard nurseries and kindergartens to 50% by 2015.
- To raise the enrollment percentage of children at the age from 3 to 5 years old at kindergarten to 62% by 2015 in areas facing socio-economic difficulties such as mountainous, remote, border and islands areas.
- To raise the enrollment of 5-year-old children in these regions at kindergarten to the average enrollment of the whole country by strengthening and improving pre-school education institutions in the disadvantaged areas such as economically difficult, mountainous, remote areas, border areas, and islands.
- To train 3,000 teachers to meet the national standards.
- To raise the quality of childcare and education of children at pre-school education institutions.
- To reduce the proportion of children suffering malnutrition at these institutions to below 10% by 2015.
- To implement new education programs for 100% of children at pre-school education institutions by 2020.
- To increase the percentage of parents with a basic knowledge of childcare and children education to 90% by 2015.

Chapter 3

GENERAL EDUCATION



1. Introduction to General Education in Viet Nam

1.1. General Education System in Viet Nam

General Education System in Viet Nam includes:

- a) Primary Education takes five years for grades one to five. Student age for grade one is six years old.
- b) Lower Secondary Education lasts for four years, from grade six to grade nine. Before enrolling grade six students must complete the primary school education at the age of eleven years old.
- c) Upper Secondary Education takes three years for grade ten to grade twelve. Students in grade ten are at the age of fifteen years old.

1.2. Objectives of General Education in Viet Nam

The objectives of the general education are to assist students with moral, intellectual and physical development; to develop basic skills, personal capacity, dynamism and creativity, to form responsible Vietnamese citizens; to prepare students for further study or to join the labor market, and take part in building and defending the country.



- Primary education should enable students to form initial qualities for long-term development of morality, intelligence, health, aesthetics, and basic skills so students can continue their lower secondary education.
- Lower secondary education should help students to consolidate and develop their primary education results. This level of education should equip students with appropriate general knowledge and basic understanding of technology and career orientation so that they can continue their study at secondary level, enroll in vocational schools or join the labour market.
- Secondary education should help students to consolidate and develop their lower secondary education achievements, complete general education level with common technical knowledge and understanding of job orientation, to promote individual ability to make choices for their development whether they continue tertiary education at universities or colleges, study at vocational training schools or join the labour market.



1.3. Contents and Methods of General Education

Resolution 40/2000/QH10 dated December 9, 2000, approved by the 10th Session of the National Assembly of the Socialist Republic of Viet Nam, stated that the objectives of general education curriculum reform are to develop new educational content, teaching methodology, and textbooks to improve the quality of education for the young generation; meeting the demands for human resource development for the industrialization and modernization of the country suitable for the realities and tradition of Viet Nam; and achieving the quality education levels of developed countries in the region and the world.

1.3.1. General Education Contents

Current contents of general education are designed to provide foundational, comprehensive and systematic knowledge oriented toward work place ready for students; learning contents are linked closely to life realities, psychologically and



physiologically appropriate for school children age, meeting the needs for learning at different levels of education.

- a) Primary education should equip students with basic necessary understanding of nature, society and people; basic listening, speaking, reading, writing and numeracy skills; acquiring good health and hygiene habits; and basic understanding of singing, dancing, music and arts.
- b) Lower secondary education should consolidate and further develop the contents studied at primary level, ensuring a grade-level proficiency in Vietnamese language, mathematics, history of the country, social and natural science, laws, IT, foreign languages, basic understanding of technology, and career orientation.
- c) Secondary education should consolidate and further develop the contents studied at lower secondary level and complete general education; in addition to core contents to ensure general standards-based knowledge for every student, there are some more advanced level contents in some subjects to develop students' capabilities, meeting the needs of students.

1.3.2. Approach and Methodology for General Education

New approaches for general education are used to enhance the active learning, self-discipline, self-motivation and creativity of students. Methods should be suitable for

every particular subject and classroom in order to build up self-learning, group work skills, practical application skills, and to provide joy and motivation for learning to students.

a) *Approaches and methodology for primary education*

Approaches and methodology for primary education should enhance the active learning, self-discipline, self-motivation and creativity of students. Methodologies should be suitable for particular subjects, features of students, their learning activities and specific conditions of classrooms; build up self-learning, group work skills, practical application skills, and to bring joy and motivation for learning to students.

Methodologies for primary education organization consist of teaching and education activities done in the classroom, in the school and outside school. Methodologies for primary education organization should ensure the balance between teaching subjects and educational activities; between teaching for the whole class, for the group and for each individual; ensure quality of education for everyone and enable students to develop their capabilities.

To ensure the rights to study and quality education for all children, multi-grade classes or inclusive education are desirable in difficult areas.

For talented students, relevant organization of teaching and educational activities should be used to develop their special abilities.

Teachers should take initiatives to select and use methodologies and educational activities suitable for particular students and circumstances.



b) *Approaches and methodologies for lower secondary education*

Approaches and methodologies for lower secondary education should enhance the active learning, self-discipline, self-motivation and creativity of students. Approaches should be suitable for particular subjects, features of students, their learning activities and specific conditions of classrooms; build up self-learning, group work skills, practical application skills, and provide joy and motivation for learning to students.

Methodologies for lower secondary education consist of teaching and education activities done in the classroom, in the school and outside school. Methodologies for lower secondary education should ensure the balance between teaching subjects and educational activities; between teaching for the whole class, for the group and for each individual; ensure quality of education for everyone and enable students to develop their capabilities.

To ensure the rights to study and quality education for all children, multi-grade classes or inclusive education are desirable in difficult areas.

For talented students, relevant organization of teaching and educational activities should be used to develop their special abilities.

Teachers should take initiatives to select and use appropriate approaches and methodologies suitable for particular students and circumstances.

c) *Approaches and methodologies for upper secondary education*

Approaches and methodologies for upper secondary education (high school) should enhance active learning, self-discipline, self-motivation and creativity of students. Methods should be suitable for particular subjects, features of students, their learning activities and specific conditions of classrooms; build up self-learning, team work skills, soft skills, and to provide joy and motivation for learning to students.

Methodologies for upper secondary education consist of teaching and education activities done in the classroom, in the school and outside school. Methodologies for upper secondary education organization should ensure the balance between teaching subjects and education activities; between teaching for the whole class, for the group and for each individual; ensure quality of education for everyone and enable students to develop their capabilities.

To ensure the rights to study and quality education for all children, multi-grade classes or inclusive education are desirable in difficult areas.

For talented students, relevant organization of teaching and education activities should be used to develop their special abilities.

Teachers should take initiatives to select and use methodologies and education activities suitable for particular students and circumstances.

2.1. General Education Institutions

General education institutions include:

- Primary schools;
- Lower secondary schools;
- Secondary schools;
- Schools with different levels of education;
- General technical orientation centres.

2. Network and Size of General Education

2.1. Network of General Education

The development of network of general education institutions nationwide has opened up opportunities for every person to learn, starting to build a learning society. All communes throughout the country have primary schools, and there are lower secondary schools in most communes or clusters of villages, and there are secondary schools in every district. In districts and provinces with people of ethnic minorities, there are boarding or half-boarding schools for ethnic minority children.

2.2. Size of General Education

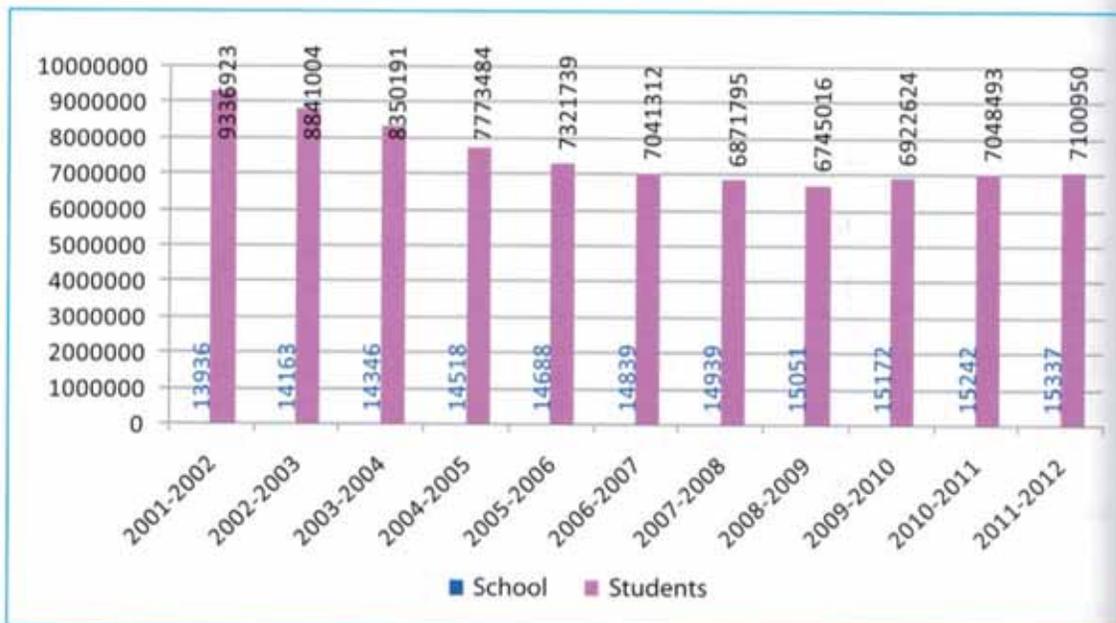
2.2.1. Size of Primary Education

Table 4: Number of primary schools and students in the 2001 – 2012 period

School year	Number of schools	Students
2001 – 2002	13,936	9,336,923
2002 – 2003	14,163	8,841,004
2003 – 2004	14,346	8,350,191
2004 – 2005	14,518	7,773,484
2005 – 2006	14,688	7,321,739
2006 – 2007	14,839	7,041,312
2007 – 2008	14,939	6,871,795
2008 – 2009	15,051	6,745,016
2009 – 2010	15,172	6,922,624
2010 – 2011	15,242	7,048,493
2011 – 2012	15,337	7,100,950

Source: MOET, Viet Nam

Chart 1: Number of primary schools and students in the 2001 – 2012 period



The network of primary education institutions has continuously expanded, increasing from 13,936 schools in 2001 – 2002 to 15,337 in 2011 – 2012. At present, every commune, district/town has at least one primary education institution.

Enrollment in primary schools decreased from 9,336,923 in 2001 – 2002 to 6,745,016 in 2008 – 2009 due to the results of family-planning policies and a decrease in natural population growth. Since 2009 – 2010 the number of primary school children has increased steadily, reaching 7,100,950 in the 2011 – 2012 school year.



od

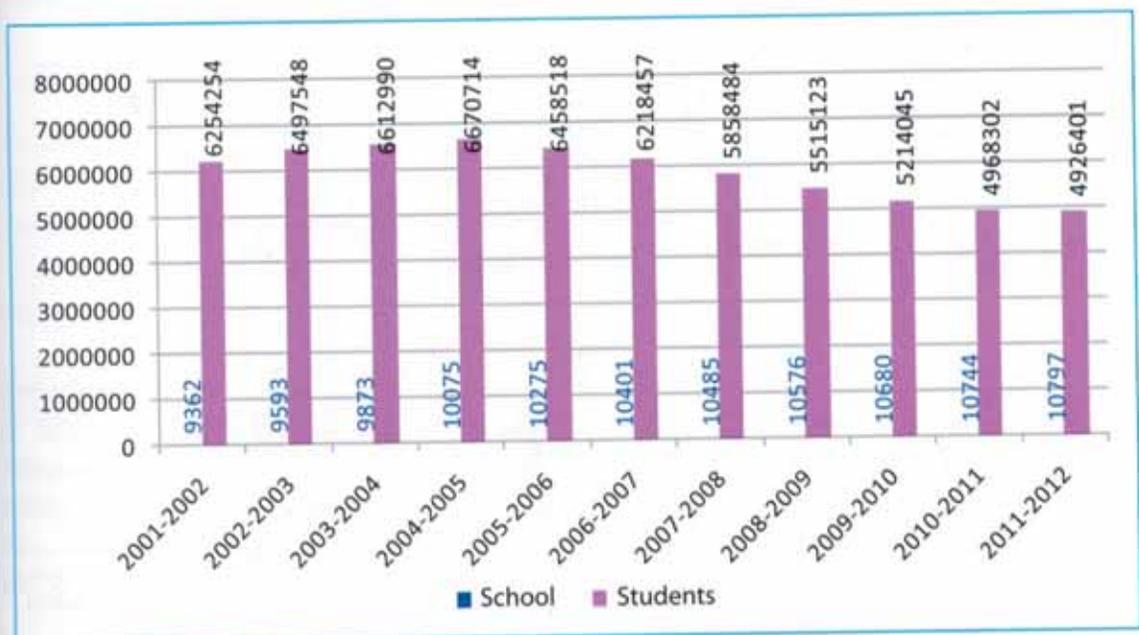
3.2.2. Size of Lower Secondary Education

Table 5: Number of lower secondary schools and students in the 2001 – 2012 period

School year	Number of schools	Students
2001 – 2002	9,362	6,254,254
2002 – 2003	9,593	6,497,548
2003 – 2004	9,873	6,612,990
2004 – 2005	10,075	6,670,714
2005 – 2006	10,275	6,458,518
2006 – 2007	10,401	6,218,457
2007 – 2008	10,485	5,858,484
2008 – 2009	10,576	5,515,123
2009 – 2010	10,680	5,214,045
2010 – 2011	10,744	4,968,302
2011 – 2012	10,797	4,926,401

Source: MOET, Viet Nam

Chart 2: Number of lower secondary schools and students in the 2001 – 2012 period



The network of lower secondary education institutions has continuously expanded, increasing from 9,362 schools in 2001 – 2002 to 10,797 in 2011 – 2012. At present, every commune has at least one lower secondary education institution or general education institution (primary and lower secondary levels) which practically can meet the needs for learning of local children and the demand for universalization of lower secondary education.

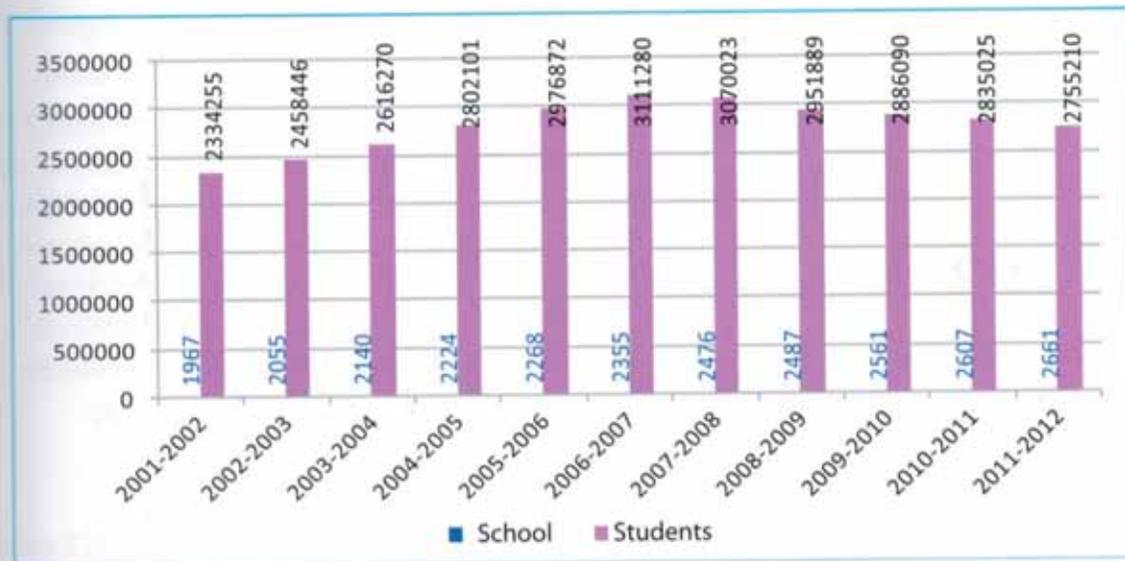
Enrollment in lower secondary schools increased from 6,254,254 in 2001 – 2002 to 6,670,714 in 2004 – 2005 due to the universalization of primary and lower secondary education nationwide, but then the figures decreased to 4,926,401 in 2011 – 2012 as a result of a decline in the number of primary school students due to family-planning and population policies.

2.2.3. Size of Secondary Education

Table 6: Number of secondary schools and students in the 2001 – 2012 period

School year	Number of schools	Students
2001 – 2002	1,967	2,334,255
2002 – 2003	2,055	2,458,446
2003 – 2004	2,140	2,616,270
2004 – 2005	2,224	2,802,101
2005 – 2006	2,268	2,976,872
2006 – 2007	2,355	3,111,280
2007 – 2008	2,476	3,070,023
2008 – 2009	2,487	2,951,889
2009 – 2010	2,561	2,886,090
2010 – 2011	2,607	2,835,025
2011 – 2012	2,661	2,755,210

Source: MOET, Viet Nam

Chart 3: Number of secondary schools and students in the 2001 – 2012 period

The network of secondary education institutions has continuously expanded, increasing from 1967 schools in 2001 – 2002 to 2,661 in 2011 – 2012. At present, every district, town, city in provinces has at least two secondary schools or general secondary education schools (lower secondary and secondary levels) which practically can meet the needs for learning of local children.

Enrollment in secondary schools increased from 2,334,255 in 2001 – 2002 to 3,111,280 in 2006 – 2007 due to the universalization of primary and lower secondary education nationwide, but then the figure decreased to 2,755,210 in 2011 – 2012 as a result of a decline in the number of primary and lower secondary school students due to family-planning and population policies.

Deputy Minister of Education and Training Nguyen Vinh Hien is presenting certificates and gifts to medal winners at International Chemistry Olympiad in 2012.



3. Teaching Staff

In the early years of the 21st century, the teaching staff at all levels of general education continued to develop in both quantity and quality.

Most teachers have a high degree of professionalism and morality. They are also hard-working, motivated, conscientious, responsible, and are willing to do their jobs well. In recent years, local governments and teacher training schools have actively implemented training programs to improve teachers' professionalism and qualifications, strengthen their political awareness for general education and pre-school teachers through continuing education, upgrading training to meet the national qualification standards, further training, and introduction to new textbooks. The number of teachers who have reached the national standard at all levels has increased considerably.

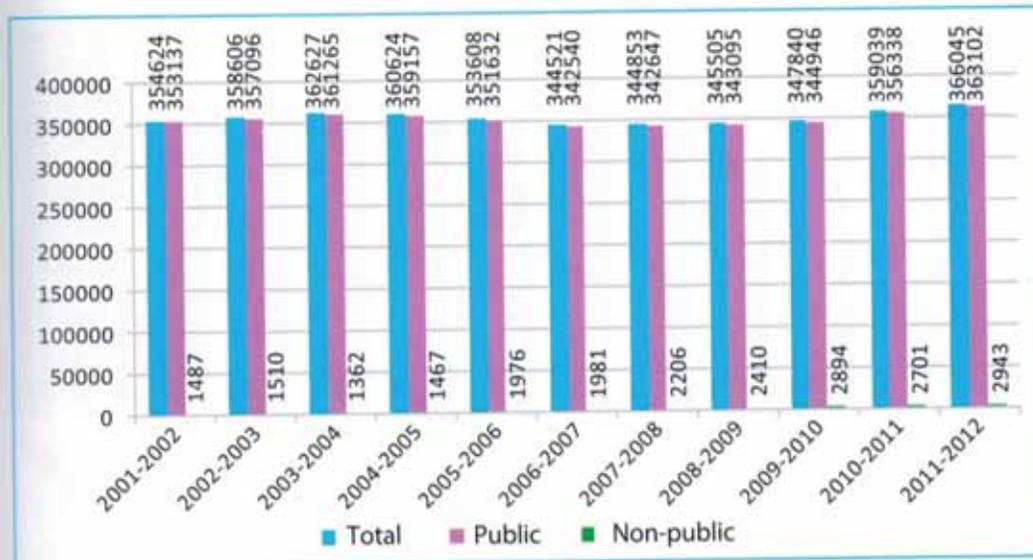
3.1. Primary Education Teaching Staff

Table 7: Number of primary education teachers in the 2001 – 2012 period

School year	Total number of teachers	Types		Percentage	
		Public	Non-public	Public	Non-public
2001 – 2002	354,624	353,137	1,487	99.58	0.42
2002 – 2003	358,606	357,096	1,510	99.58	0.42
2003 – 2004	362,627	361,265	1,362	99.62	0.38
2004 – 2005	360,624	359,157	1,467	99.59	0.41
2005 – 2006	353,608	351,632	1,976	99.44	0.56
2006 – 2007	344,521	342,540	1,981	99.42	0.58
2007 – 2008	344,853	342,647	2,206	99.36	0.64
2008 – 2009	345,505	343,095	2,410	99.30	0.70
2009 – 2010	347,840	344,946	2,894	99.17	0.83
2010 – 2011	359,039	356,338	2,701	99.25	0.75
2011 – 2012	366,045	363,102	2,943	99.20	0.80

Source: MOET, Viet Nam

Chart 4: Number of primary education teachers in the 2001 - 2012 period



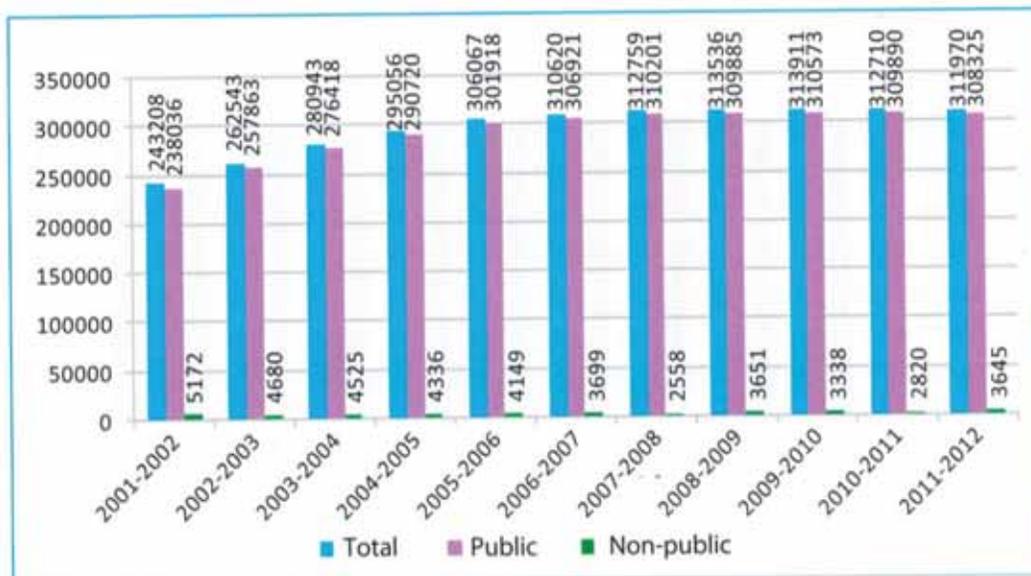
3.2 Lower Secondary Education Teaching Staff

Table 8: Number of lower secondary education teachers in the 2001 - 2012 period

School year	Total number of teachers	Types		Percentage	
		Public	Non-public	Public	Non-public
2001 - 2002	243,208	238,036	5,172	97.87	2.13
2002 - 2003	262,543	257,863	4,680	98.22	1.78
2003 - 2004	280,943	276,418	4,525	98.39	1.61
2004 - 2005	295,056	290,720	4,336	98.53	1.47
2005 - 2006	306,067	301,918	4,149	98.64	1.36
2006 - 2007	310,620	306,921	3,699	98.81	1.19
2007 - 2008	312,759	310,201	2,558	99.18	0.82
2008 - 2009	313,536	309,885	3,651	98.84	1.16
2009 - 2010	313,911	310,573	3,338	98.94	1.06
2010 - 2011	312,710	309,890	2,820	99.10	0.90
2011 - 2012	311,970	308,325	3,645	98.83	1.17

Source: MOET, Viet Nam

Chart 5: Number of lower secondary education teachers in the 2001 – 2012 period

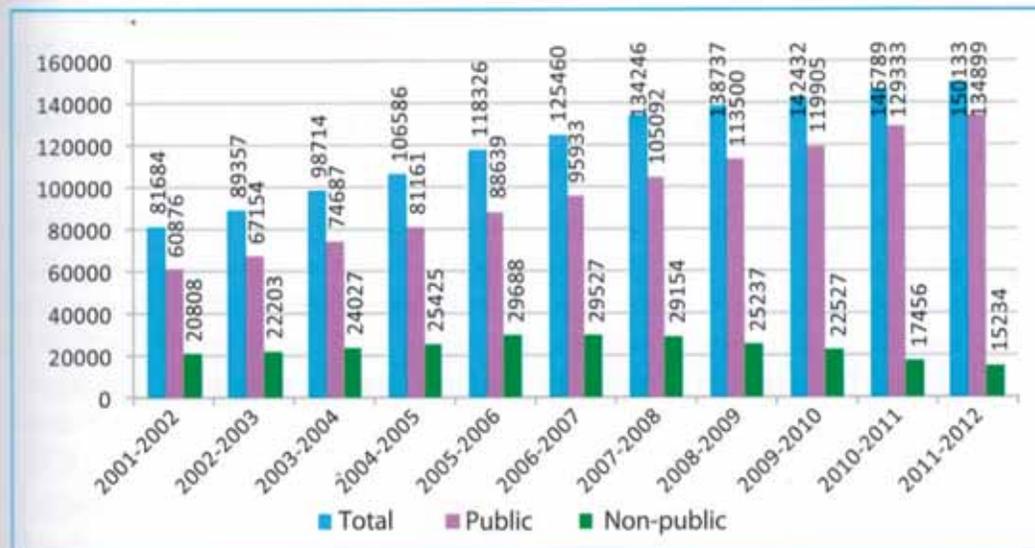


3.3. Secondary Education Teaching Staff

Table 9: Number of secondary education teachers in the 2001 – 2012 period

School year	Total number of teachers	Types		Percentage	
		Public	Non-public	Public	Non-public
2001 – 2002	81,684	60,876	20,808	74.53	25.47
2002 – 2003	89,357	67,154	22,203	75.15	24.85
2003 – 2004	98,714	74,687	24,027	75.66	24.34
2004 – 2005	106,586	81,161	25,425	76.15	23.85
2005 – 2006	118,326	88,639	29,687	74.91	25.09
2006 – 2007	125,460	95,933	29,527	76.47	23.53
2007 – 2008	134,246	105,092	29,154	78.28	21.72
2008 – 2009	138,737	113,500	25,237	81.81	18.19
2009 – 2010	142,432	119,905	22,527	84.18	15.82
2010 – 2011	146,789	129,333	17,456	88.11	11.89
2011 – 2012	150,133	134,899	15,234	89.85	10.15

Source: MOET, Viet Nam

Chart 6: Number of secondary education teachers in the 2001 – 2012 period

The quality of the teaching staff has been improved to meet the needs for innovation in education for the current period of time. In 2011-2012, the percentage of teachers reaching the National Standard for Education Qualifications at different education levels was: 91.13% for kindergarten teachers; 97.08% for pre-school teachers; 99.63% for primary education teachers; 99.22% for lower secondary education teachers; and 99.60% for secondary education teachers. Education managers at all levels have been trained in accord with standards of qualifications.

4. Universalization of Education

Viet Nam completed universalization of primary education in July 2000. Since 2001, the country has focused on strengthening and improving the results of universalization of primary education with a new goal of universalizing primary education at appropriate school age. The rate of children in primary schools at the appropriate school age reached 94.5% in 2000 and increased to 96.06% in 2007, while reducing rates of repeaters or school dropouts. The proportion of students completing primary education has been increasing steadily, making it possible to achieve the goal of universalization of primary education at the right age. As of April 2009, 47 out of the total 63 provinces in Viet Nam had achieved the universalization standards for primary education at the right age.

In December 2010, 63/63 provinces achieved universalization standards for lower secondary education. Since 2011, the Ministry of Education and Training has been making great effort to increase the proportion of people attaining education standard, and the proportion of people at appropriate school age getting lower secondary certificates to above 90% with a view to maintaining sustainability.

On the basis of the achievements in universalization of lower secondary education, many provinces in Viet Nam have now been rolling out programs for universalization of secondary education. At present, the country is accelerating the implementation of universalization of pre-school education for children under the age of five years old and universalization of primary education at appropriate school age in order to achieve 100% of provinces and cities attaining education standards by 2015.

To improve the quality of universal education, alongside increasing the enrollment of students at the right age, the Government has paid a great deal of attention to keeping people from becoming illiterate again and reinforcing illiteracy eradication results, strengthening universalization of primary education in remote provinces. Although Viet Nam has achieved significant results in general education, the country still faces with many difficulties in retaining student attendance, lowering the rate of repeaters and school dropouts and assuring quality at graduation examinations. Active support has been given to groups of disadvantaged students in difficult areas (such as the northern mountainous areas, Central Highlands and the Mekong Delta) to give them more education, and to prevent them from getting back to illiteracy.

5. Education for Gifted Students

Over the years, despite a number of difficulties such as lack of facilities, limited state and social investments in general education, alongside the development of general education to meet the needs for learning of the majority of students throughout the country, sharp focus on education in socially or economically disadvantaged areas, *the education sector has placed a high priority on education for gifted students in special schools with the best-qualified teachers and the best facilities for teaching and learning.* The network for special schools for talented students has made substantial contribution to an increase in the number of talented students who have been discovered and fostered, and an improvement in quality of training these gifted students with a view to providing high quality human resources for universities which in turn will train well-qualified manpower for the country's socio-economic development.

President Nguyen Minh Triet is awarding certificates to students taking part in the 48th International Mathematical Olympiad in Viet Nam.



Table 10: Achievements of Vietnamese students at international Olympiads – in the 2006 – 2012 period

Year	Number	Mathematics	IT	Physics	Chemistry	Biology	Total
2006	Gold medal	2	–	–	2	–	4
	Silver medal	2	1	–	2	–	5
	Bronze medal	2	3	4	–	4	13
2007	Gold medal	3	–	2	1	–	6
	Silver medal	3	1	2	2	1	9
	Bronze medal	–	3	–	–	1	4
	Certificate of Merit	–	–	1	1	–	2
2008	Gold medal	2	–	4	2	–	8
	Silver medal	2	2	–	–	–	4
	Bronze medal	2	2	1	2	3	10
	Certificate of Merit	–	–	–	–	1	1
2009	Gold medal	2	–	–	1	–	3
	Silver medal	2	1	5	2	1	11
	Bronze medal	2	2	–	1	3	8
2010	Gold medal	1	–	1	–	–	2
	Silver medal	4	–	3	2	2	11
	Bronze medal	1	1	1	2	1	6
2011	Gold medal	–	1	1	–	–	2
	Silver medal	–	1	2	2	–	5
	Bronze medal	6	2	2	2	3	15
	Certificate of Merit	–	–	–	–	1	1
2012	Gold medal	1	–	2	1	–	4
	Silver medal	3	3	1	2	3	12
	Bronze medal	2	1	2	1	1	7

Source: MOET, Viet Nam

In addition, Vietnamese students have also won many top awards at Asian and world talent competitions. In the 2011 – 2012 academic year, three Vietnamese students won the First Prize at The Intel International Science and Engineering Fair – the world's largest international pre-college science competition.



Three Vietnamese students won the First Prize at The Intel International Science and Engineering Fair (Intel ISEF)

Commencing the period of industrialization, modernization and integration, the country needs talents, especially talents for management, science and technology, and economics to accelerate the country's growth and development. To consolidate the achievements, to discover and foster young talents, the Government has approved the Project for the Development of special secondary schools for gifted students in the 2010 – 2020 period. "To build and develop special secondary schools for gifted students into a network of high quality secondary education institutions equipped with uniform advanced facilities and equipment for teaching and learning, meeting the national standards for education with a view to discovering and fostering students with special intelligence and abilities who achieve outstanding achievement. To train these gifted students to become persons of patriotism and pride for the country; persons with deep knowledge and understanding who can study and do research independently and creatively; persons with good health who can be trained to be talents to meet the demands and challenges of the country's industrialization, modernization and international integration".

d world
nts won
world's

Based on the stated objectives, the Government has identified specific goals and solutions as follows:

1. To strengthen, build and develop existing special secondary schools for gifted students, at the same time to increase the size of the network; to ensure that every central city and province has at least one special secondary school for gifted students with approximately 2% of the total number of secondary students in the city/province;
2. To develop teaching and management staff for special secondary schools for gifted students ensuring sufficient number of personnel with a high level of professional standards, reasonable structure; to increase the number of teaching and management staff with PhD and master's degrees and to improve the staff's professionalism, knowledge, foreign language competence, IT competence, research capability, and application of advanced teaching methods;
3. To increase training of master's level, education management, teaching of English language, mathematics, physics, chemistry, biology and IT in English in the country as well as abroad; to run training courses to improve foreign language and IT competence, capability to develop teaching programs and contents for teaching and management staff at special secondary schools;



ion, the
ogy, and
date the
oved the
ts in the
students
uniform
national
h special
se gifted
with deep
ntly and
meet the
ion and

4. To develop training programs for special secondary schools for gifted students that are geared toward advanced education level in the region and in the world, to improve quality of comprehensive general education with a focus on physical and personality education for students; to create favourable conditions for well-rounded development with concentration on one subject area, with high competence of foreign languages and IT; to develop independent thinking, practical skills and ability for practical application.
5. To study and implement some advanced training programs of other countries in some special secondary schools for gifted students; to pilot teaching mathematics, physics, chemistry, biology and IT in English at some special secondary schools for gifted students.
6. To provide incentives for teachers directly involved in teaching specific subjects for gifted students who win high prizes at national and international talent competitions and for teachers having high percentage of students passing the national university entrance examination; to provide incentives to attract well-qualified teachers for teaching at special secondary schools for gifted students, especially foreign teachers to teach their native language at these schools;
7. To ensure the continuation of discovering and nurturing gifted students at secondary level of education with these students' training at tertiary education level; to select outstanding students to be trained at special classes of talented bachelors, high quality engineers at prestigious universities in the country as well as in other foreign countries.
8. To establish a framework for close collaboration between special secondary schools for gifted students and universities which offer classes for talented bachelors and high quality engineers and education institutions in the country and abroad where outstanding students are trained;



An extra curriculum class

9. To strengthen cooperation in training and doing research with prestigious education institutions in other foreign countries to share and gain good experience in selecting, nurturing and developing students' talent; to focus on developing training programs, materials, upgrading teachers and training gifted students.
10. To mobilize sources from individuals, businesses, social organizations, professional organizations and international organizations and to attract foreign investment in education in order to build good facilities and provide modern teaching and learning equipment for special secondary schools for gifted students.
11. To encourage and offer favorable conditions for individuals, businesses, social organizations, professional organizations to set up special secondary schools for gifted students according to Resolution 69/2008/ND-CP dated 30th May, 2008 of the Government on policies to encourage socialization activities in the fields of education, healthcare, culture, sports and environment.

Based on the stated objectives and solutions, the Government has defined a particular route from the present to 2020 with a view to developing special secondary schools for gifted students into national standard education institutions as a model of secondary schools in terms of facilities, teaching staff and education activities.

E. Directions for General Education Development up to 2020

E.1. Objectives for General Education Development up to 2020

Education development strategy in the 2011 – 2020 period has identified the objectives for general education up to 2020 as follows:

- To improve the quality of comprehensive education, especially cultural and moral education, soft skill development, citizenship education, foreign languages and computer skills.
- By 2020 the percentage of enrollments at the right age should be 99% for primary-age children, 95% for lower secondary students and 80% of young people getting secondary education level or equivalent level; at least 70% of disabled children should get access to formal schooling.

E.2. Measures for General Education Development up to 2020

To achieve the strategic objectives, 6 solutions should be implemented effectively, of which solutions numbered 1 are breakthrough and solutions numbered 2 are key solutions.



6.2.1. Education Management Innovation

- a) To build and complete the system of comprehensive legal documents and regulations to serve as guiding basics for fundamental and comprehensive innovation of education.
- b) To complete the state education management mechanism. To implement synchronously decentralization of management and to strengthen collaboration between the central and local education organizations.
- c) To complete the national education system in order to satisfy the needs for manpower training and the needs for life learning of people and the classification in the education system. To build an education system with a variety of learning forms/modes ensuring the continuation and standardization as well as quality of education.
- d) To manage education in accordance with strategies and plans for education development for specific periods of socio-economic development of the country.
- e) To accelerate the application of IT and communications to increase efficiency of education management.

6.2.2. Development of Teaching and Education Managers

- a) To consolidate and complete the network of teacher training schools; to innovate training programs with a view to developing the teaching and education managers who will be able to implement innovation programs for general education.



Students of Le Hong Phong Secondary School in Ho Chi Minh City

b) To ensure step-by-step sufficient number of teachers for the implementation of the new comprehensive education programs for general education with two learning sessions/day, teachers of foreign languages, teachers-advisors for school learning and career orientation as well as teachers for the special-care needed.

c) To implement standardization in training, selecting, employing and assessing teaching and education managers. To provide attractive material and moral incentives to encourage and motivate teachers and education managers especially those working in remote mountainous areas, disadvantaged areas; to establish and

implement special policies to appeal to experienced and prestigious teachers, scientists and experts in the country and abroad to get involved in education.



6.2.3. Renovation of Contents, Programs, Teaching Methodology, Evaluation and Assessment of Education Quality

- a) To accelerate the innovation of textbooks for general education after 2015 with a view to developing students' capabilities, at the same time ensuring uniformity throughout the country and suitability for particular localities. To focus on education contents for behavior, law, physical education, civil defense education and traditional cultural value education.
- b) To innovate teaching methodologies and outcome assessments on the basis of students being active and self-disciplined, creative and capable of taking initiatives and learning on their own. To accelerate the application of IT and communications for teaching and learning. To compile and apply electronic teaching materials. To innovate objective student evaluation and assessment to ensure efficiency, and fairness.
- c) To implement national assessment of quality of general education students in order to establish the quality level and this will be used as bases for a proposal to improve the

quality of education of all localities and in the whole country. To evaluate education institutions at all levels of general education.

6.2.4. Increasing Investment in General Education

- a) To innovate financial structure for education and to use the state and social resources for education more effectively.
- b) To increase the education share of the state budget which is the main source of expenditure to ensure funding for education, with priority for continuing education, education in disadvantaged areas and students of social policy.
- c) To standardize step-by-step technical facilities at education institutions, to ensure sufficient financial resources and teaching equipment for all education institutions, schools for gifted students and boarding schools for ethnic minority students.

6.2.5. Increasing Education Support for Students of Disadvantaged Areas, Ethnic Minority and Students of Social Policy

- a) To continue to build and implement policies for education support and development in disadvantaged areas and for ethnic minority students and students of social policy and poor students.
- b) To provide attractive incentives for teaching and educational managers in disadvantaged and mountainous areas.
- c) To develop a network of special education units for disabled students, HIV affected children, homeless children and other disadvantaged children. To increase investment for special education; to train teaching staff for special education; to provide incentives for teaching staff of special education and disabled students.

6.2.6. Expanding and Enhancing Effects of International Education Cooperation

To encourage education institutions to cooperate with education institutions in developed countries with a view to enhancing education capability, upgrading teaching and management staff and increasing the number of scholarships for students.

lucation

resources

source of
ucation

ensure
tutions

ity and

opment
al policy

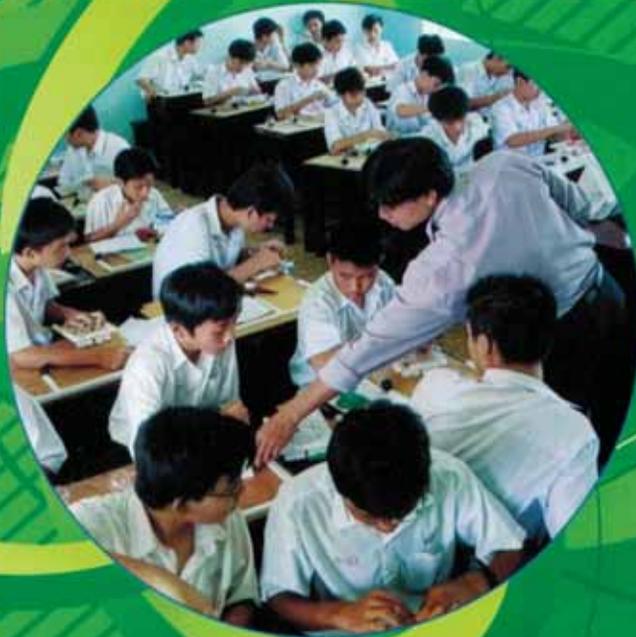
antaged

affected
vestment
centives

tions in
grading
tips for

Chapter 4

PROFESSIONAL EDUCATION



1. Introduction to Professional Education

1.1. Professional Education

Professional education consists of:

- a) Professional upper secondary education, which is for three to four years of study for learners with lower-secondary education certificates; and one to two years of study for those with upper-secondary certificates.
- b) Vocational training, which is conducted in less than one year for a preliminary vocational training program, and from one to three years for a vocational upper secondary and college program.

1.2. Objectives of Professional Education

The objectives of professional education are to train potential laborers who obtain knowledge and various levels of professional skills, with moral and work ethics, discipline awareness, industry-related practices and physical health, thus providing them with employability, self-employability or the ability to further study to improve professional workmanship and qualifications, meeting the needs of socio-economic development, national defense and security.

Professional upper secondary education aims to train working people with the basic knowledge and practical skills of a profession, the ability to work independently and creatively, as well as the ability to apply technology in the workplace.

Vocational training is directed towards the training of technical workers, who directly participate in production and service, to receive the practical skills of a profession adequate to its relevant training qualification.

2. Network of Professional Education

2.1. Vocational Schools

Ministries, agencies, and localities all have planned and set up a network of vocational training institutions; a system of practical technical training with three different levels: semi-skillful, skillful, and advanced. The framework of vocational training levels is to be adjusted as preliminary, upper-secondary, and college.

By the 2011-2012 academic year, the network of vocational training institutions consisted of 136 vocational training colleges, 308 vocational upper-secondary schools and 849 vocational training centers; vocational programs at more than 266 professional upper-secondary schools, colleges and universities.

**Table 11: Number of vocational training institutions
(2008 – 2009 to 2011 – 2012 academic years)**

Types of institutions	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
Vocational schools	306	387	423	444
Vocational training centers	684	777	810	849
Secondary professional schools	273	282	290	295

Source: General Department of Vocational Training, Ministry of Labor, Invalids, and Social Affairs

In general, the network of vocational training institutions has been developed based on a plan approved by the Government. This network, diversified in types, has initially met the human resource needs for the socio-economic development as well as the demand for vocational training of the workforce in order to increase their employability.

However, a majority of the institutions are located in the populated areas of the Red River Delta, the South East and the North East and North Central Coast regions, accounting for nearly 70% of the total number.

2.2 Professional Upper-secondary Schools

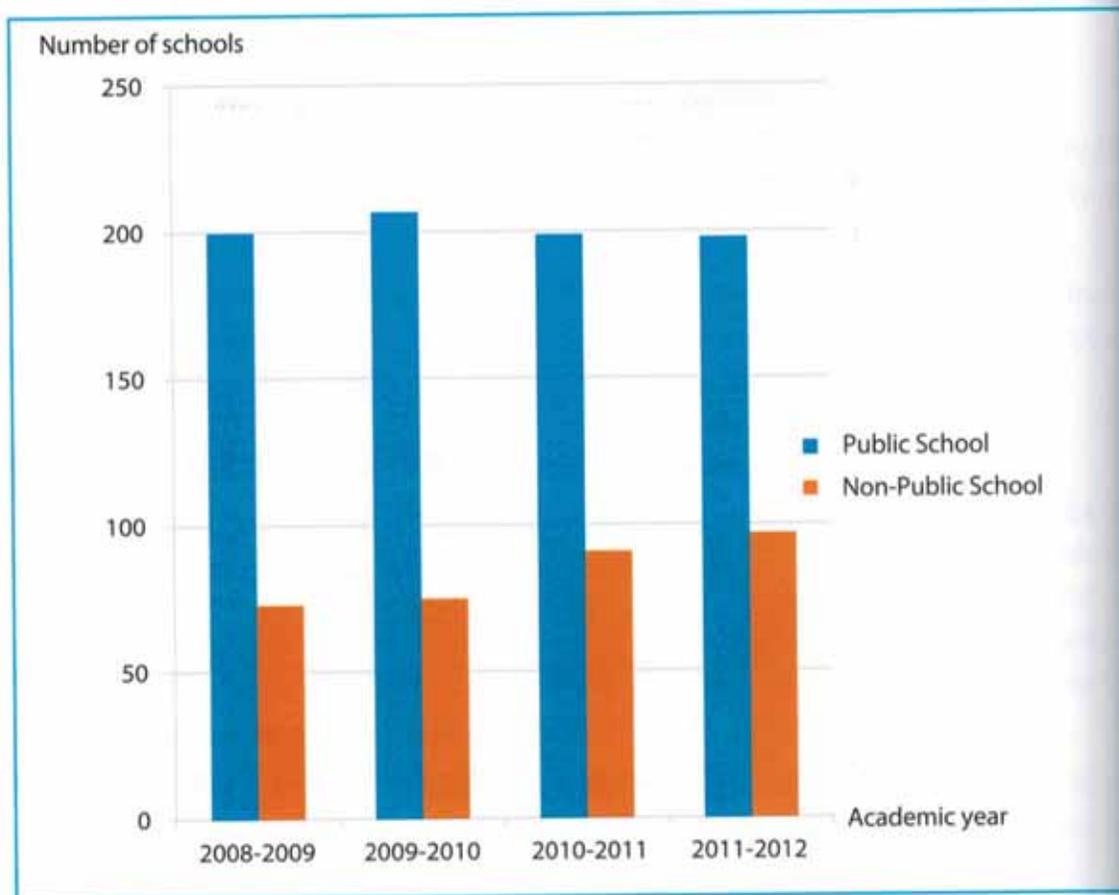
In the past few years, the professional upper-secondary school network has continuously been developed at almost all localities across the country. Up to now, there have been 295 professional upper-secondary schools, including 97 non-state schools, which account for 32.88% of the total.

Additionally, more than 300 colleges (including vocational training colleges), universities, institutes and local political upper-secondary schools have also set up professional upper-secondary programs. This makes a total of nearly 500 professional upper-secondary institutions.

Professional upper-secondary schools are not distributed equally among provinces. On average, there are around 4-5 schools in each province. Hanoi has the greatest number of this type of school.

In recent years, a number of universities and colleges have also included professional upper secondary programs for various disciplines. In the 2011-2012 academic year, beside professional upper-secondary schools, 300 education institutions started training programs at this level.

Chart 7: Number of Secondary Professional Schools



The duty of secondary professional schools is to train human resources for the labor market. Key areas of training are economics-technology, health care, culture and arts, pre-school teacher training etc. The increase in the number of these types of schools reflects the demand for study and labor market requirements.

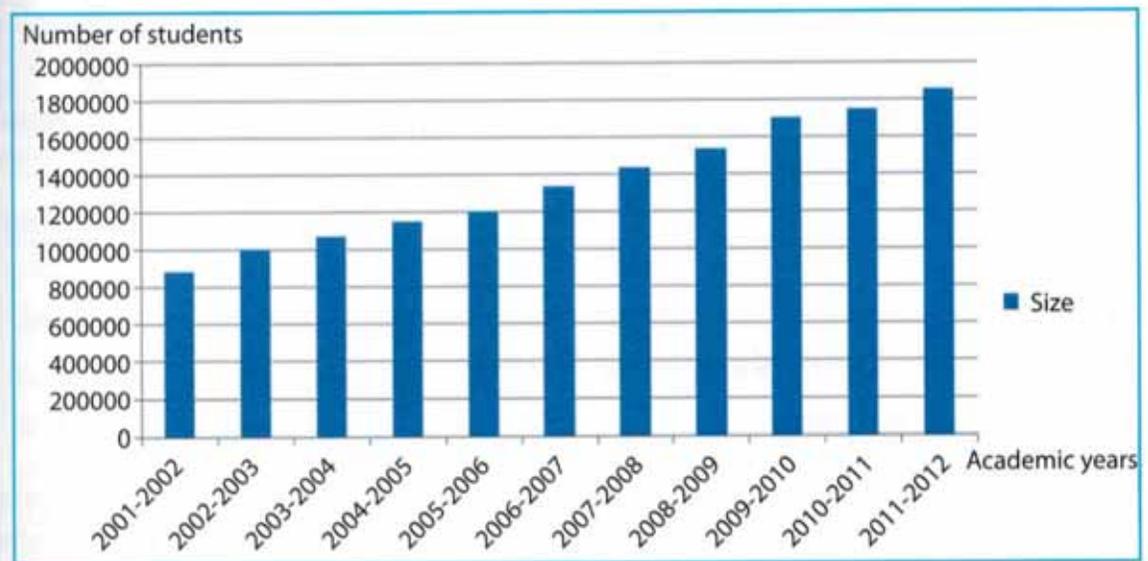
Though secondary professional schools have grown in number, it is difficult to find a high quality one. This is due to the fact that most of large schools with experienced teaching staff have already been upgraded into junior colleges (economic-technical colleges, teacher training colleges or community colleges). However, they still retain secondary professional programs as part of their function. Upgrading a good secondary professional school into a junior college can be considered a positive tendency, a motivation for the development of secondary professional school system.

3.1 Size of Professional Education

3.1.1 Vocational Students

The number of vocational students has continuously risen. Together with an increase in enrollment quotas for long-term programs, the number of students in short-term training courses also sees significant growth.

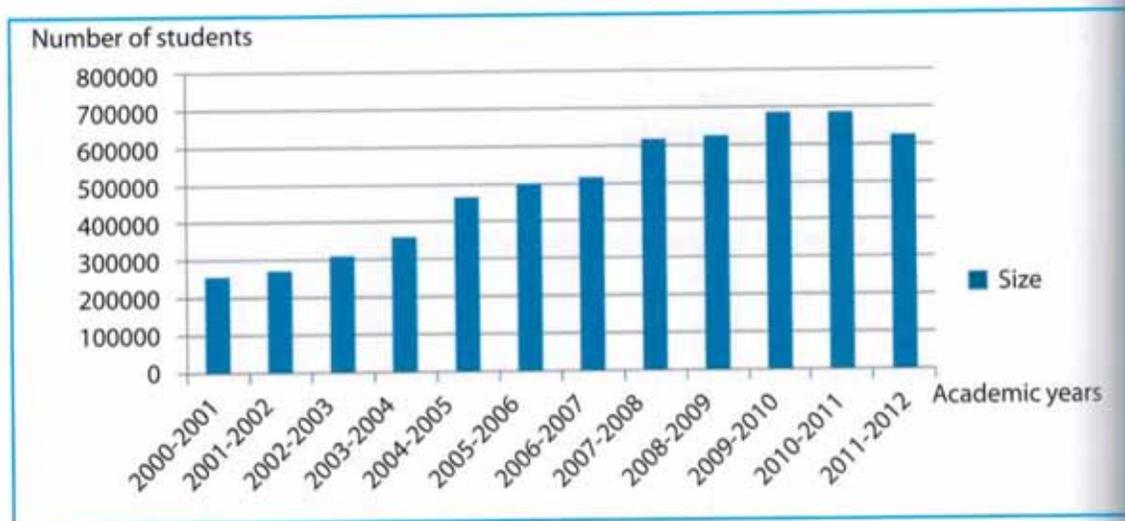
Chart 8: Number of vocational students in the 2001 – 2012 period



In recent years, with the emergence of new careers, occupational structures have been adjusted to suit the needs of the labor market. However, this adjustment has not met the requirements of the shifting labor structure. While there is a need of a labor force for agriculture, forestry and fishery occupations such as processing and preservation of wood, seafood, and agricultural products, most of the vocational training institutions focus mainly on the areas of industry, transportation and construction; and few on other industries. Moreover, some occupations, though needed for the economy, are costly to train or are not attractive to students because of their noxious working environment.

3.1.2 Secondary Professional Students

Although the number of secondary professional schools has not increased very much, annual enrollment for these schools has increased considerably. Since 2003, the figure has increased, by 14.7% annually on average. The total number of secondary professional students of the 2011 – 2012 academic year was 623,050 (an increase of 2.44 times compared with 2000 – 2001), mainly enrolling in areas of business and services, healthcare while training programs in agriculture, forestry, fishery, art and culture attract the smallest number of students.

Chart 9: Number of secondary professional students in the 2001 - 2012 period

4. Teaching Staff and Educational Managers

4.1. Vocational Teachers

In the 2010 – 2011 academic year, there were 33,270 teachers at vocational schools (an increase of 6.1 times compared with the 2000 – 2001 academic year), of which 70% reached the national qualification standards.

In recent years, thousands of teachers have received further training and retraining with new technology to improve their professional skills and knowledge. Benefiting from the resources of the National target programs, the “Vocational and technical training” Project, cooperation programs with Germany and Korea, etc. have trained 100 teacher trainees and 750 teachers in teaching methodology; more than 2,500 teachers have been retrained in professional competence, techniques, working skills and new technology within Viet Nam. However, there is still a lack of vocational teachers. 30% of teachers do not meet standards, especially those at vocational training centers. Moreover, foreign language and ICT competence, and working skills of a number of teachers are still not adequate and do not meet the requirements of the world of work.

4.2. Secondary Professional Teachers

In the 2011 – 2012 academic year, there were 19,956 teachers in secondary professional schools, 46% of whom worked for non-public schools. Teachers’ competence has been improved; the number of teachers with post-graduate degrees increased from 5.7% in the 2000 – 2001 academic year to 26.23% in the 2011 – 2012 academic year.

Table 12: Number of teachers in vocational and secondary professional schools

Unit: person

Academic year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Vocational training	5,500	6,193	6,640	7,586	8,380	20,195		29,444	33,270	
Secondary Professional education	10,189	9,327	10,247	11,121	13,937	14,658	16,214	17,488	18,085	19,956
of which, in non-public institutions	149	149	570	1,104	2,438	3,921	5,578	6,493	7,869	9,189
Ratio %/total	1.46	1.60	5.56	9.93	17.49	26.75	34.40	37.13	43.51	46.05

Source: General Department of Vocational Training, Ministry of Labor, Invalids and Social Affairs

Further education and development for teachers is critical to improve the educational and training quality. Since 2001, great attention has been paid to training teachers at secondary professional schools. Every summer, the Ministry of Education and Training (MOET) organizes series of training courses and seminars in order to improve the professional knowledge and competence of teachers at these schools. Participants are equipped with knowledge and access to theories, advanced technology, and conditions for utilizing high-tech and ICT equipment. At the same time, many undergraduate and post-graduate training courses have been organized for teachers in secondary technical institutions.

MOET has developed and prepared pedagogical materials for teachers at secondary professional schools. 12 pedagogical training modules have been developed. In November 2005, the first modules were deployed for teachers at vocational training schools, secondary professional schools, and colleges. The focus of this program is for applying modern education technology into the teaching process, combining e-learning and practical sessions in classrooms (Blended learning).

In 2007, MOET started the project "Developing Teachers at Secondary Schools and Secondary Professional Schools" sponsored by ADB. One of the two main factors is to increase the training ability for teachers at secondary professional schools, with the main focus on universities and some departments in technical pedagogy in order to invest in facilities and enhance regulations on teacher development at secondary professional schools. In 2012, MOET also promulgated Circular on Standards of teacher's

pedagogy at secondary professional schools as a basis for the design and organization of teacher training programs for teachers at secondary professional schools.

In order to increase organizational ability, professional skills and competence for managers and teachers at secondary professional schools, institutions providing secondary professional education, and managers at departments of education and training, together with SEAMEO VOTECT (Southeast Asian Ministers of Education Organisation – Regional Centre for Vocational and Technical Education and Training), every year MOET organizes training courses in Viet Nam with senior international experts in the area of vocational education for teachers and managers to update knowledge and encourage managers and teachers to continually enhance their foreign language skills (especially English).

5. Socialization of Professional Education

Promoting socialization for education (mobilizing social resources) is considered an important method to reinforce and develop the professional education system. The last few years have seen great achievements in developing non-public secondary professional institutions, which contribute to stabilizing and diversifying the system of secondary professional schools, and expanding the enrolments. By the 2011 – 2012 academic year, there were 97 non-public schools, accounting for 32.88% of the total number of this type of school. That is 42 more schools in comparison to the 2000 – 2001 academic year.

Table 13: Number of non-public secondary professional schools (2001 – 2012)

Unit: School

Academic year	Number of secondary professional schools	Number of public secondary professional schools	Non-public secondary professional schools	
			Number of schools	Percentage (%)
2000 – 2001	253	243	10	3.95
2001 – 2002	252	241	11	4.37
2002 – 2003	245	231	14	5.71
2003 – 2004	268	238	30	11.19

Source: Department of Planning and Finance, MOET

Academic year	Number of secondary professional schools	Number of public secondary professional schools	Non-public secondary professional schools	
			Number of schools	Percentage (%)
2004 – 2005	285	238	47	16.49
2005 – 2006	290	238	52	17.93
2006 – 2007	269	205	72	23.79
2007 – 2008	276	204	72	26.08
2008 – 2009	273	200	73	26.74
2009 – 2010	282	207	75	26.59
2010 – 2011	290	199	91	31.38
2011 – 2012	295	198	97	32.88

In vocational training area, the number of non-public schools also increased. In the 2011-2012 academic year, there were 143 non-public schools out of the total number of 454 vocational schools, accounting for 31.49%.

5. Directions for Professional Education Development

Directions for professional educational development are stated clearly in the 2001-2010 Education Development Strategy; Strategy for Professional Education Development in the 2011 – 2020 period, Strategy for Human Resources Development in Viet Nam in the 2011 – 2020 period, Plan for Human Resources Development in Viet Nam in the 2011 – 2012 period approved by the Prime Minister.

Followings are key tasks:

a) Continue to develop the size of professional education

- Increase the proportion of the labor force being trained at all levels to 55% by 2015 (out of the total labor force of 55 million people in the economy) and around 70% (out of the total labor force of 63 million people in the economy) by 2020.
- Increase the labor force trained in the vocational education system to 23.5 million people in 2015 (equivalent to 77%), around 34.4 million people in 2020 (equivalent to 78.5%).
- Set the target of increasing the labor force trained at lower secondary vocational level to around 18 million people, accounting for about 59% of the total trained labor force in the economy; increasing the labor force trained at secondary vocational level to around 7 million people (about 23%); and increasing the labor force trained at vocational colleges to around 2 million people (about 6%) by 2015.

b) Expand the network of professional education

- Increase propaganda to enhance the awareness of professional education in the society, creating premises to attract the youth to courses in professional educational institutions.



A cooking class

- Establish a system of technical and practical skill training to meet the demand of socio-economic development, focusing on short term vocational training and training of high-quality technical workers who already hold a secondary education certificate or secondary technical diploma.
- Restructure the network of training institutions under ministries, government agencies, and local authorities to better satisfy the changing needs of trained workers across occupations and regions; building new training institutions in provinces where there are none yet, such as in key economic areas, in sector, localities, and enterprises in high need of trained workers; establishing multi-discipline training institutions in the Mekong River Delta, North West, Central Highlands and Central Coastal Region.
- Increase the training scale in some high technology and high-quality service sector for large cities, and industrial and processing zones; giving priority to key sectors, such as information technology, telecommunications, precision engineering, electronics, air transportation, oil refinement, new materials, bio-technology and some labor intensive sectors such as garments and textiles, and marine products; paying due attention to vocational training for industrialization and modernization of agriculture and development of rural and remote areas, and for overseas employment.
- Establish a number of high quality professional education institutions to train human resources to meet the international standards for key economic sectors of the country.

c) *Reform professional education management*

Reforming the management mechanism of professional education, creating a motivation for the development of professional educational system. Improving the professional educational system and the network of professional education institutions, framework of levels and standards of quality ensuring conditions (training programmes, teaching staff, managers, facilities in teaching, organizing schools and other training institutions, etc), standards for national professional skills. Building Law on Professional Education and other legal documents to strengthen quality management and the effectiveness of professional education.

d) *Develop teachers and managers both in terms of quantity and quality to achieve the goal of professional training*

- Develop technical teacher-training universities and technical teacher-training faculties at technical universities to provide enough teachers for professional education institutions.
- Diversify training programs to increase the qualification standards for teachers. By 2015, 100% of professional education teachers will have met the established standards, and 70% of professional education managers will have received management training.

By 2020, 100% of managers will have received standardized management training. The target is that by 2020, 20% of teachers in secondary technical schools and 35% in vocational colleges will hold a post-graduate diploma.

- Introduce pedagogical competency standards for professional education teachers and conduct assessment of teachers' qualification based on those standards (the pedagogical competency standards for secondary professional schools have been introduced).
- Strengthen training and capacity building for teachers and managers with advanced training courses, in cooperation with foreign partners so that teachers and managers can meet teaching demands in the new period.
- Adopt proper incentive policies for teachers and managers, aiming at allowing a headmaster/rector to decide the salary paid to each personnel based on his or her performance.



A knitting class



e) *Reform the content, teaching methodology, and assessment for professional education*

- Establish some centers to forecast human resource demands to create a basis for developing vocational training for each region and locality.
- Promote the application of advanced training programs of world-class technical and vocational education training institutions.
- Mobilize the participation of enterprises in identifying training needs, developing curriculum, enrollment, delivering training programs, and creating employment opportunities for graduates of professional education institutions.
- Move towards credit-based training. By 2020, 100% of the professional education programs will be credit based.
- Implement the project "Teaching foreign languages in the national education system"; delivering a number of professional education programs in English in qualified institutions, and improving English language proficiency of graduates.

g) Promote socialization in Vietnam's education

- Encourage and protecting the legitimate rights of domestic and international organizations and individuals who invest in professional education; facilitating the development of non-public institutions, aiming at 60% of vocational students (short-term and long-term) trained in non-public institutions.
- Introduce new financial incentives in education, and mobilizing and receiving resources from the private sector for professional education. Besides funding from the state budget, resources will also be mobilized from socio-economic organizations, employers of graduates, students and their families.

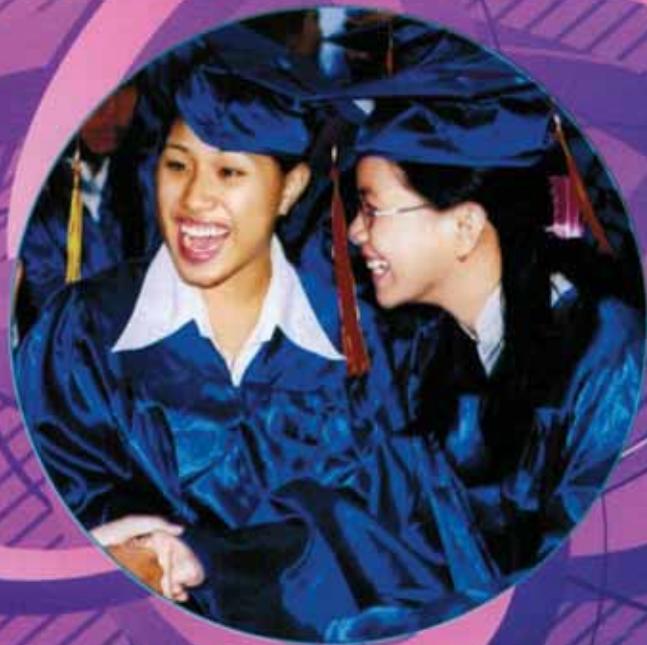


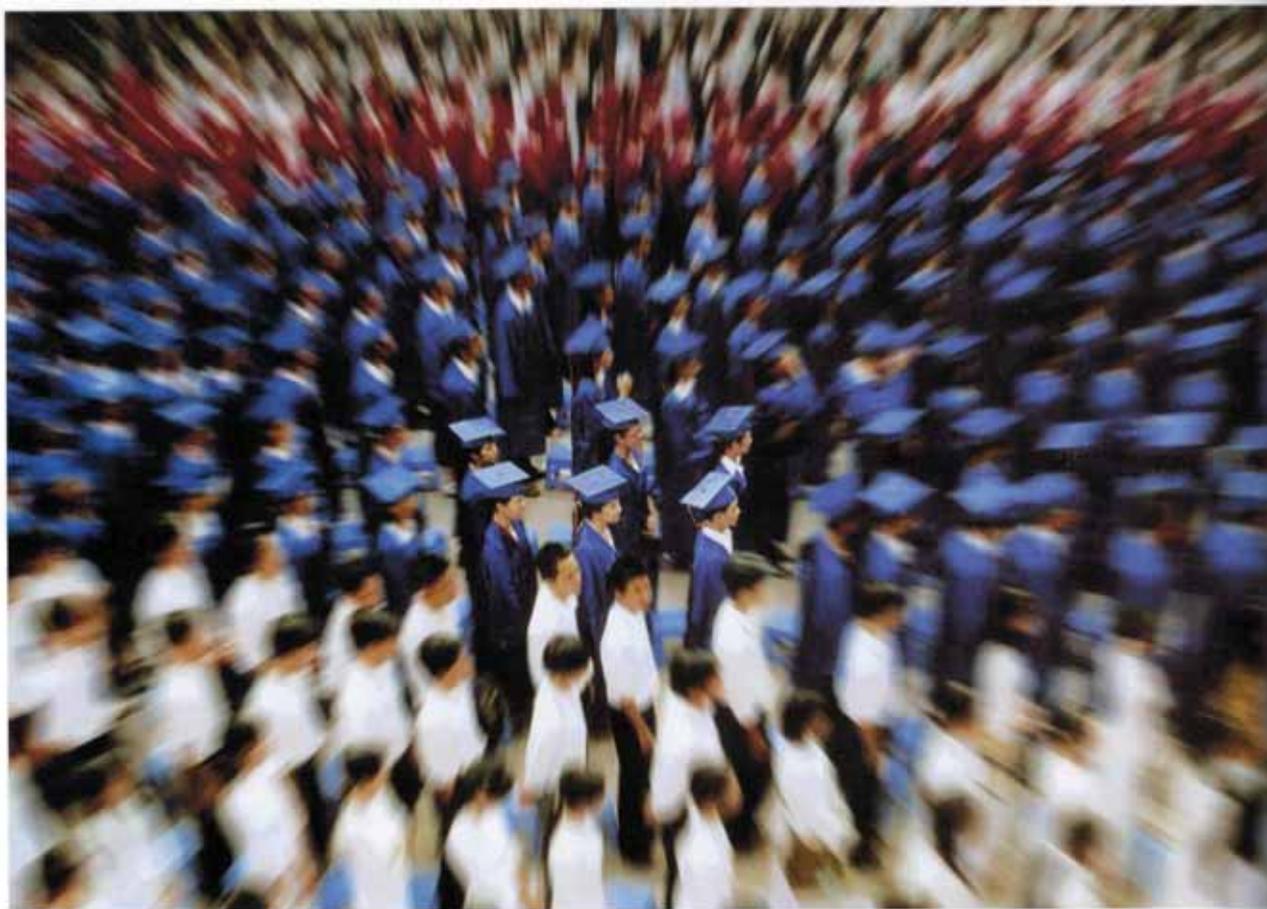
national
ting the
s (short-

sources
re state
mployers

Chapter 5

HIGHER EDUCATION





Joys on the graduation day

1. Introduction to Higher Education

1.1. Higher Education Levels

Higher education levels include:

- a) College education;
- b) University education;
- c) Master education;
- d) Doctoral education.

1.2. The Goals of Higher Education

1.2.1. The General Goals:

- a) To develop high quality human resources, to raise people's knowledge level, to foster the talented, and to create new knowledge and products, which, in turns, contribute to the national socio-economic development and the country's international integration.

- b) To educate learners in acquiring political and moral qualities; gaining needed expertise and practical skills; developing capabilities, in alignment with the level of education, to conduct research and apply scientific and technological advances; enhancing creativity and responsibility towards their careers and the community.

2.2. Specific Goals of Each Level of Higher Education

- College education shall equip learners with expertise and practical skills required for a certain profession, with an understanding of how the natural and social laws and principles work life contexts and with the ability to tackle common issues in the discipline.
- University education shall equip learners with comprehensive expertise, with an insight into the natural and social laws and principles, with basic practical skills and with the ability to work independently and creatively in tackling common issues in the discipline.
- Postgraduate education shall assist learners in acquiring the background scientific knowledge and the capability to efficiently and effectively conduct research into a specialized area as well as exercise their professions work independently and to identify as well as deal with issues relevant to the discipline researched.
- Doctoral education shall assist researchers in acquiring both the theoretical and practical knowledge of high degree and the capability to independently and creatively conduct research, to develop new knowledge, to identify new natural and social laws and principles, to deal with emerging scientific and technological issues and to guide scientific research and professional activities.

2. Higher Education System

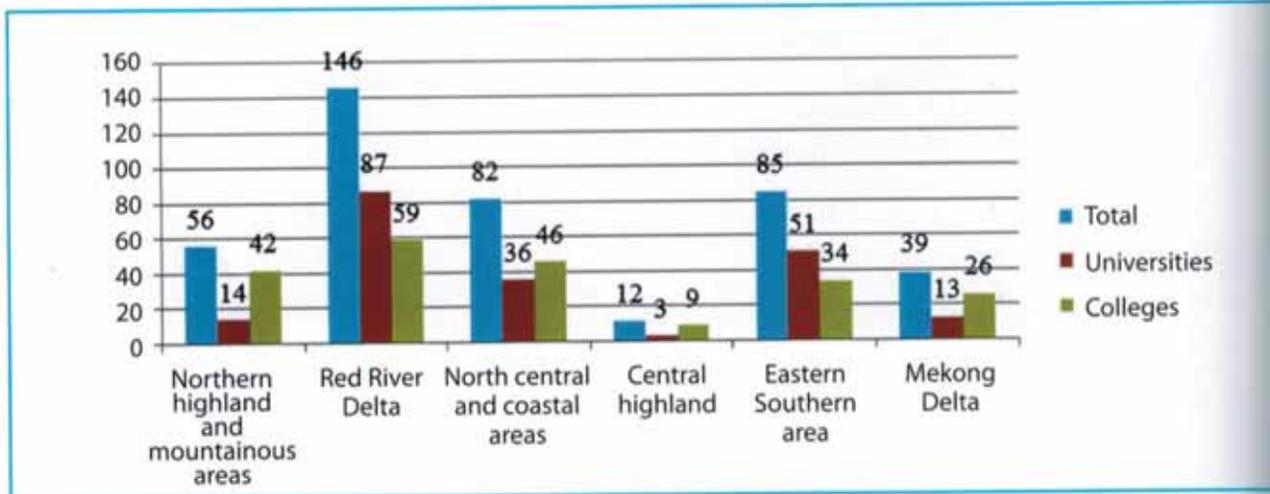
2.1. Higher Education System

Higher education system includes:

- a) Colleges;
- b) Universities and institutes;
- c) Regional and national universities;
- d) Research-intensive institutes (offers merely doctoral programs).

In the 2011 – 2012 academic year, there were 419 higher education institutions, of which, 215 were colleges and 204 were universities (including institutes and member universities of regional and national universities). Universities of various types are located across the country with the Red River Delta having the highest number followed by the South East region and the Central Highlands having the lowest number.

Chart 10: Distribution of Colleges and Universities in 2011 – 2012



Source: MOET, Viet Nam

2.2. Higher Education Institutions

Higher education institutions are structured as follows:

- Public higher education institutions, which are owned and funded by the State;
- Private higher education institutions, which are owned and funded by social organizations, social-vocational organizations, private businesses and individuals.
- Foreign-owned higher education institutions, including institutions wholly owned by foreign investors and those jointly owned by foreign and domestic investors.

In recent years, private and foreign-owned institutions have increased in quantity, enrollment, discipline and quality, and contributed remarkably to the course of developing highly-skilled human resources for the country's modernization and industrialization as well as the socialization of higher education. By the end of the 2011 – 2012 academic year, Viet Nam had 54 non-public universities and 28 non-public colleges with the total of 331,595 students.

2.3. Higher Education Institutions are Classified into:

- Research-oriented institutions;
- Application-oriented institutions;
- Practice-oriented institutions.

3. Higher Education Enrollments

3.1. College and University Enrollments

College and university education, in line with the changes in demands of high quality human resources for different socio-economic sectors in the modernization and industrialization stage and the need for higher competitiveness in international economic integration, have diversified disciplines and enhanced the training scale. In the 2011-2012 academic year, there were 2,204,313 students in higher education, of whom, 756,292 were university students and the rest were college students.

Chart 11: College enrollments

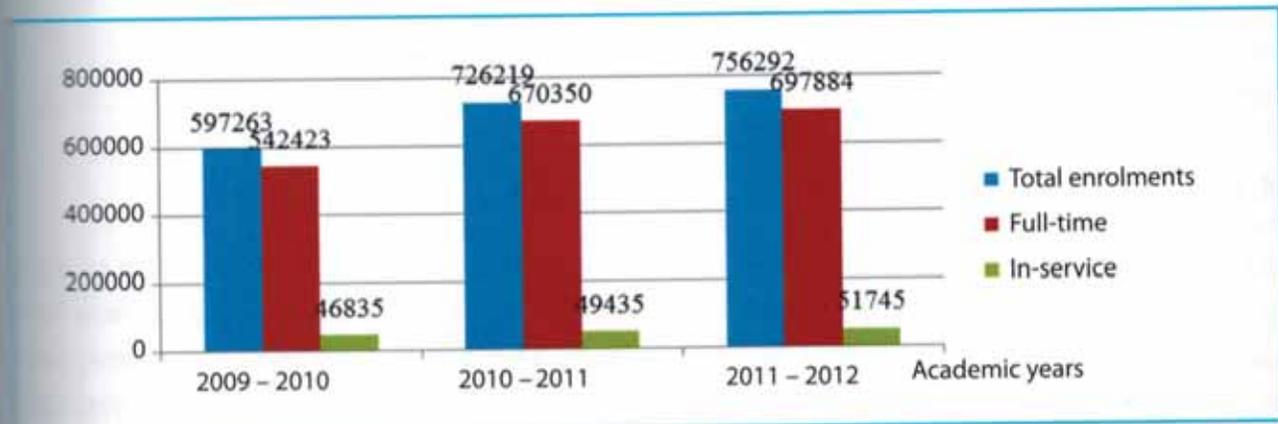
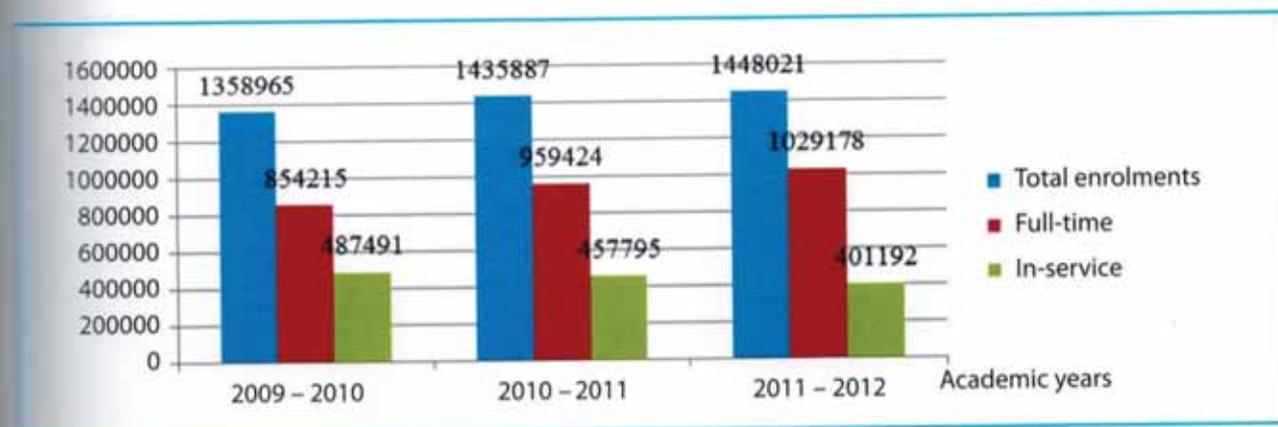


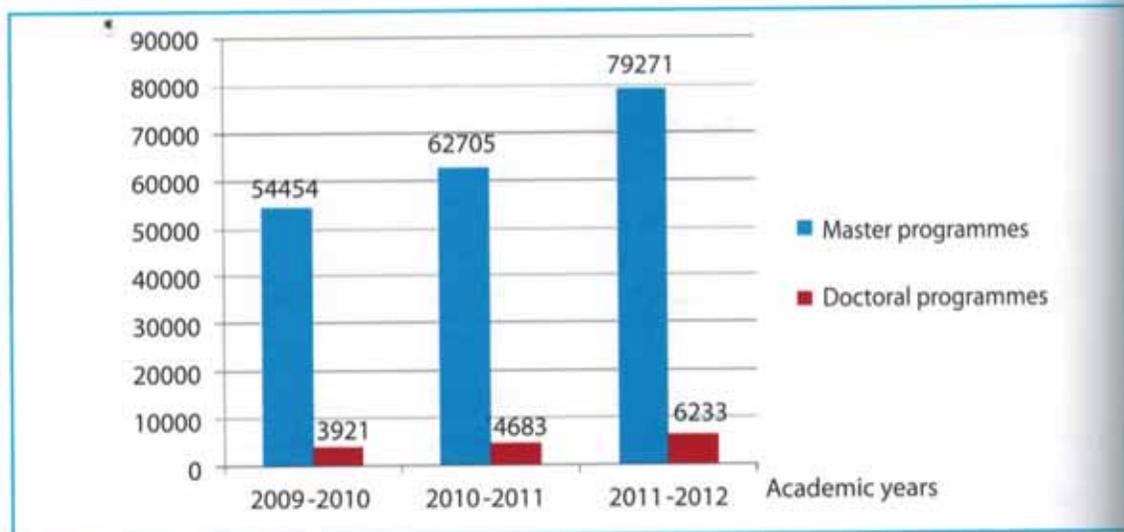
Chart 12: University enrollments



3.2. Master and Doctoral Enrollments

There has been a gradual increase in training size in recent years. Annual enrollment for postgraduate education has grown rapidly and that for doctorate education has increased at a slower pace.

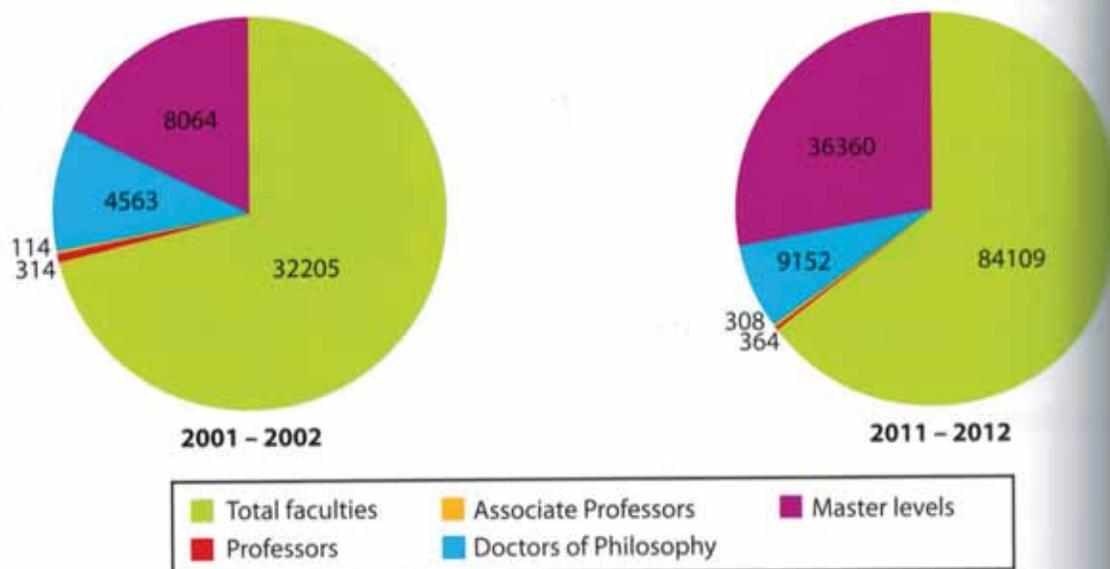
Chart 13: Post-graduate enrollments



4. Lecturing Staff

Over years, higher education institutions, in response to the increase in the training size, have employed more lecturers. The number of lecturers country-wide rose from 32,205 in the 2001-2002 academic year to 84,109 in the 2011-2012 academic year. The quality of the teaching staff has slightly improved (in terms of titles and expertise levels). The problem is that the number of lecturers holding master degrees is increasing at a faster pace than that of lecturers holding "Professor" and "Associate Professor" titles.

Chart 14: Comparison of degree and title of faculties between 2001 - 2002 and 2011 - 2012 academic years



A number of universities have invited foreign and overseas Vietnamese professors as lecturers for advanced programs and joint programs for undergraduate and postgraduate education. As for non-public universities and colleges, the number of permanent lecturing staff was on the rise. Such institutions are, however, mostly reliant on the service of visiting lecturers.

5. Higher Education Quality Assurance and Accreditation

In recent years, great emphasis has been put into quality assurance. The internal quality assurance (IQA) system has been gradually introduced in higher education institutions: 156 universities (76.5% of all universities) and 145 colleges (67.4% of all colleges) have established IQA centers and agencies; 139 universities and 102 colleges (58% of all universities and colleges) have finalized self-assessment reports and taken measures to improve the quality of their training. The quality culture has been built inside higher education institutions.

The external quality assurance (or quality accreditation) system has been developed step by step. The Department of Education Testing and Accreditation, set up within MOET in 2003, is responsible for guiding and supporting all education institutions in forming their quality assurance systems and in implementing self-assessment for better training quality and for accreditation. In the first few years, the department, in collaboration with foreign and domestic organizations, reviewed and assessed 40 universities, 4 college-level primary teacher training programs, 14 university education teacher training and university technical teacher training programs. The department is planning to set up 3 higher education quality accreditation agencies up to 2015.

At present, Vietnam's higher education institutions are beginning to receive reviews and assessments by international quality assessment and accreditation organizations. In the 2008-2009 academic year, a number of disciplines offered by several universities, through the support of the American fund VEF, have been assessed by experts from the United States. More universities are carrying out self-assessment under the standards set by the ASEAN University Network (AUN) or under the United States technical-technological standards. So far 10 programs of two national universities have received reviews from AUN. All in all, the country's higher education quality accreditation is approaching international standards.

6. Scientific Research at Colleges and Universities

The Party and State have paid much attention to scientific research at higher education institutions. The Law of Higher Education approved at the 3rd meeting of the 13th National Assembly on 18th, June, 2012 stipulates the goals of scientific research as follows:

- The quality of higher education, the capabilities of scientific and technological research and application among lecturers, researchers, managers and civil servants to be improved.
- The research capabilities among students to be developed and the talents to be identified and fostered so as to train high-quality human resources.
- New knowledge, technology and solutions to be created for the scientific and research development, the socio-economic growth and the consolidation of national defense and security.

The Law defines the State responsibilities towards scientific research as follows:

- The Government shall facilitate higher education in developing their scientific research potentials and in organizing scientific-technological research. The Government shall give priority to higher education institutions strong in research staff and implementation.
- Ministry of Science and Technology, in collaboration with Ministries of Education and Training, Planning and Investment Finance, shall formulate priority policies for the development of scientific research at higher education institutions.
- Ministry of Education and Training, in collaboration with Ministry of Science and Technology and relevant ministries and agencies, shall issue regulations on scientific research at higher education institutions.

Scientific research conducted at universities and colleges have, so far, gained certain achievements, contributing to the educational, socio-economic development and the consolidation of the national defense and security.

Science of education has made important contributions to the educational development through the formulation and implementation of the Law of Education, of the Strategies for Educational Development in the 2001 – 2010 period, of the Strategies for Educational Development in the 2011 – 2020 period and the Law of Higher Education, which act as a base for successfully universalizing primary education and for renovating the content, program, learning materials and teaching methods of secondary education in the learner-centered paradigm.

Science of Society and Humanity has played an important role in clarifying and affirming the scientific and practical values of Marxism-Leninism and of Ho Chi Minh's ideology, in defining the path for Viet Nam to socialism, in providing scientific arguments and evidence to support the Party and State directions, guidelines and policies, which contribute to the country's renovation in general and the economic renovation in particular.

Science of Technology has brought about new products and technology for the country's development. Revenues from the transfers of technology reached 2,191.700 billion VND (in comparison with 1,062.646 billion VND allocated, from the State budget, to scientific research over the same period). A number of outstanding new products including new lines of hybrid rice TH3-4, TH3-3, VL20, VL24, Viet Lai 50, pure rice of Huong Com have been recognized, by the State, as being the national lines of rice. Notably, the line of hybrid rice TH3-3 was sold for 10.3 billion VND.

Scientific research has contributed to the training of high quality human resources and the dissemination of more research papers. More than 80% of ministerial level programs involved postgraduate and doctoral education. From 2011 onwards, ministerial funded programs which are irrelevant to post-graduate education are not approved for implementation. Programs on basic research in natural science alone helped 1,304 attain master degrees and 548 attain doctorates, forming a strong research community and contributing to the publication of 130 specialized books.

Important renovations have been made to the management of scientific research.

On account of the distinctive features of scientific research at universities and colleges, Ministry of Education and Training asserts that, of all types of scientific research conducted at universities and by the Ministry, research into science of education is given top priority. Scientific research at higher education institution is conducted firstly and primarily for the training purpose and then for the purposes of socio-economic development. Scientific research of the Ministry and other ministerial-level bodies has focused on the implementation of the strategies for educational development, on the renovation of educational programs, content and methods of all levels, on the fundamental measures to improve the training and educational quality and to upgrade the educational and training efficiency, on the acceleration of educational universalization and the building of a learning society and on the incorporation of information technology into teaching, learning and management at schools of all levels.

Scientific research conducted by different units and institutions has combined research with technology transfers to satisfy the social demands for the educational development and the socio-economic development of all localities.

7. Major Achievements of Higher Education in the 2001-2012 period

- a) In the 2001 – 2012 period, Viet Nam introduced a fairly complete system of legal documents, especially the 2012 Law of Higher Education, which acts as an important base for delegating autonomy and accountability to higher education institutions and as a legal framework for the development of these institutions.
- b) The scale and network of higher education have been expanded with 62 out of 63 provinces having universities and colleges, better satisfying the social demand for learning. In 2011, the number of university and college students per 10,000 of the population reached 270, raising the ratio of trained employment and responding to the labor market needs.
- c) The quality of higher education has been upgraded with a majority of graduates being recruited and new disciplines being offered. Focus has been placed on key disciplines through the formation of high-quality or advanced training programs. The system of higher education quality assurance and the mechanisms for the State and people's surveillance over higher education quality have been set up.
- d) Equity of access to learning has been gradually improved, especially between males and females. Policies to support the disadvantaged through abolishing a part or the whole of tuition fees and granting scholarships and loans have had positive impacts on the creation of social fairness in education and of increasingly higher-quality human resources.
- e) Higher education management and lecturing staff development have made significant steps forwards. Examples can be found in the standardization of the lecturing staff management based on the legal framework, the delegation of autonomy and accountability to institutions, and quick improvements in the quantity and quality of the lecturing staff.
- g) Social resources are beginning to be mobilized for the higher education system, reflecting in the higher number of new non-public institutions. Over the past ten years, 82 non-public universities and colleges have been opened and accounted for 19.9% of the total university enrollments and 13.2% of the college enrollments in 2012 in comparison with 7.9% and 12.2% in 2001, respectively.

- h) International co-operation in higher education, both at the national and institutional levels, has been expanded quite rapidly. Various models of co-operation have been developed, such as scientific research co-operation, joint educational programs with 100% training conducted in Viet Nam or with part of the training conducted in Viet Nam and the rest in another country, teacher/ student-exchange programs, recognition of credits completed at a partner institution and joint projects to establish universities of the international standard in Viet Nam.

The above mentioned achievements have made important contributions to the country's socio-economic development, defense and security and international integration.



ROBOCON competition in Hanoi in 2007

8. Directions for Higher Education Development up to 2020⁽¹⁾

8.1. Overall Directions

Up to 2020, Vietnam's higher education will have been fundamentally and comprehensively renovated towards standardization, modernization, socialization, democratization and international integration. The training quality will have been improved in all aspects in order to satisfy the demands of human resources, especially those of high-quality human resources for the course of industrialization, modernization and the building of an intellectual economy. Up to 2020, Vietnam's higher education will have kept pace with the regional advanced level and will be approaching the international advanced level. In addition, higher education will have enhanced its competitiveness and adaptability to the socialist-oriented market mechanism.

8.2. Specific Directions

- a) In response to the structure of educational levels, specialties, regional characteristics and the master plans of different provinces and cities, amendments shall be made to the existing legal documents and the nation-wide higher education network. The alignment between the national qualifications framework and that of the region and the world shall be formed in order for transferability among different programs and levels to be ensured. A number of high-quality universities and universities of the international standard shall be developed for the purpose of fostering the talented and training high-quality human resources needed for various socio-economic sectors. The quality assurance process shall be implemented by disclosing the training quality, standardizing the outputs, providing necessary conditions, establishing a mechanism for open evaluation of educational quality and efficiency and developing an independent accreditation system specializing in accrediting higher education institutions and programs.
- b) Further investments shall be put into the teaching staff and into teacher training faculties and institutions. Criteria for training, recruiting and assessing lectures shall be standardized. The goals that 60% of college lecturers and 100% of university lecturers hold master degrees and that 100% of college and university lecturers are fluent in a foreign language shall be met up to 2020. Joint doctoral programs with some training implemented in Viet Nam and some in another country shall be reinforced with the aim of producing better lecturing staff. Policies to facilitate the teaching staff and encourage experienced and prestigious lecturers, both Vietnamese and foreign, to take part in the national educational development shall be introduced.

(1) In accordance with Resolution 14/2005/NQ-CP dated November 2, 2005 on the Implementation of the Project *Fundamental and Comprehensive Renovation of Vietnamese Higher Education in the 2006 – 2020 period*, and Strategies for Educational Development in Viet Nam in the 2011 – 2020 period.



Deputy Prime Minister Nguyen Thien Nhan is visiting to Da Nang University

- c) Higher education curricula and learning materials shall be designed on the basis of the employers' demands of human resources and with the selective incorporation of a few advanced international programs. Universities strong in certain disciplines shall enhance their pivotal roles in developing transfer programs. Higher education programs shall be created in two directions: research and professional application.
- d) Training shall be linked to research, scientific transfers and application in order to meet social demands. Businesses and Vietnamese and foreign investors shall be encouraged to open their own higher education institutions so that they can satisfy their typical demands for human resources. Mechanisms for collaboration between education institutions and businesses in defining training targets, designing and assessing training programs, selecting the input, implementing the training and internship tasks and recruiting shall be set up. Scientific and technological business, key research institutes and pivotal laboratories shall be founded inside education institutions.
- e) The disadvantaged and ethnic minorities shall be provided with greater assistance so that they can have equal learning opportunities to the advantaged. Vietnamese and foreign individuals and organizations who wish to open new colleges and universities in Viet Nam shall be offered favourable conditions in accordance with the State's educational development plan.

- g) International co-operation in higher education shall be expanded and improved in the form of increasing enrollments for overseas courses and allocating a larger part of the state budget for study-abroad scholarships, especially those awarded to administrators and teaching staff from prioritized universities and key scientific areas. Self paying Vietnamese citizens shall also be encouraged and assisted to study abroad in the partnership between domestic universities and their foreign counterparts shall be upgraded with the aim towards better capabilities of management, research and scientific transfer among the lecturing staff. Foreign individuals and organizations, international organizations and overseas Vietnamese shall be encouraged to invest the projects to renovate Vietnam's higher education.



*Vietnamese Student's Delegation at the 16th ASEAN University Games
Vientiane (Laos), 12-20 December, 2012*

in the
of the
atoms
aying
n the
all be
n and
tions.
st the

Chapter 6

CONTINUING EDUCATION



1. Introduction to Continuing Education

Continuing education enables people to learn while in service, to learn continuously and for their whole lives. In addition, continuing education helps people to broaden their understanding, and to enhance their educational, social, professional knowledge with a view to improving their quality of life and employability. The State has introduced policies to develop continuing education, to open up learning opportunities for all and to build a learning society.

- a) To a movement so that *the whole country becomes a learning society*, aiming to raise people's awareness of rights and responsibilities of every individual and community for life-long learning and to participate actively in building a learning society in order to meet the demands of the country's development in the new context.
- b) To establish and implement a process of collaboration between different government organizations, the education sector, political and socio-economic organizations / units from central to grassroots level, through the promulgation of joint decrees, resolutions, projects, programs with a view to attracting people from all walks of life to participate in the movement to build a learning society in the country.



Learners attending a training session on planting rubber trees at a community learning center

c) To encourage and enhance educational activities which aim to mobilize and attract different social forces into building a learning society, advancing education that features national identity and that approaches more advanced education and training systems in the world; to overcome disadvantages and weaknesses and create opportunities and necessary conditions for all to learn; and to build each individual's self-awareness of continuing education and responsibility for family, clan, hamlet, village, commune, organization, and group.

2. Achievements, Network, Development of Continuing Education

2.1. Network of Continuing Education

The network of continuing education has developed and expanded rapidly, covering all areas of the country and meeting the diverse needs for learning of people from all walks of life (see Table 14).

Table 14: Statistics on continuing education institutions/units

Academic year	Continuing education institutions/units				
	Provincial CE centres	District CE centres	Cultural complementary schools	Community learning centres	IT and foreign language centres
2000 – 2001	57	438	83	125	
2001 – 2002	57	484	83	370	
2002 – 2003	57	479	80	1,409	
2003 – 2004	57	492	58	3,567	
2004 – 2005	61	517	29	5,331	689
2005 – 2006	63	577	29	7,384	698
2006 – 2007	63	573	12	8,355	849
2007 – 2008	66	583	24	9,010	1,300
2008 – 2009	66	600	16	9,551	843
2009 – 2010	69	615	9	9,990	1,243
2010 – 2011	70	636	9	10,969	1,890
2011 – 2012	70	642	6	10,826	1,891

Source: MOET, Viet Nam



A continuing education centre in Krong Nang district, Daklak province

2.2. Increasing Enrolment for Continuing Education

Continuing education learners are very different and diverse, including learners involved in illiteracy eradication and continuing post-literacy education programs, learners at lower secondary and secondary levels of education, learners of IT and foreign language courses, learners studying subject areas at community learning centers, and students of distance learning programs offered by universities or colleges. The size of the continuing education sector's learners has expanded gradually, thus meeting the goals to raise the knowledge level of people and improve the quality of the country's human resources (see Table 15 below).

Table 15: Statistics on continuing education learners in the 2000 – 2012 period

Academic year	Number of people completing illiteracy eradication course	Number of learners involving in continuing education programs			Number of people with Certificates in IT	Number of people with Certificates in foreign languages	Number of people with Certificates in other subjects
		Post-literacy education	Lower Secondary education	Upper Secondary education			
2000–2001	82,005	33,256	85,632	114,660	44,941	75,012	351,022
2001–2002	65,588	34,790	120,465	124,032	50,105	70,115	716,862
2002–2003	59,683	37,307	180,761	135,153	59,992	64,787	1,355,181
2003–2004	48,647	31,436	189,641	139,401	58,528	65,423	1,698,616
2004–2005	65,454	43,092	250,011	357,601	327,652	198,669	4,114,994
2005–2006	52,621	39,095	209,170	380,171	532,706	274,519	6,297,194
2006–2007	75,896	43,814	143,163	389,611	282,508	849,832	10,217,048
2007–2008	34,494	40,130	119,981	346,717	207,240	268,812	9,215,116
2008–2009	30,765	26,022	106,612	306,939	276,234	200,221	11,285,450
2009–2010	30,171	24,910	81,042	285,258	213,723	215,525	13,937,784
2010–2011	29,469	22,809	69,933	262,241	223,974	202,346	13,625,231
2011–2012	19,910	15,922	54,231	236,287	180,188	253,526	11,992,732

Source: MOET, Viet Nam

2.3. Distance Education Development

Together with the development of mass media, distance education has made remarkable progress both in quantity and education technologies. Further training to update knowledge and basic skills in distance education for key teachers and managers in various regions and schools has been accelerated. A number of distance education projects, both ministerial and national, have been put into action. A high number of classes of foreign languages, IT, cultural and social knowledge, and economic management skills have been organized via radio and television programs.

In order to develop distance learning, after 1994 the Government established Hanoi Open University and Ho Chi Minh City Open University to provide distance education. Up to now, there have been 22 universities throughout the country offering different distance education courses for roughly 29.2% of students with economic difficulties, and for 60-70% of the students who are working in various public or private organizations, factories, and businesses. At present, these distance education universities offer courses in 28 fields and professions, and serve a total number of 200,000 students. Of this total, 44.3% of the participants are in the teaching profession, 32% in economics, 12.4% in law and 11.3% in technical engineering.

Some education institutions have coordinated with central and local radio and television stations to broadcast distance-learning programs, and are conducting experiments in education technologies through ICT. Development of distance learning is the key to renovate teaching methods, and is the major instrument to build a learning society.





Training workshop on teaching, assessment and examination skills in accordance with Education Standards for Continuing Education for Upper Education.

2.4. Teaching Staff

Over the years the number of continuing education managers and teachers has been increasing with a majority of these teachers transferred from the formal education sector. The teacher training field still does not offer training courses for managers and teachers working in continuing education. There are a large number of contract-based teachers working in the continuing education system. Most contract-based teachers also work for other official schools at the same time.

By 2011-2012 academic year, the teaching staff of continuing education comprises:

- *Continuing education centers:* there were 12,847 teachers working in continuing education centers nationwide among which 8,879 are state-permanent teachers (accounting for 69.11%). In terms of qualification level, 98.47% have attained national standards of education, of which 4.42% have reached higher level of the standards.
- *Community education centers:* There are 5,616 teachers working at community education centers throughout the country (on average 0.52 persons / center). There are also 56,202 occasional speakers and supporters working at these centers.
- *IT and foreign language centers:* There are 5,638 teachers working at these centers of which 1,771 people are state employees (representing 31.41%). Most of the teachers have university degrees in foreign languages but their listening and speaking ability is limited.

3. Directions for Continuing Education Development up to 2020

To implement the Project *Building a Learning Society for in the 2012 – 2020 period* in accordance with the Decision 89/QĐ-TTg dated 9/01/2013 of the Prime Minister, and the *Project Illiteracy Eradication in the 2012 – 2020 period* approved by the Prime Minister. Continuing education development should achieve the following goals:

- a) To enhance the performance of illiteracy eradication that aims to increase the literacy rate from 94% (in 2006) to over 98% up to 2020 in which the literacy rate of those who fall between 15 and 35 must reach over 99%. Special attention should be paid to increasing illiteracy eradication among ethnic minority peoples in their mother tongues for those groups that have their own writing scripts and ensure gender equality when it comes to literacy, and to ensure equal literacy rate for both genders.
- b) To increase quality of continuing education, especially the quality of non-regular education at the lower secondary and high school levels; to provide in-service and distance learning courses with qualification certificates from the national education system; to ensure that learners have access to standard knowledge and skills at different levels and training programs.



*A community Learning Centre
at Son Duong commune, Lam Thao district, Phu Tho province*



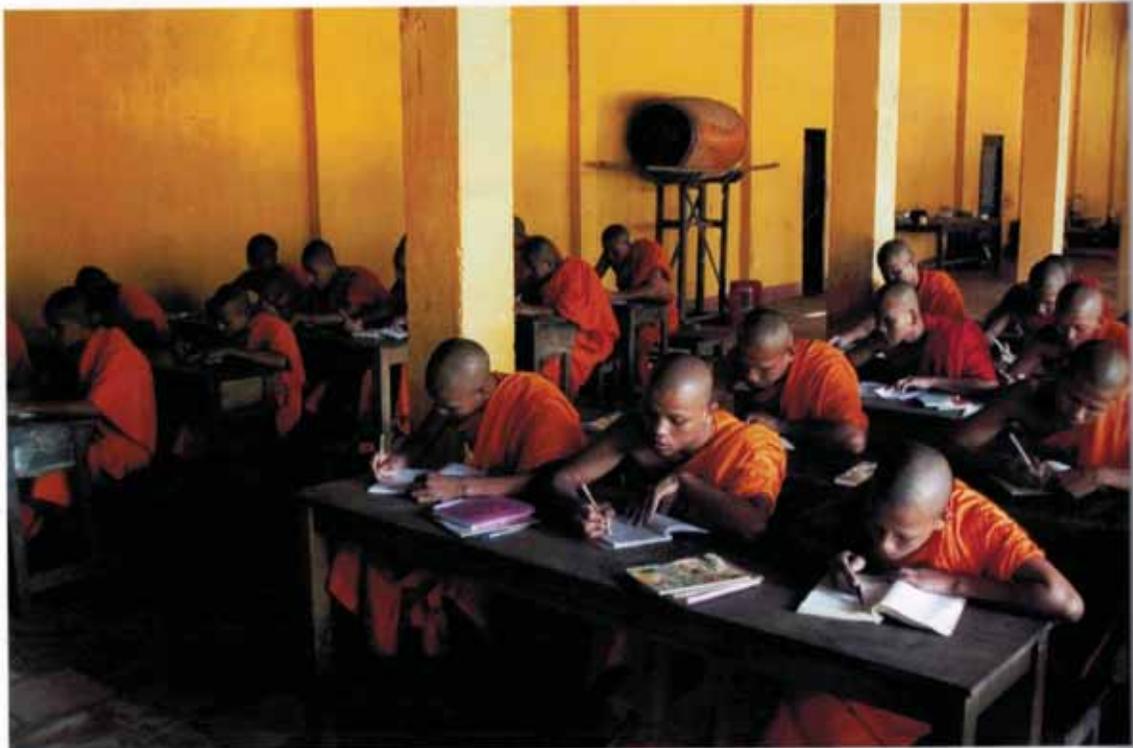
An illiteracy eradication class

- c) To mobilize disadvantaged youth who are not able to attend regular schools to join complementary programs at the lower secondary school level, which aims to have 90% attendance of youth from 15 years old and above and 95% for those who fall between 15 and 18, contributing to universalizing lower secondary education.
- d) To strive to have 100% of officials from communes, precincts and districts to get continuing and updated training in the areas of administration, governance, economics and social studies for the enhancement of their professional capability.
- e) To have 100% of the officials, clerks and staff from state organizations (and agencies) to get involved in different training courses, including retraining programs, professional enrichment courses, administration skills, political ideology, IT and foreign languages.
- g) To have more than 90% of the workers within the areas of agriculture, forestry, fishery to get access to and benefit from different enrichment programs that help to improve their working skills, productivity and quality of life.

- h) To ensure that 100% of districts have continuing education centers at the district level; that 100% of provinces and cities have continuing education centers at the provincial level; and that 100% of communes, precincts and towns nationwide have community learning centers.
- i) To improve distance learning quality and to facilitate and enable people, especially those who are socially and economically disadvantaged, to get access to continuing life learning, contributing to the enhancement of knowledge and cultural awareness, professional working capacity and training labor force for the cause of industrialization and modernization of the country. To reach the following size of education:

During the 2012 – 2015 period, there should be at least 20% of learners involving in distance education.

During the 2016 – 2020 period, there should be at least 30% of learners involving in distance education.



Learning to respect and honor one's parents

Chapter 7
ETHNIC MINORITY
EDUCATION

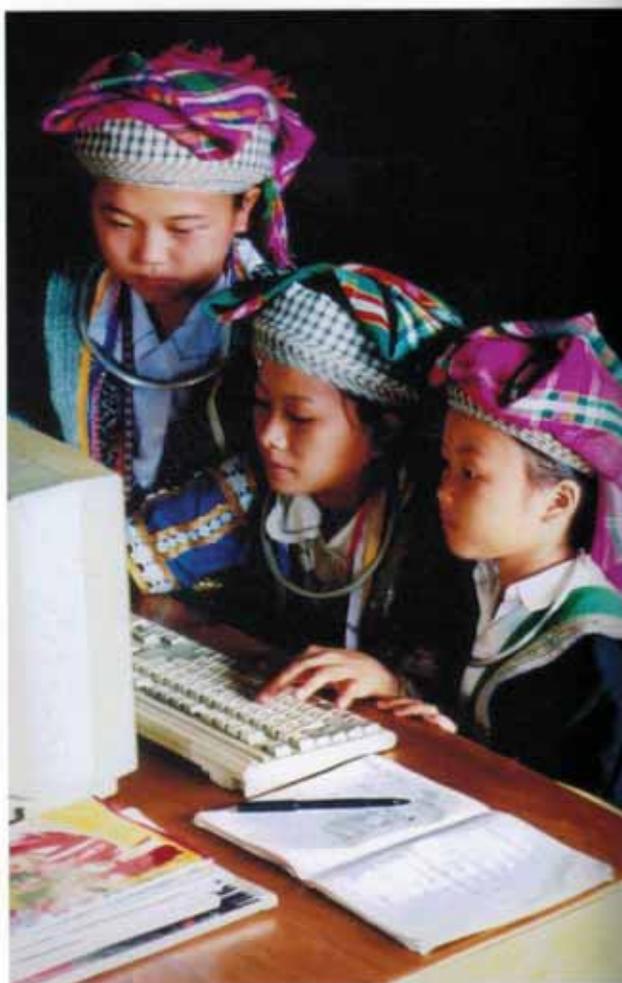


The conclusions of the Political Bureau on the Continuation of the Implementation of the Central Committee's Resolution 2 and the direction for the development of education and training up to 2020 stated: "The State shall focus on investment for the difficult regions, areas populated by ethnic minorities, gradually reduce the disparity in educational development between the regions. There will be policies for direct enrollment of ethnic students without entrance examination, for education for the needs of specific areas coupled with the efforts to raise the knowledge levels for the students for direct enrollments. The State shall pay more attention to the training of ethnic minority, officials for the party, local government, grassroots organizations. Boarding schools, semi-boarding system will continue be developed and more policies on incentive and support for ethnic minority students will be implemented".

Education Law of 2005 and the Law on Amending and Supplementing a Number of Articles of the Law on Education of 2009, Article 61, Section 3, Chapter III pointed out: "The State shall establish boarding and semi-boarding schools, college preparatory schools for ethnic minority children and children from families with long term residence in areas with special economic difficulties in order to prepare human resources for future leaders for the regions".

1. Goals of Ethnic Minority Education

- To strengthen and improve early childhood education in ethnic minority areas.
- To strive to establish a pre-school for every ethnic minority village and improve childcare quality.
- To achieve universalization of pre-school education for 5 years old children by 2015.
- To strengthen the networks of schools and maintain classes in remote communes and villages.
- To promulgate policies to support both the teachers and learners in ethnic regions.
- To ensure basic infrastructure conditions for schools in the ethnic areas and gradually phase out make shift schools and classes, improper school furniture.
- To provide public residences to teachers, dormitories for students and gradually build schools that meet the National Standards for Schools.





- To effectively implement the following policies: Decision 1640/QĐ-TTg dated September 21, 2011 of the Prime Minister approving the Project on Strengthening and Developing Boarding School in the 2011 – 2015 period, Decision 2123/QĐ-TTg dated November 22, 2010 of the Prime Minister approving the Project on Education Development for Very Low Population Ethnic Minorities in the 2010 – 2015 period. The focus should be on the development and implementation of educational policies for ethnic minorities and the mountainous regions to create favourable conditions for ethnic minority students to study in a good educational environment with safe, convenient and hygienic facilities in order to increase enrollment of students at their appropriate ages and reduce the dropout rate. This will help to improve the comprehensive quality of education, thus making universalization of primary education at appropriate age, quality universalization of lower secondary education achievable in areas with economic difficulty, contributing to the training of quality human resources for the ethnic minority and mountainous regions.
- Decree No. 82/2010/ND-CP dated 15/7/ 2010 of the Government provide guidelines on the teaching and learning of spoken and written languages of ethnic minorities at education institutions and continuing education centers. This policy contributes significantly to the improvement and the quality of education in ethnic minority areas, the development of students' personality and helps to conserve and develop cultural identities and heritages of ethnic minority students.

2. Major Achievements

- Government policies now focus on the strengthening and improving boarding schools for minority students, making them leading quality educational institutions in mountainous and ethnic minority regions, contributing to the training of local leaders for the ethnic minorities. For example, by academic year 2011 – 2012, 50 provinces had their own boarding schools with 300 schools, of which 3 schools are under the Ministry of Education and Training, 50 provincial schools, 247 district schools (64 more schools compared to the academic year 2000 - 2001). 80,832 students at boarding schools now enjoy government scholarships (an increase of 26,000 students over the school year 2000 – 2001); of which 52,220 are secondary school students and 28,612 upper school students. The rate of female ethnic minority students in boarding schools now account for 56.2%. Ethnic minority students at boarding schools now make up about 7.6% of the total number of ethnic students at lower and upper secondary education in the country.



Exercise break for students at an ethnic boarding school in Ia Grai District, Gia Lai Province

- The State also has a policy to develop semi-boarding schools (students do self catering and go back home at the weekend) to enable ethnic students to study in better learning environment, to mobilize more school-age children to attend classes, to reduce dropout rates, improve comprehensive quality education and to achieve universalization of primary education at the appropriate school age and for quality lower secondary universalization in extremely difficult economic regions. By the 2011 – 2012 academic year, 21 provinces had established 410 semi-boarding schools for ethnic students, of which 98 are primary schools, 312 are lower and upper secondary schools accommodating 100,648 students for both primary and secondary education (an increase of nearly 40,000 students compared to the academic year of 2000 – 2001).
- The State encourages the teaching and learning of spoken and written ethnic minority languages at schools and continuing education centers. In the school year 2011 – 2012, the country maintained the teaching of seven ethnic minority languages, including Chinese, Cham, Khmer, Ede, Bana, Jrai and H'mong. 688 schools, 4,764 classes with 108,118 students are learning ethnic minority languages in 21 provinces.

The State promotes the learning of ethnic languages among government officials, civil servants working in ethnic minority and mountainous areas in order to disseminate policy information to ethnic communities, local administration for national security and defense, for socio-economic development and poverty reduction and eradication. From 2010 to 2012, 243 ethnic language classes with 11,233 students were organized for government officials and civil servants working in ethnic minority areas.

- National education policies for ethnic minorities have been promulgated. Over the past few years, a system of diversified national policies has been developed to support ethnic education. These include policies for developing a network of boarding schools for ethnic students, semi-boarding schools and college preparatory schools, incentives for school administrative staff and teachers working and teaching in ethnic regions; incentives for multi-grade teachers and for teaching ethnic languages, scholarship policy for ethnic minority students, direct enrollment of students without entrance exams at colleges, universities, professional secondary and vocational schools.

3. Directions for Ethnic Minority Education up to 2020

Policies and mechanisms for further investment and development of education for the ethnic minority and mountainous areas will continue to be a priority in order to narrow the gap of quality of education between ethnic, mountainous areas and other regions in the country, and to ensure conditions for sustainable development of education, contributing to political stability and national sovereignty for the border and coastal areas. Priorities will be given to the quality of teaching and learning at boarding and

semi-boarding schools, college preparatory schools and other educational institutions in the ethnic minority regions and to the organization and management of teaching ethnic minority languages at educational establishments as prescribed.

The ethnic minority educational targets for 2020 are: over 90% of minority children of primary school age and over 85% of minority children of secondary school age attending school; expand mass short-term vocational training for ethnic minority students and increase the percentage of trained ethnic workers to 50% by 2020. MOET will increase the percentage of ethnic minority students at colleges and universities by continuing with non-entrance exam direct enrollment of students, especially for students from ethnic groups with very low populations. Continuing education will be promoted to meet the learning needs of all walks of life, with attention given to universalization of local education, to improving educational levels for local leaders. It is expected that the literacy rate in Vietnamese of ethnic population in the age group from 15 years to 35 years will reach over 95% by 2020. Ethnic cultural contents will be promoted in schools and the teaching of ethnic languages organized to meet the needs of the people and help ensure the quality of education.



Forum: Listen to the children talking about child friendly education in Bac Ha District, Lao Cai Province

tutions
aching

dren of
ol age
inority
. MOET
ities by
ally for
will be
ven to
ders. It
group
will be
needs



rovince

Chapter 8

INTERNATIONAL COOPERATION IN EDUCATION



At the beginning of the 21st Century, Viet Nam has achieved encouraging educational progress. International cooperation has made significant contributions to these achievements which are reflected in a number of ways.

1. Major Achievements of International Cooperation in Education

1.1. Agreements for International Cooperation in Education

Complying with diplomatic policies of independence, autonomy, diversification and multilateralism in international relations, Viet Nam desires to be a reliable friend and partner with every country in the world community, striving for peace, independence and development. International cooperation in education has contributed greatly to the development of the education sector and the country contributing to the expansion of bilateral and multilateral relations and international integration. Up to this point in 2013, the Ministry of Education and Training has established cooperative relations with over 100 countries, international organizations and territories in all continents, including traditional partners and new partners; MOET has negotiated, signed and implemented hundreds of agreements of cooperation in education and training at governmental and ministerial levels (according to unofficial statistics, during 2000-2012, and more than 100 international treaties and agreements have been signed and carried out.) Additionally, Viet Nam is a member of many international and regional education organizations.

1.2. International Conferences, Workshops and Olympiads

Viet Nam is an attractive and reliable educational destination for many countries, as well as international and regional organizations. In the past years, Viet Nam has successfully hosted and held a number of important international conferences such as:

- The South East Asian Ministers of Education Conference (SEAMEC 40) in 2005 and SEAMEC 47 in 2013;
- The second ASEMME Conference in 2009 in Ha Noi. Together with Germany, Viet Nam was the co-founder of the Asia-Europe Meeting of Ministers of Education (ASEMME);
- The 48th International Mathematics Olympiad (IMO 48) in 2007;
- The 39th International Physics Olympiad (IPhO 39) in 2008.
- Several regional forums on education in the framework of The South East Asian Ministers of Education Organization (ASEAN SEAMEO). Bilateral education forums such as Forum of Japanese and Vietnamese university rectors have been established and come into operation. Viet Nam has also actively participated in many education development programs of ASEAN and SEAMEO. Vietnam's position in the ASEAN and international education arena has been raised gradually.



The 40th Council Conference South East Asian Ministers of Education Organization



Signing Ceremony of Viet Nam – Laos Educational Cooperation Agreement

1.3. Educational Cooperation in Training Students Abroad

Effective implementation of projects and scholarship programs using the state budget includes:

- Project on Sending Technical and Scientific Personnel for Training in Foreign Countries (Project 322/356) in the 2000-2014 period; Project on Using Funding from Resolving Debts with Russia since 2003; Project on Training Doctorate Lecturers for Colleges and Universities in the 2010-2020 period (Project 911); Project on Biotechnology and Aquaculture of the Ministry of Agriculture and Rural Development; the Project on Education for Legal Experts for the Ministry of Justice; the Project on Pharmacy and Chemistry of the Ministry of Industry and Trade.
- Currently, Viet Nam International Education Department (VIED) of MOET is managing and giving scholarships for nearly 6,000 Vietnamese people who are studying in 40 countries, and almost 4,000 foreigners studying in Viet Nam, and over 100 education specialists working as lecturers in some African and Asian countries.
- Receiving exchange students from foreign countries for education at institutions in Viet Nam in accordance with scholarship treaties for roughly 600-900 students from 20 countries such as Angola, Poland, Belarus, Bulgaria, Cambodia, Cuba, Kazakhstan, South Korea, North Korea, Hungary, Laos, Mongolia, Moldova, Russia Federation, Palestine, France, Rumania, China, and Ukraine.
- Bilateral cooperation between universities and research institutes has been strengthened in various areas such as learning exchange, students and teachers exchange, scientific research exchange, partnership training to provide universities and institutes with access to more advanced education systems with a view to improving management capacity, education quality and creating better conditions for teachers and students to exchange and improve professional knowledge. Over the past years, VIED has signed almost 300 agreements on sharing training costs with education institutions and universities in a number of foreign countries and has sent Vietnamese citizens to study in nearly 1,000 prestigious education institutions in the world.
- The implementation of advanced partnership training programs has opened up new modes of partnership education (in collaboration with foreign partners). According to statistics from VIED, there are about 400 partnership training programs with foreign universities in Viet Nam.



Asia-Europe Meeting of Ministers of Education (ASEMME 2) in Ha Noi, 2009.



Signing Ceremony for the establishment of the Viet Nam – U.K University in Da Nang between Ministry of Education and Training of Viet Nam (Deputy Minister Tran Quang Quy) and representative of the U.K government (U.K Extraordinary and Plenipotentiary Ambassador).

- Conducting learning assessments in accordance with international standards. Improving foreign language proficiency for teachers and students (initially with English) in the framework of the National Foreign Languages 2020 Project to raise foreign language competence nationwide up to 2020.
- Various forms of cooperation in education with support from the Government of Viet Nam and partner countries have opened up opportunities for effective collaboration, especially for building new models of universities such as: Viet Nam – German University, Ha Noi University of Science and Technology (in collaboration with France), or Viet Nam – Russia University, Viet Nam – Britain University, Viet Nam – Japan University. These projects have made significant contributions to integrate Vietnamese education with other more advanced education systems in the world.

1.4. Promulgating Legal Documents for International Cooperation in Education

- a) Considerable importance has been given to promulgating legal documents for international cooperation in education and training with a view to enhancing state management in the sector. In the recent years, legal documents relating to international cooperation in education and training have been strengthened. In particular, the Decree 73/2012/ND-CP on regulations for foreign cooperation and investment in education, which was issued by the Prime Minister on 26/9/2012, has added a number of new regulations in response to the reality for attracting collaboration and investment in education from foreign countries.
- b) Formulating strategy and forecasts for international cooperation in education in order to meet the demand for greater integration in the new context has also been prioritized. Particularly, the Project *International Integration of Education and Professional Training up to 2020* is being carried out.

On the whole, over the past 10 years remarkable achievements of international cooperation in education have contributed profoundly to raise people's level of knowledge, develop human resources, foster talents, building Vietnamese culture and people for the cause of industrialization and modernization of the country, highlighting the sector and enabling Vietnam's education to integrate internationally both in depth and scale. In addition, Vietnam's achievements and experience in the field of education have been shared and promoted to foreign friends and partners, raising the country's reputation.

2. Directions for International Cooperation in Education up to 2020

On 13th June, 2012, *Vietnam's Education Development Strategy from 2011- 2020* was approved by the Prime Minister. Based upon this strategy document, international cooperation in education will focus on the following directions:

- 2.1. Further complete the system of legal documents to improve the effectiveness of international cooperation management and activities in education and training. In particular, focus on completing and issuing Guidelines for the Decree 73/2012/ND-CP dated 16/9/2012 of the Government on foreign investment in the education sector.
- 2.2. Make effective use of resources brought in from international cooperation for training and scientific research:
 - a) Attracting sources from international aid projects and programs in cooperation with other countries, international organizations and NGOs for education. Official development aid (ODA) should focus on institutions in difficult areas and key research institutes and universities.



Signing ceremony agreement on educational cooperation between the Government of Viet Nam and the Government of Hungary

- b) Utilizing all long and short term scholarships to send lecturers, researchers, and students abroad for training, internships and research in developed countries, increasing the number of lecturers with master and doctoral degrees for colleges and universities with "Project for Training 20,000 PhD degree holders by 2020". Additionally, policies to encourage and attract overseas Vietnamese intellectuals to join in teaching and research at universities and colleges in Viet Nam should be implemented.
- c) Encouraging education institutions in the country to expand co-training programs with high quality education institutions from other countries in order to enhance management capability, scientific research, and transfer of technology; to train teachers, lecturers and scientific research personnel; to increase the number of scholarships for education in key sciences and technologies; to establish new universities and scientific research institutions to attract local and international scientists.

2

2.3. Strengthen Educational Exchanges, Integrate Vietnamese Education with the Region and the World

- a) Actively participate in international education institutions such as UN organizations, interregional organizations and forums.
- b) Strengthen cooperation in education, training and scientific research with neighboring countries and the ASEAN countries. Enhance the role and position of Vietnamese education in the South East Asian Minister of Education Organization (SEAMEO) and the ASEAN Committee of Education. Pay close attention to training officials and experts to work in regional organization and centers.
- c) Actively promote cooperation programs with Laos and Cambodia in management, training and scientific research under signed bilateral cooperation agreements on education. Improve quality of training for students from Laos and Cambodia in Viet Nam.
- d) Develop cooperation with APEC member countries and other countries in the Asia - Pacific region, especially with the United States, Canada, China, Japan, Australia, New Zealand, India, and South Korea in order to benefit from collaboration in science and technology and to encourage technological transfer, and new equipment for educational institutions in Viet Nam. Maintain and expand cooperation with the Russian Federation, SNG countries and Eastern European countries.

2

- e) Expand relationships and cooperation with the EU and European countries should be to utilize their achievements in science, technology and research, and to train academic staff, lecturers, and researchers for the key hi-tech areas. Gradually expand relations with North American countries to gain their management experience for setting up advanced university models in Viet Nam.
- g) Establish education cooperation and specialist exchange with the countries in Latin American region.
- h) Draft and issue policies to attract well-qualified overseas Vietnamese to teach and do research at universities and research institutions in Viet Nam.

2.4. *Organize activities to exchange experience and information with educational associations within the region, and with international organizations to promote quality education and training, management, and scientific research; signing agreements on recognizing equivalent degrees with countries in the region and the world.*

2.5. *Continue to innovate the management of international cooperation in education and training.*

- Carry out decentralization and delegation of autonomy to capable educational institutions to increase their accountability and creativity in international cooperation in education.
- Make substantial investment in international cooperation work in terms of infrastructure, financial supports and human resources.
- Provide regular training for management staff responsible for international cooperation and scientific management.
- Promote image and quality of Vietnamese education and prestigious education institutions to the world.

Responsible for publication :

Chairman of the Management Board and General Director NGO TRAN AI
General Editor-in-chief and Vice General Director NGUYEN QUY THAO

Content editors :

TRAN THI KHANH - LE THI HUE - TRAN THU HA - VU THI LAI

Art Editor:

NGUYEN THANH LONG

Book designer:

NGUYEN THANH LONG

Proof readers:

TRAN THI KHANH - LE THI HUE - TRAN THU HA - VU THI LAI

Page setter:

NGUYEN THANH LONG

We would like to thank authors whose pictures from "Photo competition on Education" organized by the Viet Nam Education Publishing House in 2004 and other pictures have used in this book.

All rights reserved by the Viet Nam Education Publishing House[©],
Ministry of Education and Training.

Education in Viet Nam in the Early Years of the 21st Century

Code: 8N626H3 ISBN: 978-604-0-00823-7

Print 700 copies, size 20.5 x 28.5cm.

Printed by Printing and Cultural Product Single - Member Limited Liability Company

Registration number: 285-2013/CXB/2-270/GD

Copyright deposit March 2013.