

Ministry of Education and Training

Education Sector Analysis

(for General Education in the 2011-2015 period)

Final Report

Ha Noi, 2017

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Acronyms

ADB	Asian Development Bank
ADHD	Attention Deficit Hyperactivity Disorder
ASEAN	Association of Southeast Asian Nations
BOET	Bureau of Education and Training
CEMA	Committee on Ethnic Minority Affairs
DOET	Department of Education and Training
DPF	Department of Planning and Finance (in the Ministry of Education and Training)
ECD	Early Childhood Development
EDSP	Educational Development Strategic Plan
EFA	Education for All
ESA	Education Sector Analysis
FDI	Foreign Direct Investment
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GPE	Global Partnership for Education
GSO	General Statistics Office
HCMC	Ho Chi Minh City
IBRD	International Bank for Reconstruction and Development
ICT	Information and Communication Technologies
IEC	Information, Education and Communication
ILO	International Labour Organization
INGO	International Non-Government Organization
LSE	Lower Secondary Education
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MOHA	Ministry of Home Affairs
MOLISA	Ministry of Labour, Invalids and Social Affairs
MPI	Ministry of Planning and Investment
MTIP	Medium Term Investment Plan
NER	Net Enrolment Rate
OCR	Ordinary Capital Resources
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PASEC	Programme for the Analysis of Education Systems
PE	Primary Education
PIM	Public Investment Management
PIP	Public Investment Project
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment

PPP	Public-Private Partnership
SDGs	Sustainable Development Goals
SEDS	Socio-Economic Development Strategy
SOEs	State-Owned Enterprises
SWOT	Strengths, Weaknesses, Opportunities and Threats
TALIS	Teaching and Learning International Survey
TIMSS	Trends in International Mathematics and Science Study
TPP	Trans-Pacific Partnership
TVET	Technical and Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USE	Upper Secondary Education
USD	United States Dollar
VND	Viet Nam Dong
VNEN	Viet Nam Escuela Nueva
VNU	Viet Nam National University

Foreword

The Eleventh Communist Party of Viet Nam Congress's Resolution has given the directions for the education reform in Viet Nam as “comprehensive and fundamental renovation of the education system towards modernization, democracy and global integration”. Following those directions, the Education Development Strategic Plan (EDSP) 2011-2020 has been produced, which states that “development and improvement of human resources, especially of high quality human resources, is a strategic component for the country's development”.

The education sector analysis (ESA) 2015 has been implemented by the Ministry of Education and Training (MOET) to provide evidences for the MOET to review the first phase of the EDSP implementation for 2011-2015, and to propose the recommendations on revising and adjusting the targets and strategic solutions for the second phase of the EDSP implementation, especially in the current context of implementing the Sustainable Development Goal 4 (SDG4) in Viet Nam.

The ESA has applied a multi-dimensional approach with the active participation of all relevant stakeholders in education sector.

Due to limited time and resource availability, the ESA focuses on general education with three key outcomes: access to education, competency-based learning towards development of students' capacities, and renovation of teaching methods to meet the requirements for education development for the 2011-2015 period.

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Ministry of Education and Training

Executive Summary

Education and training development in Viet Nam has always been considered the top national priority and the shared concerns of the Party, State and the entire citizenry. In the context of growing international integration, positive changes in socio-economic situations in the past years have provided favourable conditions for educational development, including, for instance, attracting investments, accessing advanced education models, fostering the school-business partnership and the collaboration among relevant sectors, and so forth. However, they have also posed certain challenges, hence a need to enhance quality of education, ensure equity in education, and renovate educational management in line with market dynamics. While certain achievements in poverty reduction and progress on gender equality have been reaped, many social issues such as unemployment, early marriage and child labour, exacerbated by newly emerging social issues arising out of the developmental process, e.g. impacts of migration, social network and online games, have had direct impacts on education, especially general education.

With the objective set in the Education Development Strategic Plan (EDSP) 2011-2020 as, *“By 2020, our country’s education will have been renovated radically and comprehensively in the direction of standardization, modernization, socialization, democratization and international integration; quality of education will have been increased in a comprehensive manner, including ethics education, life skills, creative ability, practical competencies, foreign language and IT abilities; to meet the demands of human resources, especially those with high quality to serve the cause of industrialization and modernization of the country and develop a knowledge-oriented economy; ensure social equality in education and opportunities for lifelong learning for each and every citizen, gradually geared towards shaping a learning society”* and in implementing solutions to educational development in the period 2011-2020, general education in Viet Nam has made great strides in the last five years (the first phase of EDSP implementation).

Educational access

Net enrolment rates (NERs) have tended to increase in all three learning levels. The targets set in the EDSP 2011-2020 are: “99% for primary education NER and 95% for lower secondary education NER by 2020”. For 2014-2015, the actual NERs at primary and lower secondary education levels were 98.69% and 90.89% respectively. The figure of primary education level is quite close to the target set in the EDSP. Therefore, it is expected that the target set for 2020 is certainly achievable. For the NER target for lower secondary education, it is more difficult, but also achievable.

The repetition and dropout rates have tended to decrease across learning levels, although they vary among regions. Generally, more economically disadvantaged regions register higher dropout rates. Nationally, the Red River Delta registers the lowest dropout rates across all three learning levels, whereas the Mekong River Delta records the highest.

For educational access among female students, gender equality has been granted due attention, with virtually no gender disparity among primary-aged children. However, the higher the learning level, the higher enrolment rates among girls. The gender parity index in 2012 for primary education was 1.00; for lower secondary education 1.02 and upper

secondary education 1.14.¹ This indicates more girls have access to upper secondary level than boys.

For educational access among children with disabilities, although Viet Nam has made great efforts on laying down the legal framework for protecting and enabling the development of persons with disabilities, children with disabilities have still had numerous difficulties in access to education. “More than half of children with severe disabilities have not been enrolled in schools.”² In the 2011-2015 period, the proportion of students with disability as a percentage of total students has remained stable at just over 0.7% for primary education, 0.28% for lower secondary education and less than 1% for upper secondary education. While the number of children with disabilities enrolled in schools has increased annually, the target of having 70% of children with disabilities enrolled in schools as set out in the EDSP seems difficult to materialize. In fact, it is difficult to talk about the possibility of whether the target of having 70% of children with disabilities enrolled in schools as set out in the EDSP is achievable, because the data on the enrollment rate for students with disabilities has not been collected both by statistical system and education system. For educational access among ethnic minority children, the primary education gross enrolment ratio (GER) among ethnic minority children is not significantly different from that among children from Kinh group. However, GERs among children from ethnic minority groups in lower secondary and particularly in upper secondary education are both lower than that among children from the Kinh group. There is also a significant difference in NERs between ethnic minority children and those from Kinh regarding lower and upper secondary education. This illustrates the limited attention paid to mobilize ethnic minority children to school, particularly those from Khmer and H’Mong ethnic groups.

Some barriers in access to education: Although the education sector and the society as a whole have made concerted efforts in bringing children to school, some main barriers in access to education have remained prevalent, including, remarkable rural-urban migration and influx of young workforce to industrial zones, child labour and lack of care, supervision and oversight by parents over their children’s learning, language and knowledge barriers of ethnic minority parents, poverty and economic problems, inadequate school infrastructure in some areas, especially in industrial and urban residence parks, and climate change and impacts of natural disasters.

Achievements of competency-based teaching and learning approaches

Active efforts in renovating and enhancing the quality of general education in Viet Nam have reaped remarkable achievements. For the first time, Viet Nam joined the global education survey in 2012, known as the Programme for International Student Assessment (PISA), organized by the Organisation for Economic Co-operation and Development (OECD), through which it stands in the top 20 countries in assessment areas and achieves a higher score than the OECD average (Viet Nam ranks 17 in mathematics, 19 in reading, and 8 in science among 65 participating countries). However, for the 2015 PISA, the reading score of Vietnamese students became lower than the OECD average (Viet Nam ranks 32 among 70 participating countries); the scores for science and mathematics are still higher than the OECD average, but

¹ Ministry of Education and Training. 2014. *Viet Nam National Education for All 2015 Review*.

² World Bank; Ministry of Planning and Investment. 2016. *Vietnam 2035: Toward Prosperity, Creativity, Equity, and Democracy*.

with declining tendency for mathematics (Viet Nam ranks 8 in science and 22 in mathematics among 70 participating countries). The results reinforce quality and efficiency of teaching and learning approaches in Vietnamese general education in the course of building a strong foundation in terms of knowledge and skills for students, especially for science and mathematics.

The number of students, attending the regional and global Olympiads, has increased with better achievements at Mathematics, Informatics, Physics, Chemistry, Biology, and Foreign language. Since 2012, all the Vietnamese students who attended the regional and global Olympiads received prizes. The achievements of Viet Nam in international tests have shown the efforts of national education institutions in renovating the teaching and learning methods to improve students' performance.

Regular national assessment results for beginning and final grades such as grades 5, 6, 9 and 11 aim at keeping track of progresses in learning outcomes. Overall results demonstrate that students have reached standards on knowledge and skills at a level greater than 50% across all subjects. However, there are still gaps between regions, with mountainous areas having lower rates than rural and urban areas do. The rate of ethnic minority children, who have achieved standards on knowledge and skills across tested subjects, are lower than that among Kinh children. A comparison of results among subjects shows that foreign language still remains a difficult subject to Vietnamese students. This constitutes a major barrier for Vietnamese students when they enter higher education or join labour market in a context of strong global economic and commercial integration.

The completion rate in upper secondary education has increased over the years, although there are still gaps between regions. In 2014, Viet Nam recorded some 16% of upper secondary students who do not complete the level. This entails stronger attention from competent authorities in enhancing the quality of upper secondary education and preventing children from leaving schools.

One of the important objectives set out in the EDSP 2011-2020 is the renovation of teaching and learning methods towards competency-based. The findings from the field study in three provinces show initial achievements in achieving this objective for three key competencies, including self-learning competency, creative problem-solving competency, and collaborative competency, as follows:

- Education management agencies have made different initiatives to support moving towards competency-based approach in teaching and learning. Educational managers and teachers have been trained to enhance their managerial and pedagogical capacities on competency-based teaching practices through thematic courses. However, the quality of the training courses, given by different trainers and organized by different levels has not been consistent. Some training courses have been with limited effectiveness. Therefore, the guidance on and preparation of enabling conditions for competency-based teaching still need further strengthening to ensure consistency and effectiveness;

- Physical infrastructure and equipment necessary for implementing teaching and learning approaches in an innovative manner such as classrooms, labs, reference materials and guidebooks are still in shortage, exacerbated by high student-class ratios, thus discouraging the moving towards competency-based teaching and learning.
- The pressures from exams, especially at upper secondary level serve as one of the barriers to teaching method renovation. Most of the teachers still pay attention to providing knowledge to students, but less to developing competencies and morality to students. Besides, many parents still prefer to see high records from their children.
- Many schools have gained the support from the involvement of parents and local social organizations in the course of education development, including the moving towards competency-based teaching and learning. However, the participation from various stakeholders in educational development in schools still remains limited.

Enabling conditions for access and quality improvement

Expenditure for education: As from 2013, the share of total state budget expenditure for education has reached 20%, realizing the objective set out in EDSP 2011-2020. However, the decline in the investments from the society into education and training, a slowdown in the Foreign Direct Investment (FDI) flows and reduction in international support, particularly Official Development Assistance (ODA) funds demonstrate that the total spending on education has drastically decreased in recent years. This has also continued to give rise to the pressure on investment resources for educational development in Viet Nam.

Schools infrastructure and equipment: The network of schools and classrooms has been expanded throughout the country, essentially meeting the needs for education. The proportions of national standard-achieved upper secondary schools have all been on the rise, despite the differences among regions. Socio-economically disadvantaged regions such as Central Highlands or Mekong River Delta record lower proportions of national standard-achieved schools and with lower growth rates than other regions do. The drastic increase in the proportions of national standard-achieved schools and solidified classrooms in Northern Midlands and Mountains has shown the achievements as a result of investment priority for education in disadvantaged areas, as set out in EDSP 2011-2020. There is also an increase in the proportion of solidified classrooms, with a decrease in the proportions of semi-solid and temporary buildings. This is a great effort made by education sector in giving priority investments for school solidification, removal of sub-standard semi-solid and temporary classrooms. However, in many regions, especially in disadvantaged ones, classrooms start to downgrade, and there are not enough functional rooms mostly due to lack of funding. Nevertheless, equipment for teaching and learning renovation has strengthened through the country. Also, the proportion of full-day schooling in both primary and lower secondary education has increased in the past period. However, many schools still have to make arrangements to provide two shifts per day due to lack of infrastructure and teaching workforce, which also constitutes challenges in implementing radical and comprehensive teaching and learning renovations in coming years.

Teaching workforce: The number of teachers of general education has increased over time throughout the country. With around 900,000 teachers of general education as of 2015, the objective of “having a sufficient number of teachers to implement comprehensive education using the renovated curriculum, and offer full-day schooling...” is feasible based on current teacher-class ratios. However, the imbalance between supply and demand of teachers by subjects, by schools and locations is still commonly found. This is a challenge posed when it comes to implementing the objective of ensuring sufficient teaching workforces for foreign languages, school counselling and career orientation, special education teachers, and music teachers.

As a result of the implementation of the standardization of teaching workforce and educational managers as specified in the EDSP 2011-2020, according to the statistical data, this standard, as reflected in the proportion of qualified teachers, has grown significantly. More specifically, as of 2014-2015, the proportion of qualified teachers are 84% in primary education, 69.43% in lower secondary education and 12% in upper secondary education. Due care, however, needs to be given in the form of providing enabling conditions for teachers so that they will keep themselves abreast of innovative teaching and learning, testing and assessment methods in response to the renovation requirements of competency-based teaching and learning.

Many policies have been issued and implemented by the education sector, contributing to providing and maintaining work motivations for teachers. The teaching workforce remains rather stable; most of the teachers are satisfied to keep their profession. There is no sign of major shift and hardly have teachers moved to work in other sectors. Nonetheless, compared to the increasing workload and requirements for competency-based teaching, the amount of income and welfare for teachers are yet to meet such workload, requirements and living conditions. These requirements include, teaching tasks with a growing mix of skills, dedication, professional nourishment, as well as the pressure in the form of multiple roles played at a time, integration of other activities into teaching and learning practices, and participation in various campaigns. In addition, the conditions for teaching and learning are yet to meet the requirements of creative space and teaching and learning renovations among teachers.

Renovation in educational management: Educational management at all levels and in schools have witnessed positive renovations, contributing to the achievements of the EDSP 2011-2020. Schools have prepared their annual school educational development plans with the participation of relevant stakeholders. Autonomy in academic management has been promoted. However, the renovation in educational management has some shortcomings, including lack of medium-term and long-term school educational development plans; lack of logic links between educational planning and budgeting in many provinces; inadequate attention given to monitoring and evaluation (M&E) of the education development plan implementation; poor collaboration in education development among education management agencies and between sectors because of incomprehensive legal frameworks. In addition, limited autonomy in personnel management serves as a key challenge to having good quality of teachers and education managers.

Support for educational development among disadvantaged groups: In the 2010-2015 period, the relevant policy objectives and solutions to educational development for disadvantaged groups, including ethnic minority children, children with disabilities, and children from economically poor backgrounds, as well as the policies for development of schools and classrooms, educational managers, teachers in disadvantaged areas, and those working in special education institutions, have actively been implemented. This clearly demonstrates the due attention paid by the Party, State, and education sector to realize objectives on education equity for all. However, the education sector still needs to revise the education policies and practice to have conducive conditions for disadvantaged students to have full access to education services in the subsequent period.

Recommendations

On the basis of reviewing and examining the progress and achievements made towards objectives set out in the EDSP 2011-2020 as of 2015, this Report provides the following recommendations:

Recommendation 1. Continue to give high priority to disadvantaged children and poor areas to ensure inclusive and gender equality education

1.1. Public investment restructuring for the education sector to ensure high priority is given to general education development, especially to disadvantaged children and poor areas

Due to the difficulty to further increase the proportion of the state budget allocated to the education and training sector, the state budget for the education and training sector should restructure towards giving high priority to general education, enhancing the Public-Private Partnership (PPP) in higher education. The higher education finance should be reformed to attract more private investment and FDI for the education and training sector to leave more public resources for renovating teaching and learning methods in general education development. Responsibility and accountability for education finance management at the sub-national level should be enhanced to allow the provinces/cities, which are independent in their state budget, to use their own budget for implementing education development financing initiatives, such as PPP and public investment with private management.

For the state budget allocated to general education, high priority should continually be given to disadvantaged children and regions to reduce the gaps between minority groups and regions with low education access. Inclusive education with gender equality, inclusion, and climate change should be considered in the process of designing, appraisal, approval and funds allocation of the projects related to general education.

1.2. Study and promulgate suitable policies and initiatives to promote inclusive and gender equality education development

For ethnic minority regions to overcome the language barriers, it is necessary to train Vietnamese to ethnic minority children from pre-school level and promote bilingual classes for the first year students of primary education. For children with disabilities and the most disadvantaged children, the role of non-government organizations should be strengthened for enhancing involvement of social organizations in education service delivery and diversifying education service delivery modalities. These modalities include classes with love and informal special classes along with the formal special system to increase their access to education. Centers are established for students with disabilities in feasible regions/provinces

to improve the access to education among children with disabilities. The information, education and communication should be enhanced to raise the awareness and importance of education to people and parents in remote and ethnic minority areas.

Recommendation 2. Moving the focus from ‘quantity’ to ‘quality’ in education development

2.1. Continue renovation towards competency-based teaching and learning

Efforts to renovate teaching methods should be continued. Such teaching methods focus on competency development, which will become an indispensable trend. The implementation of such renovation activities should be linked with changing mind-sets, raising awareness and building capacity for local authorities, school administrators and teachers, taking into consideration the enabling conditions in school such as infrastructure, equipment, textbooks and materials to ensure the uniform, effective and quality delivery. The highest priority in the coming five years has been given to renovate the education curriculum to be relevant to the competency-based teaching and learning.

2.2. Improve the quality of teachers and education managers

Diversify the methods of training and retraining teachers and education managers to meet the new requirements for applying competency-based teaching and learning. The period of those trainings should be longer with more focus on practicing modules and on-the-job training. Also, teachers and education managers should receive more relevant incentives to participate in lifelong learning trainings.

Teachers training institutions should pioneer promoting renovation of pre-service teacher training as the prerequisite conditions for sustainable renovation in education development. For instance, they can consider upgrading the primary education teacher qualification standards to college level to meet the new requirements from the current practice.

The evaluation and promotion of teachers and education managers should be objective and transparent, based on the information on individual performance evaluation. Relevant policies should also be introduced to encourage teachers and education managers, especially those who work in disadvantaged areas or in integrated classes, based on their work load and features, to ensure that their contribution are recognized and sufficient paid to give motivations to teachers and education managers.

Infrastructure, textbooks, teaching aids and equipment should be relevant to the renovation of teaching and learning methods.

The recruitment and promotion of teachers and education managers should be transparent and based on jobs description, and adequate autonomy in personnel management should be given to educational institutions to improve the quality of recruitment and promotion of teachers and education managers.

2.3. Enhance IT application in teaching and learning

Promote distance learning and e-learning models, and community learning centres in order to increase opportunities for quality access, encourage self-learning, and encourage lifelong learning methods to create enabling conditions for building a learning society. Create

favourable conditions for education managers and teachers to undertake self-learning to improve their professional capacities.

2.4. Review and examine the new methods and forms of assessments

Review the implementation of the renovation initiatives, including the application of a new school model, to serve as a basis for proper adjustments and to make a decision on adjustment or scaling out those new initiatives as well as facilitate preparation for teaching and learning renovation to be relevant to specific context of different stakeholders and regions.

Review the international experiences in student assessment to learn and apply to Viet Nam. Participate in international large-scale assessments, such as PISA, the Programme for the Analysis of Education Systems (PASEC), the Teaching and Learning International Survey (TALIS), the Trends in International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Study (PIRLS), to improve the capacity of learning assessment.

Recommendation 3. Enhance efficiency in resource utilization for educational development

3.1. Enhance public investment management in education sector

The enhancement of the public investment management (PIM) in education sector depends strongly on improvement of the national legal framework and guidelines at national level. However, some rooms are left for the Ministry of Education and Training (MOET) and education agencies to improve the efficiency of PIM in education sector.

PIM improvement should start with planning reform. The National Socio-Economic Development Strategy (SEDS), EDSP, and medium-term education plan documents must be specific enough, and have sufficient coherence and authority to guide public investment.

MOET should develop the guidelines on education Public Investment Projects (PIPs) feasibility study appraisal and M&E. MOET should consider setting a unit with the functions of an independent appraisal review to mitigate the risk of wrong project appraisal. The M&E of PIPs in education sector should also be enhanced.

3.2. Renovate educational planning, budgeting and monitoring and evaluation

Educational planning as well as M&E of the plan implementation should be renovated towards results-based planning, M&E with gender equality, inclusive education and climate change response aspects mainstreamed for sustainable development. The objectives set out in education development plans must be strategically envisioned. The education development plans should also show the links between planning objectives with solution (programmes/projects/policies) and resources. The participation from local communities, local government, and all other relevant stakeholders in school development planning is very important.

M&E of the plan implementation should be strengthened in a results-based manner. Accountability for school financial management should be promoted.

The M&E system for the education development plan implementation should be improved to provide adequate, timely and reliable data disaggregate by sex, income groups and by regions from all relevant agencies for situation and development trends analysis, forecasting, and assessing the enablers to human development to help policy makers introduce good policies to education development, especially the policies for the most disadvantaged groups, such as children with disabilities and ethnic minority children in disadvantaged areas.

3.3. Improve the legal framework to increase the autonomy of education management and service delivery institutions in parallel with transparency and accountability

It is necessary to improve the legal framework on the accountability and social responsibility of education management and service delivery institutions, and promote information, education and communication (IEC) for encouraging the participation of local communities in overseeing education management and service delivery institutions.

MOET should strengthen its cooperation with other relevant ministries and agencies to improve the legal framework to promote full autonomy, both financial and personnel autonomy, especially in recruiting, assessing and promoting teachers and education managers to ensure personnel quality for teaching and learning renovation.

MOET should work with the Ministry of Home Affairs (MOHA) to develop a framework on job positions for schools, based on which they can establish job positions, setting a condition for exercising autonomy over staffing issues among schools, as defined in the Decree 16/2015/NĐ-CP, Regulation on autonomy of public service delivery institutions, issued on 14 February 2015.

3.4. Enhance the coordination between different sectors and administrative levels to improve non-education policies and mechanisms that are related to educational development

Educational development entails close collaboration among sectors and administrative levels in preparing and implementing various socio-economic development policies outside education sector. For example, between the education sector and the labour, invalids and social affairs sector to introduce relevant social security policies, between the public security sector and the construction sector, or between the planning and investment sector and the education sector to review the regulations on admission procedures applied by public-run schools. Last but not least, schools development should be included in the feasibility study reports of industrial zones or urban areas when it comes to appraising and approving such urban area/industrial zone development projects.

Education agencies should coordinate closely with other sector agencies in their localities, including planning and investment, finance, and home affairs, in implementing the incentives towards teachers and education managers to ensure the high effectiveness of the issued policies.

Education agencies also have to coordinate with home affairs agencies to introduce the relevant legal framework to encourage social organizations to involve in delivering education services in general and special education services in particular to improve the access to education for disadvantaged children.

The school-industry partnership and inter-agency coordination should be enhanced to improve the career guidance effectiveness, increasing the percentage of students graduating from the upper secondary education level and entering vocational and technical education.

In addition to the policies issued by the national agencies, People Committees at local levels should introduce their local incentives to improve the physical and psychological conditions for their teachers and education managers to stay sustainably with their profession.

Recommendation 4. Revise some targets set out in EDSP 2011-2020

In regard to specific targets set out in EDSP 2011-2020, the following are recommendations for adjusting targets to make them more feasible:

4.1. Targets on educational access

Efforts should be made to consider the possibility for realizing the target on lower secondary education NER (to reach 95% by 2020) and the target of attaining 80% of young people at education age achieving qualifications of general education or equivalents. In recent years, although the dropout rates at lower and upper secondary education levels have reduced, they still remain high and run the risk of losing sustainability. For instance, in certain localities, especially in socio-economically disadvantaged regions such as the Central Highlands and the Mekong River Delta, there is a sign of increasing dropouts. To achieve these targets, strongly effective solutions are required to increase the lower secondary education NERs, especially in disadvantaged and ethnic minority areas, and increase the effectiveness of career orientation, attracting upper secondary-aged youth to different forms of education for completing this education level.

It seems difficult to achieve the target of having 70% of children with disabilities attending schools by 2020. To monitor the achievement of this target, the indicators relating to education of the students with disabilities should be added into the education statistic system. This target requires great efforts for improving learning conditions and teachers' capacities of teaching these children. Enabling conditions should also be provided for civil society organizations to encourage them to make contribution to achieve the target.

4.2. Building competencies for students

The objective of enhancing quality of education in a comprehensive manner, including creative and practical competencies, is set in the EDSP 2011-2020. However, without targets and indicators linked to this objective, it is difficult to monitor and evaluate the achievement of the objective. Therefore, relevant targets and indicators should be defined in linkage to the objective for the second phase of the EDSP implementation.

4.3. Teaching workforce

If enabling conditions for standardizing teacher qualifications cannot be ensured, the targets on qualified teachers should be revised because it is difficult for old teachers and teachers who come from ethnic minority backgrounds or live in disadvantaged areas, to achieve such targets. In addition, the implementation of new general education curriculum, which is expected to start in 2018, will entail the changes in standards and criteria for teaching workforce in a way that facilitates integrated and differentiated teaching practices. Therefore, instead of paying attention to upgrading training qualifications, efforts should be shifted

toward professional trainings linked with the renovation of teaching methods, new curriculums, and textbooks.

Table 1: Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses on educational development in the 2011-2015 period

Strengths	Weaknesses	Recommendations
<ul style="list-style-type: none"> - Many policies in favour of educational development issued - Thoughts about education changed (a shift from knowledge-imparting teaching to competency-based teaching practices) - Stronger investments into school infrastructure and equipment - Growing number of qualified and highly qualified teachers - Renovations in educational management: Increased autonomy, transparency, accountability and decentralization in educational management - Support programmes for disadvantaged children, strong involvements from social organizations - Enhanced international cooperation - Policies for development of private education - Developed Information and Communication Technologies (ICT) infrastructure (e-learning and lifelong learning) 	<ul style="list-style-type: none"> - High regional disparities in terms of enrolment rates and dropout rates - Certain groups of exceptionally disadvantaged students, students with disabilities are still difficult to access to quality education - No comprehensive legal framework for social organizations to involve in providing educational services for disadvantaged children, children with disabilities - Some new barriers (inequity in access to education between children with and without permanent household residential certificates, with the latter having to study in high-cost privately-run schools or to pay an additional amount to study in public-run schools, computer/video games) - Misalignment between teaching and learning renovations and trainings for educational managers, teachers as well as infrastructure strengthening - Educational management: Educational planning not linked with budgeting, lack of strategic visioning (absence of school development medium-term plan, ineffective M&E and accountability). Lack of specific guidelines on exercising autonomy over staffing issues. - The decisions and/or policies yet to be built on empirical evidence due to lack of information - Poor collaboration among relevant stakeholders in educational management 	<ul style="list-style-type: none"> - Explore and introduce solutions to strengthen PPP in an attempt to capture opportunities from the growing international integration and address challenges in the form of declined ODA and state budget investments into education; - Enhance efficiency in educational investments with a shift to results-based management approaches in educational management, shift from annual planning to medium-term planning, linked with the medium-term expenditure framework; - Take the lead and work with relevant authorities to advocate for the renovations of social policies related to education in an effort to help disadvantaged children, migrant children and ethnic minority children get equal access to education just as other children; - Strengthen awareness-raising and propaganda efforts to bring children to school, especially in Mekong River Delta and Central Highlands. Continue to give priority to investments into education in educationally 'low-lying' areas in order to reduce disparity in educational access among regions; - Study and promulgate suitable policies/initiatives to promote educational development (e.g. boarding schools, ethnic minority classes, bilingual classes, charitable/love classes, community-led initiatives) such that children with disabilities, ethnic minority students and those from socio-economically difficult backgrounds will be supported;

Opportunities	Threats	
<ul style="list-style-type: none"> - Increasingly deep and wide international integration - Due attention from the Government (a priority 20% of the total state budget for education.) - Strong attention from the society to education - Increased income by residents 	<ul style="list-style-type: none"> - Difficult to increase investments from the state budget in coming years (due to the high state budget deficit) - After 2017-2018, most ODA funds will shift from concessional loans to commercial loans. Grants will be reduced sharply, to almost no more grant - Highly-skilled labour required, hence the requirement for enhanced quality in education in response to labour market 	<ul style="list-style-type: none"> - Continue to make renovations on educational management in an effort to increase autonomy, transparency and accountability among education service providers, attracting participation from various stakeholders in educational development; - Foster the school-business partnership and the collaboration among relevant sectors in an attempt to improve efficiency of career orientation; - Put in place suitable policies to create work motivations and incentives for educational managers, teachers, and other non-teaching staff in educational institutions, particularly teachers in remote, mountainous and disadvantaged areas so that they can take initiative to improve their own capacities and stay in the profession; - Continue to promote teaching methods in a way which develops students' competencies through a combination of renovations in teaching methods, trainings to teachers and improvements in infrastructure and equipment.

Chapter 1. Introduction

1. Background

Following 30 years of economic renovation in Viet Nam since 1986, together with achievements in all areas, education has made great strides. Alongside the due attention by the Party, State, and the entire citizenry, in the last many years, education sector has taken steps to renovate education through specific measures. Despite praiseworthy achievements, Vietnamese education, including general education, still faces various challenges and difficulties. For example, quality and efficiency of education are yet to meet requirements of contemporary development; educational management still shows its weaknesses; educational managers and teachers are yet to meet educational requirements in the new era; physical infrastructure and equipment for teaching and learning are not yet complete or uniform, especially in remote and mountainous areas; curriculum contents, teaching and assessment methods undergo slow renovations.

Against this background, on 4 November 2013, the 8th Politburo of the 11th Central Executive Committee issued Resolution No. 29/NQ-TW on radical and comprehensive renovation in education and training. On 9 June 2014, Resolution No. 44/NQ-CP on Action Programme for Implementation of Resolution No. 29-NQ/TW was issued to direct and guide ministries, sectors, and local authorities to develop action plans, organize implementation, monitoring and evaluation (M&E) of the implementation of Resolution 29 to bring about radical and comprehensive changes in education and training, striving, by 2030, to make Viet Nam reach an advanced level in the region.

In September 2015, the United Nations launched the 17 Sustainable Development Goals (SDGs) to be achieved by 2030. The SDG4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. In that same month at the UN Sustainable Development Summit in New York, the President of the Socialist Republic of Viet Nam affirmed Viet Nam’s commitment to achieve the SDGs.

Given the importance of education sector analysis (ESA) on adjustment and formulation of education policies, ensuring their alignments with contemporary development context, the Ministry of Education and Training (MOET) is committed to work with relevant stakeholders to carry out an annual ESA. Following on the ESA activity conducted in the 2013-2014 academic year (with a focus on primary education), and to continue and further strengthen M&E for advancement of education, the analyses and assessments for different learning levels are vital.

In February 2015, MOET received a grant from the Global Partnership for Education (GPE) and technical support from UNESCO toward its ESA activity in the period 2015-2016. Given the limited funding availability, the ESA is focused on general education. The ESA is expected to contribute to the preliminary review of the implementation of the first five years (2011-2015) of the Education Development Strategic Plan (EDSP) 2011-2020, and to put forth recommendations for possible adjustments made towards objectives and solutions set out in the EDSP in line with the requirements of education renovation and national development context.

2. ESA objectives

The overall objective of ESA in the period 2015-2016 in Viet Nam is to strengthen activities of education sector by assisting MOET in guiding and coordinating the high-quality ESA exercise, toward institutionalizing annual education sector analyses jointly conducted by MOET and relevant stakeholders.

The specific objectives of ESA include the following:

- Provide timely data and evidence to assist MOET in carrying out preliminary review of the implementation of EDSP 2011-2015, making possible adjustments to objectives and solutions set forth therein in the context of national development and the progress of educational innovations; and
- Assist MOET in preparing for the second phase on EDSP (2016-2020).

3. ESA Scope

The ESA Report is focused on the following contents:

- Situational analyses on access to general education in the 2010-2015 period, including disadvantaged groups, i.e. children with disabilities, poor children, and ethnic minority children. Main barriers in access to education in different learning levels;
- Assessments on teaching and learning outcomes, and students' competencies in general education in the 2011-2015 period; and
- Analyses and assessments on renovation of teaching and learning methods that develops competencies, focusing on self-learning, creative problems-solving and cooperative competencies.

Other than national statistical dataset, the Report is prepared on the basis of secondary data, empirical data and information gathered through the field study covering three provinces (i.e., Ha Noi, Gia Lai and Long An).

4. Approach, methodology and procedures

4.1. Approach and Methodology

To achieve ESA objectives, **results-based** and **participatory** approach has been used for analyzing the education sector and to find out the key achievements and “gaps” in the general education development for the last five years to the targets set in the ESDP 2011-2020.

MOET has established a Technical Team to conduct the ESA and a Steering Committee to provide instructions and make decisions relating to the ESA. The Steering Committee's members comprise of the representatives from all key relevant departments in MOET, including the Department of Planning and Finance, General Office, Departments of Primary Education, Secondary Education, Continuing Education, Teacher Training, Vietnam Institute of Educational Sciences, National Academy of Education Management and the National Commission for UNESCO.

The members of the Steering Committee and Technical Team have attended six technical expert meetings and three consultation workshops to discuss the methodology of the ESA, selecting the outcome/output/activity indicators to be analyzed, producing the ESA outline,

the questionnaires, plans for the field study, and reviewing the ESA drafts (five Vietnamese versions and three English versions).

To select SMART education indicators³ for the ESA, the members of the Steering Committee and Technical Team worked together on the results chain for the ESA (See Figure 1 in Annex 1). Two tertiary outcomes have been agreed to be analyzed in the ESA are education access, focusing on the access to inclusive education, and learning results of students. These two tertiary outcomes can be resulted from many intermediate outcomes and outputs, for example, teaching quality, management capacity, support from the society, school infrastructure, qualification of teachers and managers, policies, programmes and projects, which have been introduced and implemented by other non-education government agencies. Some inputs, such as the state budget and household expenditures for education and training, have been analyzed.

To obtain data and information for analysis and the comments, recommendations and contributions to the report drafts, the Team has used the following methods:

- **Desk reviews:** This methodology was used to review and screen data and information from secondary data sources to (1) develop an overall picture on Vietnamese education context and status of Vietnamese general education in the 2011-2015 period and key issues associated with the scope of the Report and (2) select common indicators to be used in ESA for general education.
- **Field study:** The field study in three provinces (i.e., Ha Noi, Gia Lai and Long An) was carried out to collect empirical evidence on the status of Vietnamese general education in the 2011-2015 period. A total of 9 conversations with more than 50 educational managers, experts from the Departments of Education and Training (DOETs) and the Bureaus of Education and Training (BOETs) and 90 interviews with 421 school administrators, teachers, community representatives, parents, and students from 18 primary, lower and upper secondary schools (Ha Noi: 120 participants; Gia Lai: 149 participants; Long An: 152 participants) were held to explore the following areas: (1) school and its implementation of autonomy; transparency and disclosure in school management; (2) motivations for teachers, conditions for generating motivations; (3) main barriers in access to education, difficulties in learning; and (4) issues related to streaming and career orientation. Also, a total of 9 conversations with 40 educational managers and experts from DOETs and BOETs and 90 interviews with 451 school administrators, teachers, community representatives, parents, and students from 18 primary, lower and upper secondary schools (Ha Noi: 134 participants; Gia Lai: 190 participants; Long An: 167 participants) and 62 class observation sessions were held to explore teaching and learning that develop students' competencies.
- **Consultations with relevant government officials, experts and practicing people:** This method was used to discuss and collect comments on the ESA approach, methodology and procedures, design of the data collection tools, and the outline and drafts of the

³ SMART: Specific, Measurable, Attainable, Relevant and Time-bound.

ESA report. The participatory approach also strengthened the dialogue and communication between MOET and DOETs, other relevant ministries and the Education Sector Group, whose participation ensures the alignment of their work with national education priorities. This is the first time that this methodology has been used in Viet Nam. It encourages the participation of key stakeholders of the education sector, contributing to the ownership of the project and the institutionalization of the ESA.

4.2. Procedure

The ESA process is comprised of the following eight main steps:

- Step 1: Review the relevant domestic and international literature to get secondary data and information relating to the study topics. Collect and analyze some reports on education analysis, review the ESA guidelines with focusing on general education to identify a relevant methodology for this ESA, select SMART indicators for general education analysis, and review and develop the report outline.
- Step 2: Conduct focused group discussions and collect comments from key experts in the education sector through an expert meeting to design the ESA methodologies in a participatory approach, including: (1) identifying and selecting the indicators to be used in ESA for general education in line with Vietnamese context; and (2) developing the report initial outline.
- Step 3: Discuss and finalize the field study instruments and data collection tools with a list of data to be collected, 5 interview guides and 3 sets of questionnaires. The tools have been improved through a consultation from experts in education sector.
- Step 4: Collect data:
 - Collect and collate statistical data on the status of Vietnamese general education in the 2011-2015 period from relevant departments of MOET;
 - Conduct field study in three selected provinces (i.e., Ha Noi, Gia Lai and Long An) to collect empirical evidence on the status of Vietnamese general education. Consult guidelines for in-depth interviews and focused group discussions to collect qualitative inputs from stakeholders, including managers (DOETs, BOETs and schools), parents, students, community representatives, and teachers.
 - Collect annual reports in the 2011-2015 period from MOET, DOETs, and BOETs in surveyed provinces and some other relevant materials.
- Step 5: Data processing, using a popular statistic software.
- Step 6: Adjust the preliminary outline and develop a detailed outline. Agree on the detailed outline with inputs from experts in the education sector through an expert meeting.
- Step 7: Write a preliminary report. Collect inputs and comments on the draft reports (9 consultations through 6 expert meetings and 3 consultation workshops) and revise drafts after consultations.
- Step 8: Finalize the final report.

Chapter 2. Viet Nam's Educational Development Context in the 2011-2015 Period

1. Orientations for renovation and development of general education

The 2011-2015 period is the first implementation phase of the EDSP 2011-2020, and also a timeframe in which many guiding principles and directions for educational renovation set out by the Party and State have been brought to life. Following the issuance of the EDSP 2011-2020 (June 2012), the sixth Plenum of 11th Party Central Committee of the Communist Party of Viet Nam issued the Concluding Remarks No. 51-KL/TW dated 29 October 2012 on the Framework on “Radical and Comprehensive Education Renovation in Response to Industrialization and Modernisation Requirements under the conditions of Socialist-Oriented Market Economy and International Integration”. In implementing such conclusions, the Prime Minister issued the Directive No. 02/CT-TTg dated 22 November 2013 directing ministries, sectors, provinces and municipalities to thoroughly grasp and fully implement guiding principles, overarching objectives and requirements of educational renovation as set out in the Concluding Remarks, and continue to thoroughly grasp and seriously implement the Resolution of the 2nd Plenum of the 8th Party Central Committee, Concluding Remarks of the 6th Plenum of 9th Party Central Committee and Concluding Notice No. 242-TB/TW dated 15 April 2009 of the 10th Politburo on continued implementation of the Resolution of the 2nd Plenum of the 8th Party Central Committee, orientations for education and training development by 2020.

Guiding viewpoints, principles and solutions for radical and comprehensive education renovation in Viet Nam have continued to be studied and finalized. At the 8th Plenum of the 11th Party Central Committee, the Resolution No. 29-NQ/TW dated 4 November 2013 on radical and comprehensive education renovation was issued. This serves as a legal basis for party committees and governments from central to local levels as well as educational institutions to act on educational renovations on the ground. The Resolution has laid down clear orientations on guiding viewpoints, including clearly defining what is meant by radical and comprehensive education renovation and specifying objectives and most effective possible implementation methods.

Apart from above-mentioned key documents, in the same period, the Party Central Committee has also issued many other important policies associated with development of general education and preparation for education renovation. These include the Directive No. 10-CT/TW dated 5 May 2011 of the Politburo on universal pre-school education for children aged five years, consolidating educational achievements of primary and lower secondary education; strengthening the streaming after lower secondary education and literacy education (illiteracy eradication) for adults; strengthening the teaching of foreign languages and informatics in the national education system; and preparing for the renovation of school curriculum and textbooks after 2015.

Among the breakthroughs in general education, the renovation on school curriculum and textbooks was included. Accordingly, in 2014 the National Assembly issued the Resolution No. 88/2014/QH13 dated 28 November 2014 on school curriculum and textbook renovations. After that, the Prime Minister issued the Decision 404/QĐ-TTg on 27 March 2015 on approving the Proposal on General Education Curriculum and Text Book renovation.

In specifying the guiding viewpoints and principles on renovations as set out in the above-mentioned document, MOET together with other relevant ministries and local governments have issued many related documents. These include the Decision No. 1215/QĐ-BGDĐT dated 4 April 2013 of MOET on Action Plan of the Education Sector on Implementation of the EDSP 2011-2020, the Concluding Remarks No. 51-KL/TW dated 29 October 2012 of the 6th Plenum of 11th Party Central Committee of the Communist Party of Viet Nam, and the Directive No. 02/CT-TTg dated 22 January 2013 of the Prime Minister on radical and comprehensive education renovation; Decision No. 2653 /QĐ-BGDĐT dated 25 July 2014 of the Minister of Education and Training on the Action Plan of the Education Sector on Implementation of the Action Plan of the Government on Implementation of the Resolution No. 29-NQ/TW on Radical and Comprehensive Education Renovation in Response to Industrialization and Modernisation Requirements under the conditions of Socialist-Oriented Market Economy and International Integration; and the Decision No. 2632/QĐ-BGDĐT dated 24 July 2015 of the Minister of Education and Training approving the Implementation Plan of the Resolution No. 88/2014/QH13 dated 28 November 2014 of the National Assembly on school curriculum and textbook renovation.

The due attention paid to the renovation of general education in Viet Nam has strongly been stressed in various policies issued by the Party, National Assembly, and Government. This has constituted important orientations associated with the EDSP 2011-2020. It can be seen that the renovation orientations have covered the following areas: (1) renovating the educational objectives in a way which focuses on the development of intellectual capacity, personal characters and skills for students; (2) renovating curriculum and textbooks in a unified yet flexible fashion in line with conditions of individual student groups, provinces and regions; (3) renovating teaching and learning methods that enhance competency development; (4) renovating assessment methods in a way which supports the development of competencies and qualities of students; and (5) renovating the management and administration of educational institutions as well as the participation of community members, parents and students.

Along with these orientations, the renovations in general education have also paid special attention to areas such as educational access, social equity, inclusive education for children from disadvantaged and ethnic minority backgrounds, children with disabilities, and children infected with or affected by HIV/AIDS, in order to create learning opportunities for all, and build a resilient and inclusive learning society.

2. Viet Nam's economic context in the 2011-2015 period

2.1. Viet Nam's economic status

Before entering the five-year socio-economic development plan in the 2011-2015 period, Viet Nam lifted itself out of underdevelopment to reach the lower middle-income status. However, since 2011, the world's economic situations have undergone complex fluctuations, with the recovery of international economy slower than would have been predicted. Public debt crisis has become more serious in many countries. Financial crisis and global economic recession have exacerbated the internal weaknesses of Viet Nam's economy. Natural disasters and epidemics led negative impacts on the performance of the economy whilst the requirements for ensuring social security and strengthening defence and security have increased. In the light of the world's economic situation and that of the domestic economy,

the Party and State have decided to adjust objectives and tasks for socio-economic development: focus on curbing inflation and stabilizing macro economy; ensure social security and improve people's life; maintain growth at an appropriate level linked with the implementation of three strategic breakthroughs; restructure the economy and renovate the growth model; and create strong pre-conditions for higher growth at final years of the five-year plan. Major achievements, shortcomings and weaknesses of socio-economic development that have had strong impacts on education in the last five years include:

- The growth rate of consumption prices has drastically decreased from 18.13% in 2011 to some 5% in 2015.⁴ The interest rates have dropped in line with inflation developments. The total export turnover has substantially increased, averaging 18% per annum⁵, the trade balance has improved, and the surplus in payment balance is maintained. However, contributions from domestic economy to export growth remains low, and controlling inflation and ensuring major balances of the economy are not really sustainable. Balances of the state budget are limited; the structure of budgetary revenues and expenditures has yet to be appropriate; the recurrent expenditure increases fast; and budget overspending is high, yet to reach the target of 4.5% of the Gross Domestic Product (GDP).⁶ Although still within the safety margin in accordance with prevailing regulations, public debt increases fast with big pressure to service debt and the use of loans in some projects is ineffective. Because of tightened expenditure of state budget and that the share of state budget for education and training has reached the limit (20%) whilst the size of education continues to expand, there will be a serious shortage of financial resources for improving quality of education. Export growth in domestic economy remains low, thus unable to attract skilled labourers by various qualifications.
- Compound annual GDP growth rate for the five-year period is around 5.9% per annum, and for 2015 is above 6.6%.⁷ Compound annual GDP growth rate for 2011-2015 is lower than in the 2006-2010 period (2006-2010: 7% per annum) and fails to reach the target (7-7.5% per annum).⁸ Total GDP in 2015 reaches USD204 billion, leaving GDP per capita at USD 2,228⁹, about double that in 2010 (USD1,168)¹⁰.

⁴ Communist Party of Viet Nam. 2015. *Review of Implementation Results of Five-year Socio-economic Development Tasks 2011-2015 and Orientation and Tasks for Subsequent Five-year Socio-Economic Development 2016-2020*. Document of 12th Party Congress. p.1.

[http://www.molisa.gov.vn/DuThao/20151008163629bao cao kinh te xa hoi.docx](http://www.molisa.gov.vn/DuThao/20151008163629bao%20cao%20kinh%20te%20xa%20hoi.docx)

⁵ Ibid. p.2.

⁶ Ibid. p.7.

⁷ Calculated based on data from the Newsletter for Quarterly Labor Market Update, Volume 8, Quarter 4 – 2015, by MOLISA and GSO.

⁸ Tran, Quang Nhiep. 2011. *Factors that Helps Lift the Country out of Underdevelopment*.

<http://baochinhphu.vn/Dua-NQ-Dai-hoi-XI-cua-Dang-vao-cuoc-song/Cac-yeu-to-dua-dat-nuoc-ta-ra-khoi-tinh-trang-kem-phat-trien/81616.vgp>

⁹ Prime Minister of Viet Nam. 2015. *Report on Socio-Economic Status in 2015 and over the 2011-2015 period; Orientation and Tasks for Subsequent Years 2016-2020 ad 2016*.

<http://vov.vn/chinh-tri/quoc-hoi/toan-van-bao-cao-cua-thu-tuong-tai-ky-hop-thu-10-quoc-hoi-khoa-xiii-442552.vov>

¹⁰ Tran, Quang Nhiep. 2011. *Factors that Helps Lift the Country out of Underdevelopment*.

However, the gap in development with other countries in the region remains big. Agricultural production remains ineffective and industry and services registers lower growth than previous period. Economic development depends largely on capital, resources and low-quality labour. The shifts in economic structure and labour structure have to meet requirements of industrialization and modernization. All of these have resulted in low aggregate demand for labour by various qualifications as against aggregate supply of trained labour, especially the qualified graduates or the unemployment among graduates from various training qualifications on the rise on an annual basis.

- “The three strategic breakthroughs have been implemented attentively and brought about encouraging results”: Market economy institutions continue to be strengthened; the investment and trade environments have improved, allowing for more transparent and fair competitions among economic components and types of enterprises; and the role of private sector (excluding foreign investments) has been increasingly promoted, contributing to 39% of total society investments and 50% of GDP.¹¹
- Investments from state budget into science and technology have increased on average by 16.5% per annum, accounting some 2% of total state budget expenditure. Telecommunication services have developed rapidly, leading to the increase in the number of internet subscribers, 52% in 2015. The high percentage of internet subscribers constitutes one of the factors that enable the application of distance learning models and use of online learning materials.¹²
- In the last five years, around 7.8 million people have been provided with jobs, including some 450,000 workers going overseas for work. The rate of skilled/trained labourers stood at 50% in 2015. Therefore, labour market has achieved some, although not thorough, progresses. The mobility of workers remains difficult and the labour supply-demand information is limited. The shift in labour structure occurs slowly, the share of works in agriculture is still significantly high. There are many people who are underemployed or have instable jobs, especially in rural areas. A large portion of graduates by various qualifications find it hard or impossible to find jobs, thus make unemployment rate tend to increase. There is an absence of an appropriate policy or mechanism to recruit and select skilled workers and remove unskilled workers from the public sector.

2.2. Financial resources for educational development

2.2.1. Domestic resources

In the context where the national economy experienced falling growth in the 2011-2015 period, the percentage of state budget capital expenditures into education and training of the total capital expenditures from the state budget increased significantly from 3.95% in 2010 to 5.62% in 2013 and 5.35% in 2014 (see Table 1 in Annex 2). According to the Ministry of Finance (MOF), the proportion of the state budget expenditures for education and training in the total

¹¹ Communist Party of Viet Nam. 2015. Review of Implementation Results of Five-year Socio-economic Development Tasks 2011-2015 and Orientation and Tasks for Subsequent Five-year Socio-Economic Development 2016-2020. Document of 12th Party Congress. p.2.

http://www.molisa.gov.vn/DuThao/20151008163629bao_cao_kinh_te_xa_hoi.docx

¹² Ibid. p.3.

state budget expenditures has been around 19.8% to 21.4% for 2011-2015. In comparison with other Association of Southeast Asian Nations (ASEAN) countries, Viet Nam has spent the same level or a high proportion of the state budget expenditures to education. For example, in 2013 Singapore allocated 3% of GDP or 20% of the total state budget expenditures to education and training sector. Philippines has spent 20.3% of the total state budget expenditures to education and training sector, while Indonesia has allocated 20% of the total state budget expenditures to education and training sector or around USD30 billion per year.¹³

2.2.2. International resources

Foreign Direct Investment

The newly-registered Foreign Direct Investment (FDI) funds into education and training went up from USD11.2 million in 2011 to USD14.09 million in 2012 and USD86.79 million in 2013, but went down again to USD28.5 million in 2015. The issuance of the Decree 73/2012/ND-CP, Regulation on the foreign investment and international cooperation in education and training in 2012 might have served as a factor, encouraging foreign investors to investment more in education and training in 2013 (See Table4 in Annex 2). Expressed as a percentage of the total annual newly-registered FDI funds, the share of FDI funds for education and training still remains very modest, with the highest amount not even reaching 1%. However, expressed as a percentage of the total investments into education and training, the share of FDI funds is not that small, with the highest amount reaching around 10% in 2013. Thus, it is very important to mobilize FDI funds into education and training. Apart from investments for educational development, FDI for education may bring along its impacts by transferring new educational management models and methodologies that are better aligned with market conditions.

Official Development Assistance

In Viet Nam, education has always been regarded as the national priority of Viet Nam. For many donors, education and training is also a high priority. MOET has received the Official Development Assistance (ODA) since 1994 with the first loan from the World Bank of USD84 million for ten years for enhancing the primary education access in disadvantaged provinces. For 2004-2014, 23 ODA programmes and projects had been implemented to support all education and training levels, from early childhood to higher education with the total amount of funds of USD1,041.21 million, of which USD754.79 million was loan, USD185.1 million was grant and USD101.33 million was counterpart funds. Those ODA programmes and projects have made significant contribution to the socio-economic development of the country in general and to education development in particular.

However, for the last 20 years the funds given by ODA donors to support education and training sector in Viet Nam have not made up a big share of the total amount of ODA for the last 20 years (around 4.19%). This share was even lower in the period 2011-2015 (3.35%).

There were quite a big number of projects started in 2013, 2014 or 2015. However, the total budget of those projects was small (less than USD1 million). The available data show that the

¹³ Lien Huong. 2015. *Where Does Viet Nam's Education Stand in ASEAN?* <http://giaoduc.net.vn/Giao-duc-24h/Giao-duc-Viet-Nam-dang-dung-o-dau-tren-bang-thu-hang-ASEAN-post163861.gd>.

financial support from international community to education and training sector decreased from USD161.36 million in 2013 to USD151.48 million in 2014 and to USD142.95 million in 2015 (See Table 8 in Annex 2). Therefore, a noticeable tendency is the declining financial support to education and training sector from international community over the last three years.¹⁴

Following Viet Nam's status of a lower middle income country, most bilateral donors have switched their focus from Viet Nam to other developing countries. The concessional loans from the World Bank and the Asian Development Bank (ADB) have also been reduced and will be stopped by 2017/2018. The main financial support to be provided by ADB and World Bank to Viet Nam will be sourced from the Ordinary Capital Resources (OCR) and the International Bank for Reconstruction and Development (IBRD), the less concessional funds of ADB and World Bank. To date, education and training has not been prioritized by the Government in regard to using OCR and IBRD loans on account of its low recoverability and debt serviceability. In the coming years, therefore, the financial support from international partners, especially from ODA donors to education and training sector will decline.

New initiatives have to be created to attract support from international development partners for education and training development, especially to support the most disadvantaged groups, such as children with disabilities and ethnic minority children. The technical assistance should be sought from international development partners to help improve educational management in an attempt to increase the effectiveness and efficiency of investments in education and promote accountability and transparency in education management.

2.3. International economic integration and its implications on education

Viet Nam has actively participated in the process of ASEAN Community establishment. Up to 59 countries have recognized Viet Nam as a market economy. Viet Nam has also signed Free Trade Agreements and ratified the Trans-Pacific Partnership (TPP is a deal with around 40% of world GDP and 30% of global trade).

Viet Nam has increasingly deepened and widened its international integration in many areas, including economic, scientific and educational integrations, providing both opportunities and challenges. Increasing international integration will provide opportunities for Viet Nam's education to access new trends and knowledge and state-of-the-art education models and to avail resources from other countries for educational development. Development of market economy and international educational integration give rise to new issues, most noticeable of which include the risk of poor-quality educational services as well as the risk of pervasion of unhealthy culture and lifestyles.

Labour productivity in Viet Nam was among the lowest levels in the Asia-Pacific region. Labour productivity in Singapore in 2013 was nearly 15 times, Japan 11 times and South Korea 10 times, the level in Viet Nam. Even compared to Malaysia and Thailand, two other middle-

¹⁴ Calculated based on the data on education and training projects, provided to UNESCO by ODA partners, UN organizations and a number of INGOs, and the data, collected from some donors' websites.

income ASEAN countries, Viet Nam's productivity was only one-fifth and two-fifths respectively.¹⁵

ASEAN Economic Community has significant potentials to spur structural change from low- to higher-productivity sectors. Viet Nam could be one of the main beneficiaries of this process, drawing on the country's educated workforce with its strong foundations in literacy and numeracy skills. There are two main paths to productivity growth that ASEAN countries can take: The first is efficiency gains in established industries through innovations, adopting new technologies, upgrading machinery and investing into skills and vocational trainings. However, the largest productivity gains can be reaped from the second source, moving into higher-value added activities, out of agriculture and low-end services towards manufacturing and high-end services. In the coming time, continued enhancements in education and training, particularly in upper secondary and vocational institutions, would help Viet Nam realize these opportunities.

To catch these opportunities, Viet Nam should continue putting more investment for improving the quality of education and training to be relevant to the international development trends, especially of general education, which provide basic knowledge and competency for human capital development. In addition, high attention should be given to career guidance in lower and upper secondary education and improving the quality of vocational training.

3. Social context

3.1. Population

The share of working-age population (15-65) out of the total population in Viet Nam is expected to increase until it reaches its peak of 70% by 2018. This abundant population will provide a source of strong workforce potential, contributing to economic growth and increasing a pressure for job creation in the near future. However, after 2018, the share of working-age population will tend to decrease.¹⁶ This also means that Viet Nam has been undergoing the ideal phase of demographic dividend period. In fact, Viet Nam is also faced with the shortage of skilled labourers in management and production. If this situation persists without improvement in several years, Viet Nam is unlikely to escape from "middle income trap" to become an industrialized country as already envisioned. This implies that the workforce in the near future needs to be equipped with appropriate knowledge and skills in line with requirements of labour market. Accordingly, education sector plays a vital role in closing the skills gap and developing necessary skills for the workforce that joins labour market in the subsequent period.

In addition, the population structure related to school-age population in Viet Nam is changing. The share of children (0-14) continues to decline from 28.01% in 2004 to 25% in 2009 and 23.5% in 2014.¹⁷ The proportion of 10-14 age children population has been declined, while the ones of the 0-4 and 5-9 age children have been varied (see the Table below).

¹⁵ ILO. 2014. *ILO Viet Nam Newsletter June 2014*. p.3.

¹⁶ UNFPA. 2010. *Taking Advantage of the Demographic Bonus in Viet Nam: Opportunities, Challenges and Policy Recommendations*.

¹⁷ Ibid.

Table 2: Viet Nam's population by age group, 2004-2014 (%)

Age group	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
0-4	7.40	6.71	7.5	7.49	7.7	8.5	8.4	8.0	8.1	8.5	8.3
5-9	8.94	8.47	8.2	7.84	7.7	8.0	8.0	7.9	8.0	8.2	7.8
10-14	11.67	11.20	10.6	10.18	9.7	8.5	8.4	8.2	7.8	7.6	7.4
15-19	11.16	10.98	10.8	10.71	10.2	10.2	9.7	9.2	8.6	8.0	7.9
20-24	9.04	9.31	8.8	8.69	8.0	9.2	8.6	8.5	8.4	8.1	9.7
25-29	7.80	7.89	7.8	7.66	7.7	8.9	8.7	8.5	8.7	8.5	9.2
30-34	7.82	7.77	7.7	7.71	7.6	7.9	7.9	7.9	7.9	8.1	8.5
35-39	7.51	7.42	7.6	7.66	7.9	7.6	7.6	7.6	7.6	7.5	7.4
40-44	7.14	7.27	7.3	7.51	7.5	7.0	7.1	7.3	7.3	7.4	7.0
45-49	5.73	5.92	6.4	6.44	6.8	6.4	6.7	6.8	6.8	6.6	6.4
50-54	4.14	4.45	4.8	5.23	5.7	5.3	5.8	6.2	6.2	6.3	5.7
55-59	2.70	2.93	3.3	3.43	3.8	3.6	4.0	4.2	4.5	4.8	4.6
60-64	2.29	2.26	2.2	2.27	2.4	2.3	2.6	2.9	3.1	3.3	3.0
65+	6.66	6.71	7.0	7.18	7.5	6.6	6.8	7.0	7.1	7.2	7.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: General Department of Population and Family Planning, <http://www.gopfp.gov.vn/>

It is forecasted that by 2023, the population at 0-4 age and the schools age (5-9) will be slightly increased and will be declined from 2024, while the population of 10-14 age children will continue increasing up to 2034. The total population at 0-14 age will increase from 21.2 million in 2014 to 22.3 million in 2024 and decline to 19.3 million in 2049.¹⁸

With the declining tendency of the 0-14 age population proportion, the total number of school age children is expected not to increase much¹⁹, which will be an opportunity for having investment into education and training "quality improvement", contributing to improving quality of human resources. Children have received higher attention from their family as well as from the government, so the malnutrition rate of under-five children has been reduced significantly, from 58% in early 1990s to 36.7% by the end of 2000s and to 14.5% in 2014.²⁰

3.2. Poverty

In the 2011-2015 period, the percentage of poor households has decreased on average by about 2% per annum, and in poor districts by more than 4% per annum.²¹ However, the

¹⁸ UNFPA; General Statistics Office. 2016. *Forecast on Viet Nam's Population 2014-2049*. Ha Noi: News Publishing House.

¹⁹ The total number of school age children can be estimated as the total population multiplied by the share of the population at school age. Growth of total population and reduction of the share of the population at school age may lead to low change of the total number of school age children.

²⁰ Nguyen, Dinh Cu. 2015. *Population Change and Primary Education Development in Viet Nam*. <http://ipfcs.org.vn/tin-tuc/8/64/171/BIEN-DOI-DAN-SO-VA-PHAT-TRIEU--GIAO-DUC-TIEU-HOC-O-VIET-NAM-.html>.

²¹ Communist Party of Viet Nam. 2015. *Review of Implementation Results of Five-year Socio-economic Development Tasks 2011-2015 and Orientation and Tasks for Subsequent Five-year Socio-Economic Development 2016-2020*. Document of 12th Party Congress.

results of poverty reduction are not sustainable, with high risks of falling back to poverty; the rich-poor gap among regions and populations is still large. The percentage of poor households in remote and mountainous areas is still high (in some exceptional districts and communes, this even reaches up to 50%). The rich-poor gap between Kinh and ethnic minority groups gets even bigger when it comes to multidimensional poverty: around 29% of Kinh children were faced with multidimensional poverty, whilst this ratio in ethnic minority children was 81%. Poverty in education is measured by the percentage of children who do not go to school at their right age or of children aged 11-15 who do not complete primary education. The relationship between poverty and education has been affirmed through many research studies²²: those students from socio-economically disadvantaged backgrounds will have poorer learning outcomes than those from more socio-economically advantaged backgrounds or children of more educated parents and from families with more learning resources, especially books.²³

Several policies on social security and poverty reduction are still overlapping, ineffective and failing to encourage the poor to strive for escaping from poverty. The unsustainable poverty reduction and the increasing division between the rich and the poor have resulted in lack of equality in educational access, increasing gap in education quality among regions and different types of learners. To ensure equality in education, regardless of state budget constraints, priority must be given to the localities in three “educationally marginalized” regions, i.e. North West, Central Highlands and South West.²⁴

3.3. Migration

It has been predicted that by 2019, about 5 million people will have moved from rural to urban areas, accounting for some 5% of the population.²⁵ More than 80% of female workers bring along their children but do not enjoy preferential policies in health and education.²⁶ The age structure of migrants tends to get younger; educational and technical qualifications are relatively low²⁷. A research study conducted by Tran Quy Long (2013) shows that, compared with non-migrant children, the probability of migrant children to attend school is significantly lower. This implies that children are not to attend school partly because they have to migrate for a living. From a legal perspective, a permanent residential certificate or birth certificate is still required, which somehow denies the access to education with migrant children without

²² Henaff, Nolwenn and Lange, Marie-France. 2012. *Relations Between Education and Poverty: Theories and Implications on Education Policies*. Journal of Sociology (Issue 2): 118.

²³ An example from the Report jointly produced by UNICEF and GSO (2014) clearly indicates the differences in educational accessibility among students based on economic conditions: the enrolment rate among children from the poorest quintile is much lower than that among those from better-off quintiles.

²⁴ Commensurate with these three regions, three Steering Committees have been established at the Decisions of the Politburo: Steering Committee for North West, Steering Committee for Central Highlands and Steering Committee for South West.

²⁵ Thu Huong. 2012. *Viet Nam Population Projection: Key Indicators*. Journal of Figures and Events (General Statistics Office) (Issue 11).

²⁶ Nguyen, Thu Giang. 2015. *Education Access for Migrant Children: Realities and Challenges*. Presentation at the International Conference "Socio-economic change and education" hosted by Viet Nam Institute of Educational Sciences (VNIES) in Ha Noi.

²⁷ MOLISA, in collaboration with Action Network for the Rights of Migrant Workers (M.net) organized the Workshop “Social Security for Informal Migrant Workers” with support from Oxfam on 15/9/2015

such papers.²⁸ There are statistically significant differences among migrant and non-migrant groups. Migrant groups consistently perform worse than non-migrant groups and the gap increases as age increases. Migrant families have a higher rate of out-of-school children aged 5 than that of non-migrant families, specifically at 1.3 times at the age of 5, 1.8 times at the primary school age and 2.4 times at the lower secondary age.²⁹ In the areas with high percentage of migrants, the seats in the public schools are inadequate (and those public schools are not mandatory to provide seats) to the children of migrant households. In addition, having residence status and affordability are very important to the access to education of migrant children. The percentage of migrant children who study in privately-run schools is quite high (36%).³⁰

Apart from rural-urban migration, the trend of workers moving to industrial zones in recent years has become increasingly popular. Many migrant parents have children in the nursery-age group, hence posing challenges related to access to pre-school education for children of workers in industrial zones. Nevertheless, in the whole country, there are only 112 pre-school institutions in industrial zones and processing zones.³¹

From another perspective, more and more children are left “behind” in rural, remote and mountainous areas when their parents leave for work either in a location within the country border or an overseas country in the form of exported labour. This means that the number of children who lack the parental care will be rising over time. They grow up in the absence of parental care and therefore have their learning affected, and would likely engage in unhealthy and hard-to-control games.³²

3.4. Other social issues

3.4.1. Child labour

According to the report published by ILO (2014)³³, as of 2012, out of Viet Nam’s child population (under 18) of 18.3 million, one-sixth (2.83 million) are currently engaged in some forms of economic activities, 42.6% of whom are girls. Nearly 86% of these working children live in rural areas and two-thirds belong to the 15-17 age group. A number of children work relatively long hours, as 27.4% of such children on average work more than 42 hours per week. Their prolonged engagement in economic activities affects their schooling, with 96.2% of these working children not attending school.

Regarding work venues, the majority of work is done at home and on paddy fields, while less work is observed in construction sites, hotels and restaurants, production establishments,

²⁸ Tran, Quy Long. 2013. *Family Factors Influencing on School-leaving Age among Vietnamese Youth*. Journal of Family and Gender Studies (Issue 2).

²⁹ UNICEF; UNESCO Institute for Statistics; Ministry of Education and Training. 2013. *Out-of-school Children: Viet Nam Country Study*.

³⁰ Ibid.

³¹ Viet Nam General Confederation of Labour. 2015. *Report on Urban-Rural Migration*. Department of Women’s Affairs.

³² Tran, Thi Thai Ha. 2014. *Rural Household Education in the Context of Socio-economic Change*. A product of the Science Research Project funded NAFOSTED. Ha Noi: VNU Publishing House.

³³ Ministry of Labour, Invalids and Social Affairs; General Statistics Office; ILO. 2014. *Viet Nam National Child Labour Survey 2012: Main Findings*.

offices, the street or stone quarries. As far as reasons for working among children are concerned, about one-third of working children have to work and a smaller number choose to work and learn a trade, especially if working children are motivated by high payment.

3.4.2. Violence against children

According to the Viet Nam's Multiple Indicator Cluster Survey (MICS) Report (2014), more than 68% of children aged 1-14 years in Viet Nam are subjected to at least one form of psychological or physical punishment. Children from poorer households and those whose heads of household had lower education were more likely to experience at least one form or either psychological or physical punishment. Violence has also occurred in schools in recent years at a complex level including different forms of punishments used by teachers and school staff on students, violent behaviours among students and between students and teachers and school staff in school. School violence tends to be on rise, in terms of both frequency and severity.³⁴ Violence against children has severe impacts on the psychological, physical and developmental process of a child.

3.4.3. Early marriage

Viet Nam Law on Marriage and Family specifies 18 to be marriage age for women and 20 for men. However, early marriage among children still exists, especially in rural, mountainous and ethnic minority communities. Early marriage has a strong relationship with education and economic conditions.³⁵ Generally speaking, the percentage of early marriage is high in mountainous and ethnic minority with respective rates of 22.6% and 14.8% in Northern Midlands and Mountains and Central Highlands. In North West region, one in every 10 boys aged 10-19 gets married and one in every 4 girls aged 10-19 gets married. The rate of early marriage among H'Mong ethnic group is highest with 33%, followed by Thai and Muong ethnic groups with 23.1% and 15.8%, respectively.³⁶ Early marriage has big implications on learning opportunities among children because they have to leave school or on their possibility to continue into higher education because they have to bear economic responsibilities or give births, in the case of girls.

3.4.4. Other newly emerging social issues

In recent years, various social issues have newly emerged that have impacts on education and learning in schools. Among these include the time spent by students on online games. A survey that covers the two biggest cities in the country shows that, the rate of primary students spending time on online games during weekdays is 70% in Ho Chi Minh City (HCMC), and 76% in Ha Noi; these rates in upper secondary education are 88% in HCMC and 76.6% in Ha Noi.³⁷ It is quite common to see students play truant from schools for the purpose of games. To control the negative impacts caused by online games, MOET issued the Action Plan on preventing and combating negative effects of online games with violent and unhealthy contents on students in the 2011-2015 period (Decision No. 1387/QĐ-BGDĐT, issued on 7 April 2011).

³⁴ According to data from Department of Child Care and Protection, (MOLISA), 2012.

³⁵ UNICEF; General Statistics Office. 2014. *Viet Nam Multiple Indicator Cluster Survey*.

³⁶ According to the Committee on Ethnic Minority Affairs (CEMA). 2014.

³⁷ Tien Phong Newspaper. 2010. *Percentage of Students Who Play Video Games Is High*.
<http://www.tienphong.vn/Khoa-Giao/ty-le-choi-game-cua-hoc-sinh-dang-o-muc-rat-cao-522494.tpo>.

4. Overall assessments

4.1. Opportunities

- Education and training is still considered the top national policy and the concerns of the Party, State and entire citizenry. The Party and State have made strong commitments and actions for radical and comprehensive renovations in education and training.
- The widening and deepening international integration has provided Vietnamese education with ample opportunities to get access to new sources of knowledge and models of advanced education, and avail resources of other countries for educational development. Accordingly, opportunities for cooperation between local and overseas partners in both public and private sectors with an aim to strengthening resources and competitiveness and renovating public educational services have also been expanded.
- In today's context, revolution in science and technology, especially Information and Communication Technologies (ICTs) with their achievements have provided ample opportunities for the renovation of content, methods and forms of education and educational management, geared toward an electronic education that can meet learning requirements of individual learners.³⁸
- The income per capita has increased, encouraging households to spend more on their children's schooling.

4.2. Challenges

- The slowdown in economic growth has led to the reduction in the new jobs generated in the country while Viet Nam is experiencing the demographic dividend, with a high percentage of working-age population, leading to the risk of increasing unemployment, including among skilled labourers. This might discourage many parents or students and trigger them to leave schools from early on.
- The widespread international integration may lead to the risk of redundancy of low-skilled labour and lack of high-skilled labour, leading to the increased import of labour from other countries in the region. This has called for an acute need for enhancing quality of national education in a context where both public and private investments into education have substantially reduced.
- The ODA funding sources have gradually reduced as Viet Nam declared the middle income country. Moreover, the budgetary deficit has shown no sign of decreasing. Difficulties in investment resources also constitute major barriers for educational development in the coming period.
- Challenges in terms of the gap between the rich and poor in market economy conditions, leading to inequity in educational access among different groups on the basis of income, gender, geographical locations, and social status are still common and run the risk of widening the gap among regions and different groups of learners.
- The requirements for radical and comprehensive renovation of education and training in the context where the preparedness in terms of workforce, infrastructure and equipment, mechanisms and policies in education have yet to be finalized have led to tensions and conflicts of interest and methods of renovation.
- The impacts of newly emerging social issues as a result of the development process of market economy and international integration are indispensable on education. These

³⁸ Ministry of Education and Training. 2014. *Viet Nam National Education for All 2015 Review*.

include migration, social network, online games and so forth, from which young students suffer most severely, causing anxiety and distress for people from different walks of life and the entire society alike.

Chapter 3. Educational Access in the 2011-2015 Period

1. Key objectives on educational access in EDSP 2011-2020

EDSP 2011-2020 sets out the objective for educational access in general education, as follows: “By 2020, the net enrolment rate at primary and lower secondary levels will reach 99% and 95% respectively; 80% of young people at upper secondary education age will have gained the upper secondary qualifications or equivalents; and 70% of children with disabilities will have gone to school.”

To realise such objectives, EDSP 2011-2020 has put forth a series of action programmes, including specific education tasks and activities. These include, but are not limited to, building, supplementing and developing overall legal framework and policies for educational development; elaborating and implementing master plans, programmes and schemes for educational development; increasing sources of investment and renovating financing mechanisms for education; strengthening support for educational development in exceptionally disadvantaged areas, ethnic minority groups and social policy beneficiaries; develop educational sciences; and expand and enhance effectiveness and efficiency of international cooperation in education.

2. Educational access

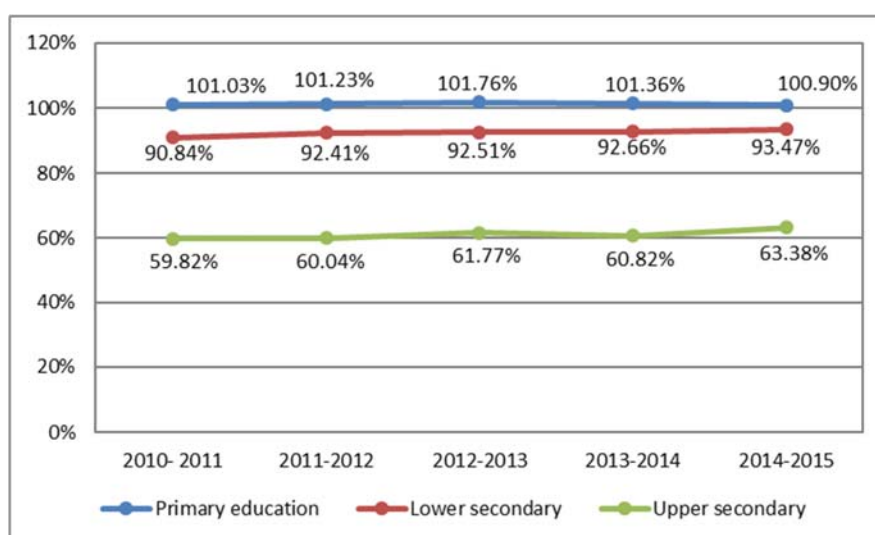
2.1. Enrolment

2.1.1. Gross Enrolment Ratio (GER)

Impressive GER in primary education has reflected the strong efforts made by various sectors and authorities in accomplishing the task of universal primary education. As shown in Chart 1 through five academic years from 2010-2011 to 2014-2015, GER in primary education nationwide has been varied, from 101.03% to 100.90% with the peak of 101.76% in 2012-2013. GER is currently still in excess of 100%. Although not too excessive, this suggests that a certain number of children who are older than the primary school aged population are still attending primary schools. It is very likely because some parents have not paid due attention to sending their children to school at their correct enrolment ages, or some children who have poor health conditions, defer their schooling process, or because of repetition. Lack of due attention from local leadership to encouraging people to send their children to school at correct age also may serve as the one of the reasons why the above situation happened. This rate tends to decrease in near future to around 100%.

GERs in primary education among the regions of the country are slightly different, ranging from 99.28% in the Red River Delta to 103.03% in Southeast region in 2010-2011 and from 100.2% in the Northern Midlands and Mountainous areas to 102.4% in the Central Highlands in 2014-2015 (Chart 2). In the Central Highlands, a tendency of slight increase is observed in this period. Two regions that register high GERs include the Central Highlands and Mekong River Delta. The Red River Delta is the region with the lowest GERs compared with all other regions, especially in academic years 2010-2011 when GERs are less than 100%. The differences among regions have also been decreasing in the past period and, as of academic year 2014-2015, only the Mekong River Delta and the Central Highlands record GERs higher than 102%, whereas the remaining regions have this rate come near to 100%.

Figure 1: GERs by education level for 2010-2011 and 2014-2015 period



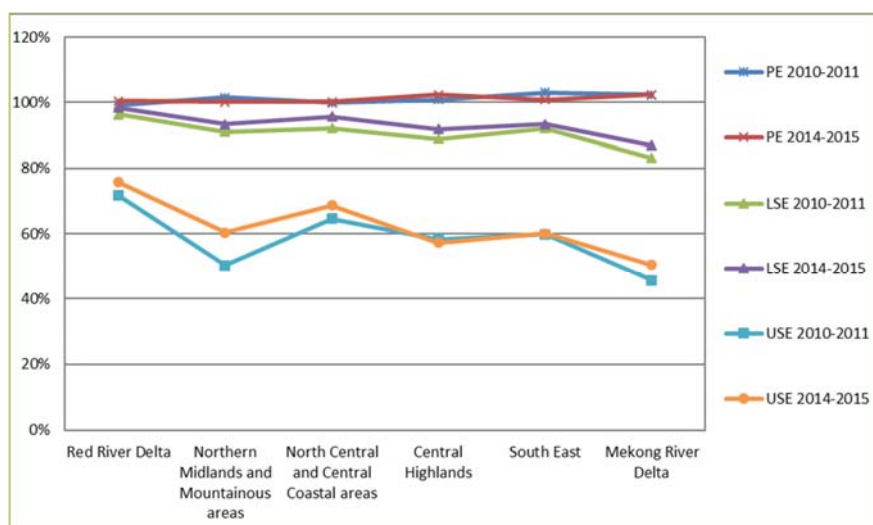
Source: Statistics from MOET

National GER in lower secondary education has witnessed a remarkable increase, from 90.84% in the 2010-2011 academic year to 93.47% in the 2014-2015 academic year. However, GERs in lower secondary education among regions do vary. The Red River Delta witnesses the highest GER in lower secondary education, whereas, the Mekong River Delta observes the lowest rate, some 12-13% lower than that of the Red River Delta in each academic year. The low GER in the Mekong River Delta may be due to various reasons: difficult transport conditions, with students having to travel to and from school by boat, large distance between schools and homes, making difficult for them to transport in the event of raining; difficult economic conditions faced by many households, who therefore have to leave for work and do not take due care of their children's schooling. It can, therefore, be noted that in the Mekong River Delta, the number of lower secondary school-aged children who does not attend school still remains high, implying the policies and efforts required to bring them to school.

National GER in upper secondary education is relatively low compared to that of lower secondary education. However, it should be recognised that this is an inevitable trend as a result of streaming following lower secondary education. This rate has increased from 59.82% in the 2010-2011 academic year to 63.38% in the 2014-2015 academic year. As would be expected, GERs in upper secondary education among regions vary. Again, the Red River Delta witnesses the highest rate relative to other regions: an increase from 71.65% in the 2010-2011 academic year to 75.7% in the 2014-2015 academic year. On the other hand, the Mekong River Delta records the lowest rate (45.65% in the 2010-2011 academic year versus 50.39% in the 2014-2015 academic year).

As can be seen through the Chart 2 below that the Northern Midlands and Mountainous areas have made the strongest strides in terms of GER in upper secondary education, from 44.36% in the 2010-2011 academic year to 57.19% in 2014-2015, and the Central Highlands the weakest, from 50.49% to 53.39%.

Figure 2: GER by education level and by region in academic year 2010-2011 and 2014-2015



Source: Statistics from MOET

2.1.2. Net Enrolment Rate (NER)

National NER in primary education tends to gradually rise, although in the 2014-2015 academic year, there is a slight decrease compared to the preceding year (with respective NERs of 97.42% and 98.96%).

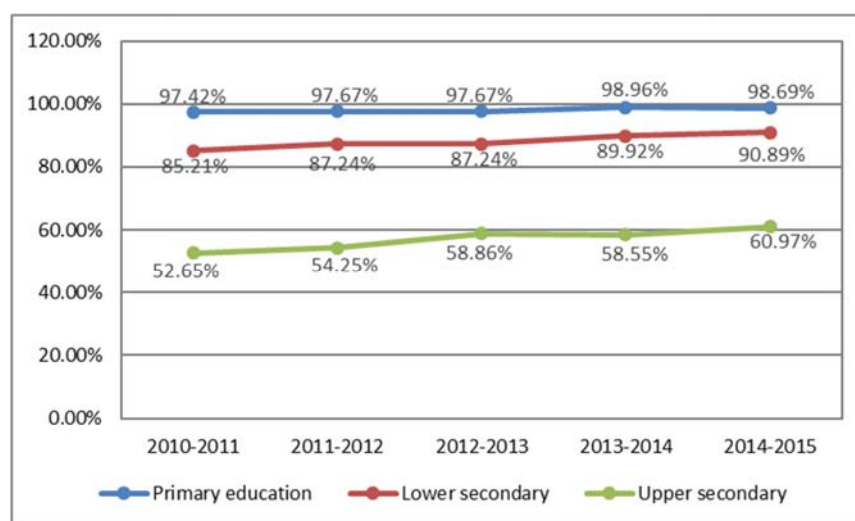
NERs in primary education among regions vary, so does the increasing or decreasing tendency, although the overall increasing tendency is observed across academic years. NER in primary education in the Red River Delta is always higher than that in other regions, followed by the South East. NER in the Central Highlands is the lowest compared to all other regions although there is a very slight difference when compared with the Northern Midlands and Mountainous areas. The two economically-advanced regions with NERs nearing 100% (in the most recent two academic years) are the South East and Red River Delta, suggesting a strong relation between economic performance and education: the more economically affordable local people are, the more attention they will pay to investing into their children's schooling.

According to the statistical data of MOET, the net intake rate in grade 1 (the first grade of primary education) in the past years has always been in excess of 99.4%. This rate tends to be on rise, especially to 99.88% in 2014-2015, which shows that most children are enrolled in schools at their correct enrolment ages, both male and female in order to implement Viet Nam's universal education policy. This is also the fruit of efforts made by education sector and the proper awareness among parents who in turn send their children to school at their correct enrolment ages, ensuring a correct starting point for the learning process of their children.

In all three surveyed provinces (hereinafter referred to as provinces), both GERs and NERs in primary education have always remained high and gradually increased over the years, approaching or reaching 100% in the 2014-2015 academic year. Of these, the rate of grade 1 children who have completed five-year-old kindergarten have also tended to gradually

increase over the years and, as of academic year 2014-2015, reached 98.6%, 99.9% and 100% in Long An, Ha Noi and Gia Lai, respectively.

Figure 3: NERs by education level in academic year 2010-2011 and 2014-2015



Source: Statistics from MOET

National NER in lower secondary education has shown a tendency of constant increase over the years, from 85.21% in the 2010-2011 academic year to 90.89% in the 2014-2015 academic year. However, to reach the target of universal lower secondary education, it requires much stronger efforts from the education sector and the society.

The differences in NERs in lower secondary education among regions remain significant. As is in the case of GER, the Red River Delta witnesses the highest rate in the country, whereas the Mekong River Delta records the lowest rate, 16% lower than that in the Red River Delta in the first two academic years of the period under consideration. This gap has now narrowed down to 12% in the 2014-2015 academic year. Again, this achievement is attributed to the strong efforts made by educational authorities in the Mekong River Delta in mobilising children to school and preventing them from dropping out of school at early ages.

The differences in NERs in lower secondary education among regions correlate positively with the economic development levels, with top performers being the Red River Delta and South East, and the lowest performers being the Mekong River Delta. In the latter case, this low performance is perhaps due to the difficult economic conditions faced by many households, who therefore have to leave for work and do not take due care of their children's schooling. By the same token, this rate is also high in the North Central and Central Coastal areas, a place considered to have the strongest love and passion for learning in Viet Nam.

The statistical data for 2014-2015 academic year shows that the provinces in the North record higher NERs in lower secondary education than that in the Central Highlands, South East and Mekong River Delta. This may be attributed to underlying policies and beliefs held by people in the Central and Northern provinces who take better care of sending their children to school.

As such, compared against the targets set out in EDSP 2011-2020, i.e., by 2020, the proportion of correct-age enrolment at primary level will have been 99%, at lower secondary 95%, the actual implementation has neared the target for primary education, whilst more efforts are required to realise the target for lower secondary education.

Table 3: NERs in primary education and lower secondary education: Target versus Actual

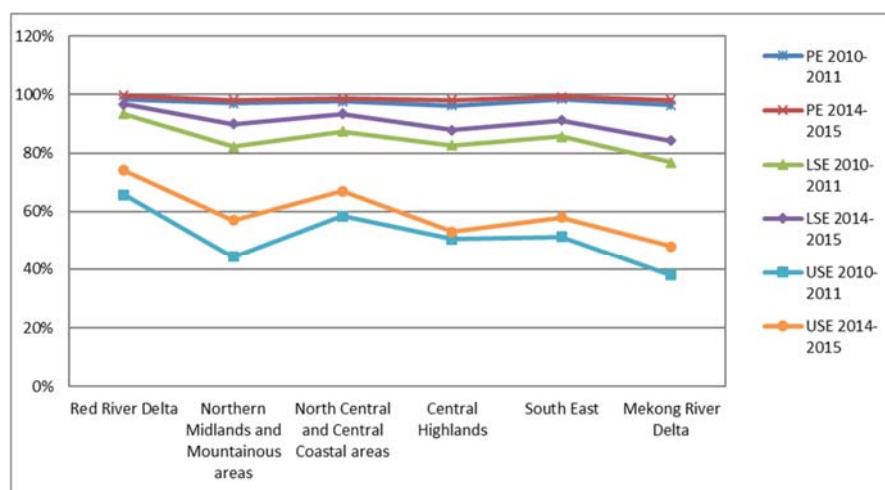
Learning level	Targets set in EDSP 2011-2020	Actual, as of 2015	Difference
Primary	99%	98.69%	0.31%
Lower secondary	95%	90.89%	4.11%

Source: 2015 data provided by Department of Planning and Finance, MOET

National NER in upper secondary education has shown a tendency of steady increase over the years, from 52.65% in the 2010-2011 academic year to 60.97% in the 2014-2015 academic year.

NERs in upper secondary education among regions vary to a quite large extent. The Red River Delta records the highest rate (65.76% in the 2010-2011 academic year versus 74% in the 2014-2015 academic year) compared to other regions. On the other hand, the Mekong River Delta records the lowest rate (38% in the 2010-2011 academic year versus 47.64% in the 2014-2015 academic year).

Figure 4: NERs by education level and by region in academic year 2010-2011 and 2014-2015



Source: Statistics from MOET

2.2. Promotion and transition

In general, both nationwide and among regions, the promotion rates in primary education tend to slightly increase and reach somewhere near 99%, with the Central Highlands recording the lowest rate, below 97%. The promotion rates in lower and upper secondary education are highest in the Red River Delta, at 99% and lowest in the Mekong River Delta, at around 95%.

The transition rate from primary education to lower secondary education has tended to fall in the past years, from 99% in the 2010-2011 academic year to 98.6% in the 2013-2014 academic year. The differences in this rate among regions are minimal, with Mekong River Delta recording the lowest, at 96.6%.

The transition rate from lower secondary education to upper secondary education was lowest in the 2011-2012 academic year (only 79%). In subsequent academic years, there was a slight increase although it was still lower than that in the 2010-2011 academic year. In the 2013-2014 academic year, this rate reached 80.77%. The Northern Midlands and Mountainous areas registered the lowest rate throughout the country, at 74.4%, 10% lower than the South East.

2.3. Dropout and Repetition

2.3.1. Dropout rate

The dropout rate in primary education has gradually decreased from 0.3% in the 2010-2011 academic year to 0.16% in the 2013-2014 academic year. In most regions, especially in the Red River Delta and South East, this rate has decreased to an extremely low level. It can be noted that there is hardly any student dropping out of primary schools in these regions. A comparison among regions reveals that the Red River Delta observes the lowest dropout rate in primary education and the Mekong River Delta records the highest rate, three times higher than the national dropout rate. This also implies that the dropout rates would be higher in less economically developed regions. The same holds true for more economically developed regions.

The dropout rate in lower secondary education in the past period has decreased from 2.12% in the 2010-2011 academic year to 1.37% in the 2013-2014 academic year although this rate is significantly higher than that in primary education. This achievement is due to the strong effort by education sector and mass organisations to bring children to school. Nevertheless, students of this age group can start to provide their supporting labour to their families and, as a result, quite a number of students may drop out of schools to earn a living or support their families when they are in distress situations. As is the case with primary education, the Red River Delta observes the lowest dropout rate in lower secondary education, whereas the Mekong River Delta records the highest dropout rate twice higher than the national dropout rate.

Similar to the scenario at lower secondary education, the national dropout rate in upper secondary education has decreased from 3.06% in the 2010-2011 academic year to 1.79% in the 2013-2014 academic year. As is the case with primary education and lower secondary education, the Red River Delta records the lowest dropout rate in upper secondary education, at around 0.6% in the 2013-2014 academic year. On the other hand, the Mekong River Delta records the highest dropout rate compared to all other regions. Although already decreased, this rate still stands high at 3.94% in the 2013-2014 academic year, twice higher than the national dropout rate.

The reasons for dropouts among lower and upper secondary students are many, typical of which include family's difficult economic situations; the challenges in travelling to and from school that makes students drop out of school; having to start supporting their parents to

earn a living; and children's erosion of trust in labour market upon completion of upper secondary education. All of these reasons lead to dropouts among students.

2.3.2. Repetition rate

The repetition rate in primary education has gradually decreased and touched 0.96% in the most recent academic year, 2013-2014. The absolute number of repeaters has also gone down, with 70,000 repeaters making up the above-mentioned repetition rate of 0.96%.

The repetition rates among regions also vary, with the Red River Delta enjoying the lowest rate among all regions, at 0.35% for the academic year 2013-2014. On the other hand, the Central Highlands records the highest repetition rate, at 2.83% for the academic year 2013-2014. The repetition rate among ethnic minority students stands quite high, at 2.33% for the academic year 2013-2014.

The repetition rate in lower secondary education has decreased from 1.36% in the 2010-2011 academic year, to 0.93% in the 2013-2014 academic year, or a corresponding absolute number of 46,000 repeaters. The repetition rates among regions vary, but at a lesser extent compared to that in primary education. Specifically, the Red River Delta records the lowest repetition rate, at 0.59% for the academic year 2013-2014, and the South East records the highest repetition rate, at 1.61% for the academic year 2013-2014.

The repetition rate in upper secondary education has decreased from 1.6% in the 2010-2011 academic year, to 0.94% in the 2013-2014 academic year, an equivalent of 23,700 repeaters. Repetition rates among regions also vary. Specifically, the Red River Delta observes the lowest repetition rate, at 0.35% for the academic year 2013-2014, whereas the South East records the highest repetition rate, at 1.56% for the academic year 2013-2014.

2.4. Streaming and career orientation

Streaming and career orientation for students after lower and upper secondary education have received due attention and guidance since the early 1980s in Viet Nam.³⁹

2.4.1. Streaming and career orientation for students after lower secondary education

Upon graduation from lower secondary education, depending on individual capacities, conditions and aspirations, students may choose one of the following four paths: (i) continue into upper secondary education; (ii) study supplementary upper secondary education; (iii) study professional education or vocational education; and (vi) participate in labour market without any vocational or technical education (see Figure 1).⁴⁰

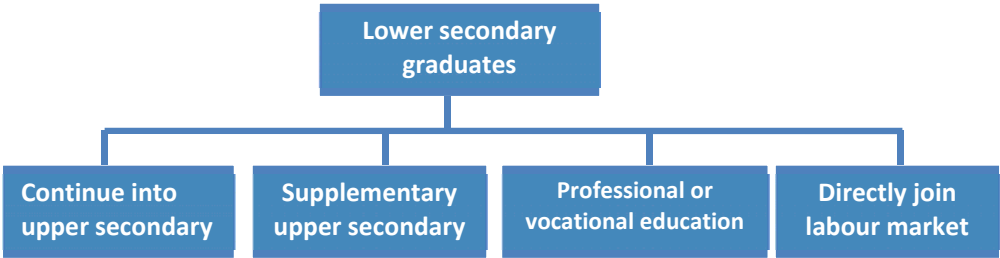
According to the statistical data submitted by local education authorities to MOET, the number of lower secondary graduates in the 2010-2011 academic year was 1,183,495 and in the 2011-2012 academic year 1,142,240. The transition rates from lower secondary education into upper secondary education for these two academic years were 83.3% and 79.6% respectively. On the other hand, the transition rate from lower secondary education into

³⁹ In 1981 the Board of Government issued the Decision 126-CP, Regulation on career orientation for students in general education and the Ministry of Education issued the Circular 31-TT, Guidance on the implementation of the Decision 126-CP.

⁴⁰ According to the Department of Professional Education, Ministry of Education and Training.

supplementary upper secondary education in 2011-2012 accounted for just above 8%. This implies that around more than 10% of lower secondary graduates directly joined labour market or entered vocational education institutions.

Figure 5: Possible paths for students upon completion of lower secondary education

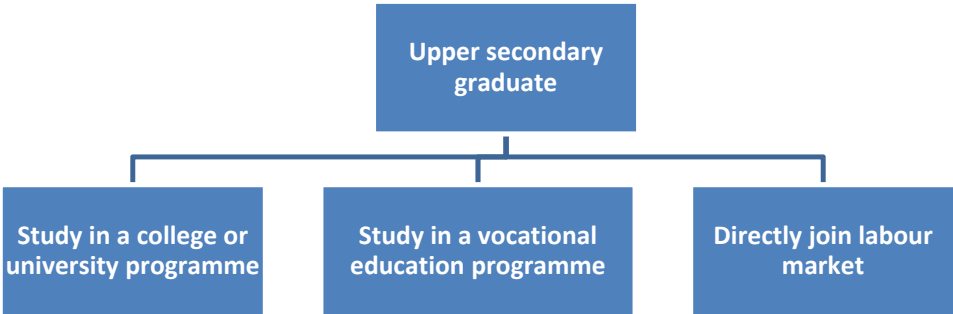


2.4.2. Streaming and career orientation for students after upper secondary education

Upon graduation from upper secondary education, a student can choose one of the following three paths: (i) study in a college or university programme; (ii) study in a vocational education programme; and (iii) directly join labour market (see Figure 2).

In reality, graduates from upper secondary education are most likely to sit for examinations for possible entry into university or college programmes. If they could not pass these examinations, they would resort to professional secondary education or vocational education programmes. A large proportion of students who failed the examinations would choose to stay home and revise lessons or do intermittent jobs while waiting to resit university or college entrance examinations in the following year.

Figure 6: Possible paths for students upon completion of upper secondary education



According to MOET’s statistics, in the 2010-2011 academic year, there were some 185,000 graduates of upper secondary education who did not enter university, college or professional secondary education programmes. In the 2011-2012 academic year, this figure was 290,000. Around 163,000 students in the 2010-2011 academic year and 109,000 students in the 2011-2012 academic year failed to graduate and dropped out in between.

Taken together, the number of upper secondary graduates who have yet to continue into higher education plus the number of dropout students and those who failed to graduate on an annual basis, this total would reach roughly 350,000 students in 2010-2011. Had these

students participated in vocational education programmes, it would have been more economically effective.

The survey findings show that the streaming of upper secondary graduates into vocational education institutions, professional secondary schools, colleges and universities depends in large part on quality of upper secondary education, regional socio-economic conditions and network of education and training institutions in that particular location.

Upper secondary schools which participated in the survey provided vocational training and career orientation in accordance with MOET's programmes. Several upper secondary schools in Ha Noi provided enabling conditions for students to participate in Career Orientation Fair jointly organised by DOET and New Ha Noi Daily Newspaper in recent time. Homeroom teachers provided instructions to students to choose their careers according to their capacities and preferences. Opportunities were also provided in the form of inviting representatives of key universities to come and share with students the admission procedures in selected disciplines. These universities included the Ha Noi University of Industry and the FPT University. Vocational education centres and enterprises within the respective location volunteered to provide career orientation services to students. Based on admission scores issued by such institutions on an annual basis, in consideration of conditions of student's family, labour market for respective disciplines as well as the student's ability to study basic subjects for the sake of career orientation, homeroom teachers would provide proper counselling services to parents and students.

2.4.3. Barriers to streaming and career orientation for students after lower and upper secondary education

Although schools have promoted many activities for streaming and career orientation, there are still many problems. The key barriers to these activities are as follows:

Firstly, awareness among groups of people, communities, schools and society in general of vocational education still remains limited. It is still a very common preference to have education degrees. Many families and students do not have right evaluation of their learning capacities or economic conditions. Therefore, they try to enter universities in any ways, instead of joining a vocational education programme after secondary schools. In addition, the labour market information system is poor, thus, job-seekers cannot find jobs and vice versa. Therefore, there is no incentive for attracting lower secondary graduates to vocational schools.

Weaknesses in providing career orientation in schools derive from other causes, including a lack of experts with a strong understanding of career psychology and labour market information, knowledge of actualities of various sectors and occupations, labour economics, and so forth. The school career orientation programmes are designed without a coherent link with vocational education programmes to be added up to relevant vocational or technical education records of students. This is relevant especially for those upper secondary graduates who will enter vocational or technical schools. Additionally, many students misinterpret their drivers for participating in vocational education classes; many schools do not pay due attention to career orientation education; there is a lack of collaboration with enterprises in the respective locality in order to strengthen career orientation.

Another reason for inefficient student streaming is attributed to the difficult socio-economic conditions and lack of labour market information. According to reports submitted by local education authorities, those provinces who have socio-economic difficulties and suffer from unemployment or underemployment would underperform the student streaming. For example, Mekong River Delta records only 1.4% of lower secondary graduates continuing into professional secondary schools in the 2010-2011 academic year and 1.3% in the 2011-2012 academic year. A similar scenario is observed in several Northern provinces. The fact that many employers ask the applicants to be upper secondary graduates also constitutes a barrier for student streaming. Therefore, student streaming should be conducted in a way which aligns with local socio-economic conditions and manpower needs, linking training with social demands. In socio-economically difficult provinces with low quality of general education, the state needs to provide support in developing vocational education and professional secondary education.

The physical infrastructure and conditions of vocational education institutions and professional secondary schools are yet to meet the requirements of student streaming. Because most vocational education institutions and professional secondary schools are concentrated in urban areas and economically advanced areas, the on-site student streaming cannot be contextually appropriate. Furthermore, many teachers and technicians in vocational education institutions are unable to accommodate learning needs of lower secondary graduates in terms of both quantity and quality. For example, if an additional 100,000 lower secondary graduates are to be admitted, a minimum of 5,000 teachers need to be added to the current pool because vocational training schools have to give training to their students, entered with lower secondary education graduation, in order for them to receive upper secondary education certificates when they graduate from vocational training schools.

The existing vocational education and professional secondary education programmes are yet to be suitable for lower secondary students and the articulation between vocational education and other education levels within the education system is still challenging. These are the reasons that hinder student streaming. Some comment that the basic subjects taught in secondary vocational schools and professional secondary schools do not work for those students who are both academically underperforming and have poor learning motivations and therefore cannot digest these subjects. Presently, the education system has no articulation mechanism between upper secondary education and professional secondary education and post-secondary education (i.e., colleges and universities).

Secondary and post-secondary education structures also hinder student streaming. The development of general education in the last more than two decades has gained encouraging achievements. However, the excessively rapid expansion of upper secondary schools coupled with the stagnant formulation of post-secondary education institutions which are yet to accommodate learning needs among upper secondary graduates has led to the significant “congestion”. On the other hand, quality of general education in the Northern Midlands and Mountainous areas, Mekong River Delta, and South Central areas remains relatively poor, implying that there is a priority needed to develop vocational education institutions and professional secondary schools in these regions to assist academically underperforming

students to take up vocational education and thereafter participate in articulated programmes.

In many colleges that have newly upgraded from professional secondary schools, the proportion of lower secondary graduates admitted into professional secondary education programmes is reduced due to the priority for other training types. Community colleges are not strong enough to replicate the model of “combined teaching of both academic and vocational literacy” to both supply on-site manpower and implement student streaming. Lack of uniformity in qualifications between secondary vocational education and professional secondary education has also impacted the awareness of the local people when they send their children to either of these two and had implications on employer’s recruitment and selection of graduates from these two types of institutions.

Streaming and career orientation have not been effective, partly because of poor awareness of lifelong learning by people. In addition, lack of an appropriate evaluation, accrediting lifelong learning achievement of a laborer, because of no national competence framework has created constraints to vocational training development. This, in turn, has made barriers to promoting lifelong learning. The streaming of students following lower and upper secondary education into vocational education institutions requires direction and guidance from both central and local authorities.

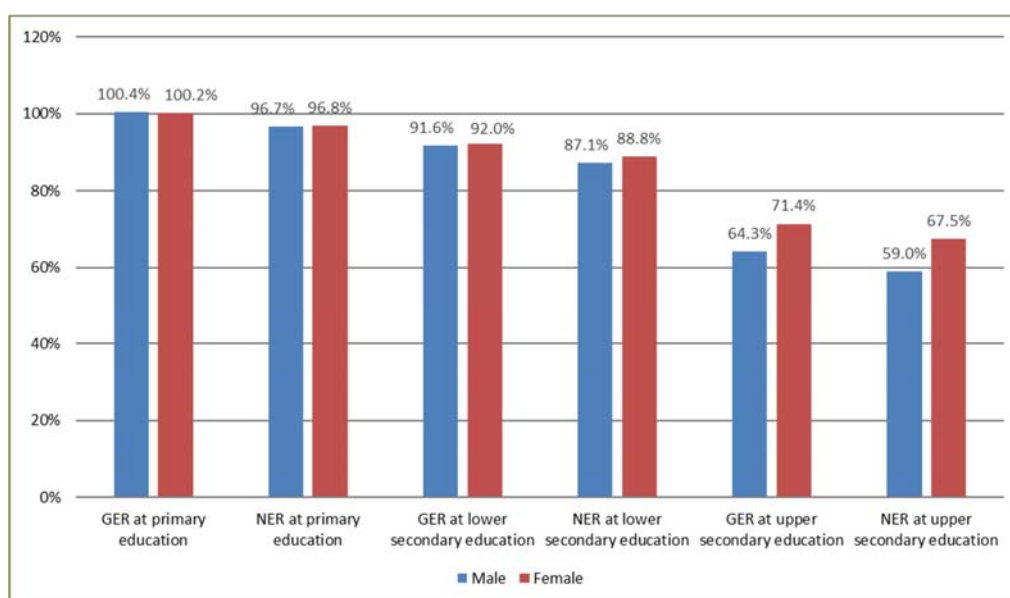
The institutionalisation of guiding principles should be conducted alongside awareness-raising for members of society on vocational training and preparation of sufficient physical infrastructure and human resources to implement direction and guidance set out by the Party and State. Whether the student streaming is successful depends on the education management from central all the way down to local level and education restructuring to encourage education mainstreaming and lifelong learning. It also needs an incentive mechanism for graduates from vocational education institutions and professional secondary schools.

3. Educational access among girls

The analyses of data from “The 1/4/2014 Viet Nam Intercensal Population and Housing Survey: Major Findings” conducted by the General Statistics Office (GSO) show that the gender parity index for primary education was 1.00. Most of the primary-age children are enrolled in schools at their correct ages (96.8%) and there is almost no gender disparity (male NER: 96.7%; female NER: 96.8%). However, for lower secondary education this index was 1.02 and for upper secondary education it was 1.14. This finding implies that girls can get access to primary education as much as that of boys; however, in higher education levels, especially upper secondary education, more girls are enrolled in schools than boys. There is difference in transition rates from primary education to lower secondary education, with boys registering 98.0% and girls 93.4%.

At provincial level, there is no data on the GERs and NERs by sex. Provinces, visited during the ESA field study, shared the data on proportions of female students among the total enrollment only.

Figure 7: GER and NER by sex, 2013-2014 academic year



Source: General Statistics Office. 2015. 2014 Viet Nam Intercensal Population and Housing Survey: Main Findings.

In the 2013-2014 academic year, the NERs of male and female students in lower secondary education were 87.1% and 88.8% respectively, indicating that the enrolments among girls in lower secondary education have received growing attention, hence the decrease in gender disparity in the lower secondary education age group. In the same academic year, the NERs of male and female students in upper secondary education were 58.9% and 67.5% respectively, indicating that the enrolments among girls in upper secondary education outperform that among boys.

4. Educational access among ethnic minority children

GER among ethnic minority students in primary education is almost the same as that of students from Kinh, Hoa and Tay backgrounds, the groups with highest enrolment rate. However, there is a clear difference in GER at lower secondary level between ethnic minority students and Kinh, Hoa and Tay students (68.2% for Khmer students and 69.2% for H'Mong students, compared against 96.3% for Kinh students, 100.0% for Tay students and 96.9% for Hoa students) and even more so at upper secondary level (35.3% and 26.1% for Khmer and H'Mong, and 82.1%, 80.49% and 80.9% for Kinh, Tay and Hoa, respectively). To reduce the gap in GER between Khmer and H'Mong students and students from Kinh, Hoa and Tay, it is necessary to have relevant measures. In regard to the NER, there is also a major difference at both lower and upper secondary levels between ethnic minority students and those from Kinh, Tay and Hoa backgrounds. The gap in NER at upper secondary level between H'Mong students and Hoa students has been very high, despite of reduction from 56% in 2012 to 53.9% in 2014.⁴¹ This suggests that there are still constraints in bringing ethnic minority children, especially those from Khmer and H'Mong backgrounds, to schools.

⁴¹ General Statistics Office. 2016. *Viet Nam Household Living Standards Survey 2014*.

The field study findings in all three provinces show that the enrolment rates among ethnic minority students tend to increase in Long An, despite small fluctuations. For both Ha Noi and Gia Lai, GERs have fluctuated slightly over the years. The NERs among ethnic minority students have gradually risen over the years across all three provinces. Generally speaking, ethnic minority students seem comfortable in studying in the shared environment with other students. However, there are still some constraints to ethnic minority students, such as language and economic barriers.

In Long An and Gia Lai, both GERs and NERs among ethnic minority students have tended to increase. In Ha Noi, on the contrary, these rates have slightly declined over the years.

5. Educational access among children with disabilities⁴²

Although Viet Nam has taken a very active role in promulgating the legal framework for protecting and developing persons with disability, such as passing the Laws on Persons with Disabilities (2010), adopting the UN Convention on the Rights of Persons with Disabilities (2/2015), children with disabilities have in reality met various difficulties in access to education. “More than half of children with severe disabilities have not been enrolled in schools. It is vital to mobilise children with severe disabilities to school so as to give them the opportunities for social inclusion and promote the sense of community inclusion among other members of the society.”⁴³

Data on enrolments, dropouts, repetitions among children with disabilities has not yet been collected within the statistical system of education sector, nor has it been collected by GSO. The education sector only reports the proportion of students with disabilities out of total students. In the 2011-2015 period, the proportion of students with disabilities out of total students has stood steadily at just over 0.7% for primary education, around 0.28% for lower secondary education and less than 1% for upper secondary education. However, regardless of the year-on-year increase in the enrolments among children with disabilities, the target of having 70% of children with disabilities enrolled in schools as set out in EDSP 2011- 2020 is still difficult to materialise.

The field study findings in all three provinces show that in Long An, the proportion of students with disabilities out of total students have tended to decrease, although slightly. For both Ha Noi and Gia Lai, GERs in this group of students have fluctuated slightly over the years. All schools that participated in the survey include students with disabilities into mainstream education classes. Children with disabilities have been given support from both teachers and fellow students in class. As there has not been a common understanding of ‘disability’, the terms ‘disability’, ‘handicap’, or ‘deformity’ as well as the degree of severity in disability are relatively defined and subject to personal interpretations. In Long An, parents whose children are identified as having mild disabilities will send them to normal schools to attend inclusive education, whereas those whose children are identified as having severe disabilities will send them to the provincial special school. In Tan An City, there are 34 students with disabilities, of whom 15 students attend inclusive education and the remaining 19 students attend the

⁴² Due to the inability to collect school-age people with disabilities, this report uses the measure: “students with disabilities out of total students”

⁴³ World Bank; Ministry of Planning and Investment. 2016. *Vietnam 2035: Toward Prosperity, Creativity, Equity, and Democracy*.

provincial special school. Both teachers and students of classes in which there are students with disabilities share the same opinions that, for students with physical disability, it would be more convenient to support them than for students with mental disability. For example, in one primary school in Ha Noi, the principal spoke in response to a question: “In our school, there are 4-5 students with attention deficit hyperactivity disorder (ADHD), it is very challenging to look after them. They hit their peers from time to time. They even slap teachers who are inattentive. Sometimes, after lunch, teachers cannot look after them and bring them to the principal’s office to take a nap alone, without sleeping with others in the class.” The homeroom teacher in charge of such a particular inclusive education class is usually given a bigger burden. However, they keep encouraging and motivating students with disabilities. Teachers are also trained as to how to teach students with disabilities. Generally, students with mental disability are said to make troubles to teaching and learning in class because they may make noise or have actions disturbing their teachers and other students and there should be suitable measures taken to deal with these students. In addition, the efforts should be made by the national and local governments to open classrooms and schools to children with disabilities. It needs to have adequate assessments of disabilities because teachers are not able to classify disabilities. It is also necessary to establish inclusive education support centers for children with disabilities at provincial or regional levels, depending on practical conditions.

6. Main barriers in access to education

Nationally, all children of primary age group have now been able to attend school and enjoy a free education. Travel distance has gradually been narrowed. Instead of “bringing children to school” MOET in cooperation with provinces has made numerous efforts to “bring school to children”. There is a growing number of schools with sufficient infrastructure, equipment and teaching staff who are dedicated in their careers, built in remote and disadvantaged regions, with boarding facilities for ethnic minority students from mountainous backgrounds. Major barriers, however, remain for access to education, as follows:

The rural-urban migration and influx of young workforce to industrial zones pose a challenge to education. Schools in new industrial zones are overloaded because of the children who follow their parents to industrial zones. In most cases, with cumbersome procedures for admitting a child into school and a higher level of tuition fee, the drop out has been appeared. According to a number of studies, migrant students have a higher risk of dropping out. According to the out-of-school children report (2013)⁴⁴, the share of out-of-school lower secondary-age children from migrant households is 23.5%, whereas the share of those from non-migrant households is 9.8%. The urban poverty assessment in Ha Noi and HCMC in 2009 shows that the education level of the people without residence certification is lower than the ones with the certification.⁴⁵ The percentage of migrant students, attending public schools, is also lower (64.6% compared to 82.4% for non-migrant students). Similar results had been shown by the Viet Nam Household Living Standards Survey 2006, 2008, 2010, 2012 and 2014. The urban poverty survey in 2009 finds that the percentage of migrant students, paying tuition fees, school infrastructure development contributions and other contributions, is

⁴⁴ UNICEF; UNESCO Institute for Statistics; Ministry of Education and Training. 2013. *Out-of-school Children: Viet Nam Country Study*.

⁴⁵ UNDP, Ha Noi People's Committee; Ho Chi Minh People's Committee. 2010. *Urban Poverty Assessment in Ha Noi and Ho Chi Minh City*. Ha Noi, Viet Nam.

lower in comparison to non-migrant students (21% to 27%). Especially, only 97.3% children aged 10-14 (at lower secondary school age) is literate, showing that some percentage of children at this age are out of schools or have not completed primary education.⁴⁶

Per-student expenditure by an unregistered household for a child to study in a public-run school is much higher than a registered one (VND 7.245 million versus VND 3.381 million in 2012 and VND 6.247million versus VND 4.132 million in 2014).⁴⁷ This suggests that an unregistered household has to pay for another item that a registered household does not when they both send their children to the same public-run school. The percentage of migrant children from poor family studying at privately-run school is high (36%). This rate shows that the *lack of permanent residential certificate may be a barrier* for children if they want to learn at public-run school. Educational cost is a burden for the poor in general, and for migrant families in particular, because they have to pay for additional school contributions apart from tuition.⁴⁸

Child labour (in the household or in the form of hired labour) constitutes a major cause leading to dropouts among children. According to the first and second MICS, the reason "have to work for the family" is the second reason for dropout just behind the first one, "there is no money to pay tuition fee" (more than the reason "no want to continue learning"). Lack of parental care would also mean that children's learning is not given attention to. Also, when children are mature enough to contribute their labour to the family's production, the chances for them to leave schools are higher.

Lack of care, supervision and oversight by parents over their children's learning: According to the Viet Nam Household Living Standards Survey 2012, nearly 60% of communes that have school leavers in primary education and 52-56% of communes that have school leavers in lower secondary education are attributed to the lack of parental care to their children's learning, with those communes in remote and mountainous areas recording the highest rates and, worryingly, the trend has tended to increase over the years.⁴⁹ While the care for children in family is of crucial importance, there is still a high proportion of parents who do not afford time to take care of, encourage and educate their children at home. The reason for lack of parental care to their children's learning is that adults are not fully aware of the value of education, nor do they recognise the root causes of poverty as a consequence of poor education. They are also busy earning a living or working away from home. When they keep their minds busy earning a living, they hardly spend time with their children, leading to their poor performance in schools, and making them feel unconfident and then leaving schools.

Language and knowledge of ethnic minority parents are the obstacles to the education access of ethnic minority children: Children of ethnic minority groups, especially the ones, living in the most disadvantaged areas, have suffered more barriers than the children from more developed areas. The first barrier is that many ethnic minority parents are not able to oversee

⁴⁶ UNICEF; UNESCO Institute for Statistics; Ministry of Education and Training. 2013. *Out-of-school Children: Viet Nam Country Study*.

⁴⁷ General Statistics Office. 2016. Viet Nam Household Living Standards Survey 2014.

⁴⁸ UNICEF; UNESCO Institute for Statistics; Ministry of Education and Training. 2013. *Out-of-school Children: Viet Nam Country Study*.

⁴⁹ Ibid.

the performance of their children and to give career guidance to them. Language is also an important barrier to ethnic minority children. Because of language barrier, many ethnic minority children have suffered difficulty in understanding lectures and in communication. Difficult landscape and weather in remote and mountainous areas have also constrained significantly the access to education of the children in those areas.

Poverty constitutes a major barrier to educational access, especially in those households with children studying in upper secondary education. Poverty means that households do not always enjoy a stable flow of incomes and therefore cannot afford to cover schooling fees for their children, especially when fee levels rise. Also, the problem of high unemployment among technically and academically qualified graduates and malpractices in recruitment processes have directly led to dropouts among school children.

The limited network of schools in a catchment area also constitutes a barrier in access to general education. In certain cases, the small number of schools can not accommodate learning needs among students, especially in the areas with high proportion of migrants, who bring children when moving to work in industrial and export. Moreover, a rapid influx of migrants into industrial zones also raises the dropout risks among students.

Box 1: Cost burden in education for poor households

Fees for education increase as a student progress through the grades, and for those enrolled in non-public or semi-public-run schools, fees can be several times higher than for students in public-run schools. However, it is the system of contributions for school upkeep and renovations that make education expensive for poor people even when they are in receipt of fee exemptions. In addition, the informal economy provided by extra tutoring puts increased burdens on households. The value of education for improved economic conditions and the competitive nature of public examinations make private tuition a necessity, albeit an expensive one, for most Vietnamese secondary students. The introduction of full-day schooling is also a way in which the state can push the financing of education to households. Schools can introduce full-day schooling if parents will pay (excerpt from the Global Initiative on Out-of-School Children: Viet Nam Country Study (UNICEF; UNESCO Institute for Statistics; Ministry of Education and Training, 2013)).

Climate change and natural disasters become an important factor, which can cause big dangers to education access. Viet Nam is one of the most affected countries by climate change and sea level rise. Economic and livelihood damages from climate change have increased. Harvest losses, diseases, and hard weather have made the life of many people harder. The recent report of the National Committee for Climate Change has confirmed that climate change has been one of the factors, causing flood, drought, storms, and increase of temperature, causing deaths and diseases. Water shortage and appearance of diseases, especially vector-borne diseases, such as malaria, dengue, encephalitis and other diseases (e.g. malnutrition and lung diseases) will become more serious with the issue of global warming. These diseases will cause especially serious negative impacts on less developed areas with high poverty. It will make more constraints to education access of the children in areas affected by climate change, such as coastal, mountainous and salinization areas.

7. Overall assessment

7.1. Achievements

In the last five years, the “bringing children to school, access to education” in Viet Nam has successfully been implemented. All provinces have now completed universal lower secondary education. Dropout and repetition rates have reduced significantly across all three education levels. The number of dropout students and out-of-school children is trivial. Gender equality in education has received due attention, with the proportion of female enrolments almost equal to that of males in primary and lower secondary education. The proportion of children with disabilities who participate in inclusive education is also higher than the previous period, especially at primary education and lower secondary education, regardless of the low rate.

Awareness and resultant attention to education have increased, partly thanks to propaganda and awareness-raising activities on education and gender equality. Public investments for education have been maintained at a high level (examples include school concretisation programme and new rural development programme), and the infrastructural conditions in rural areas have improved significantly.

The local communities, churches and temples play an important role in mobilizing children to schools, especially for the children in disadvantaged areas.

The causes that lead to achievements are attributed to the tireless efforts of the entire education at different levels and local governments in executing the Government’s decrees on universal education, illiteracy eradication, fee exemption and reduction policies, education financial support schemes and more. The efforts to bring children to school or bring school to children have reaped significant achievements in educational access, including helping disadvantaged children maintain their enrolments and attendance in schools.

7.2. Shortcomings

Certain groups of children still face difficulties in access to education. These groups include children with disabilities, disadvantaged children, children from remote and mountainous areas, and children with special needs. In many provinces, there have not yet been any special schools for children with disabilities. The involvement of civil society organizations in providing special education services and policy advocacy has not been promoted. There have been still big challenges to maintaining enrolments and attendance among migrant children, children from economically difficult households, those who find it difficult to access public-run schools, and/or who have to pay for additional fees compared to children from registered households (with permanent residential certificates), and children from households with unstable living conditions. The information, education and communication (IEC) activities to advocate for elimination of early marriage and prevention of child labour among Government agencies and mass organisations still remains weak.

There are still the gaps between some ethnic minority groups (e.g. Khmer and H'Mong) and the others.

The current social security policies should give special attention to the poorest children, who are unable to go to school, to ensure equal accessibility to social assistance supports from the government and communities.

The career orientation in schools is still limited and needs to be improved towards providing suitable career guidance to students in choosing their career paths. The post-secondary streaming is yet to be effective, causing wastes in training and human development costs. Presently, upon graduation from lower secondary education, 90% of graduates continue into upper secondary schools.

There are some reasons that lead to these shortcomings. They include: constraints in financing resources for education; improper and inaccurate examinations and assessments of abilities of civil society organizations in providing enabling conditions for access to education among disadvantaged groups such as children with disabilities and street children; lack of a legal framework to provide a favourable environment for these organisations to play their roles in providing social services and policy advocacy; the untimely adjustments to some policies in response to the socio-economic developments; lack of care, supervision and oversight from parents on their children, to name a few.

Chapter 4. Teaching and Learning Results in General Education in the 2011-2015 Period

1. Student learning outcomes

1.1. International assessments

In this Section, the Report will present student learning outcomes through the Programme for International Student Assessment (PISA) which Viet Nam joined for the first time in 2012 as well as through the Programme for the Analysis of Education Systems (PASEC).

1.1.1. Programme for International Student Assessment

The Programme for International Student Assessment (PISA) is a triennial international survey carried out by the Organisation for Economic Co-operation and Development (OECD) since 2000. It aims to evaluate education systems worldwide by testing the skills and knowledge of students between the ages of 15 years 3 months and 16 years 2 months in mathematics, science, and reading literacy. The targeted age group is a compulsory or universal education period in many countries world over. Viet Nam joined this international assessment in 2012 and 2015 and reaped the following impressive results:

- In PISA 2012 Mathematics, Vietnamese students ranked 17 among 65 participating countries. The mean score in Mathematics for OECD was 494 and for Viet Nam it was 511, 17 points higher than overall mean for all countries participating. To break down, male students achieved 517 (Viet Nam)/499 (OECD average); female students 507 (Viet Nam)/489 (OECD average), both above the average score of OECD. It can be seen that Mathematical capacity of male students appear to outperform that of female students aged 15. However, the rank in the PISA 2015 for Mathematics declined from 17/65 (2012) to 22/70 (2015) with the score 495 (Viet Nam) to 490 (OECD average).
- In PISA 2012 Reading, Vietnamese students ranked 19 among 65 participating countries. The mean score for OECD was 496 and for Viet Nam it was 508. As is the case with mathematics, reading competency among Vietnamese students is higher than competency standards for OECD. A gender-based comparison shows that both Vietnamese male and female students score higher than OECD averages, with respective scores of 492 (Viet Nam)/478 (OECD average) and 523 (Viet Nam)/515 (OECD average). This also suggests that female students seem to outperform male students in Reading. However, compared to PISA 2012, the PISA 2015 reading rankings declined from 19/65 to 32/70 with the score 487 (Viet Nam) against 493 (OECD average). It shows that the reading capacity of Vietnamese students was lower than the OECD average.
- In Science, Vietnamese students ranked 8 among 65 participating countries in PISA 2012 and even 8 among 70 participating countries in PISA 2015. The mean score for OECD was 501 and for Viet Nam it was 528, 27 points higher than overall mean score in 2012, and 32 points higher in 2015. Again, a gender-based comparison shows that both Vietnamese male and female students score higher than OECD averages, with respective of males score 529 (Viet Nam)/502 (OECD average) and females score 528 (Viet Nam)/500 (OECD average) in 2012 and male score 523 (Viet Nam) /495 (OECD average) and 526 (Viet Nam)/491 (OECD average) in PISA 2015.

As can be seen from above results, Vietnamese male students outperformed female students in Mathematics. This is also aligned with almost all other countries and economies. The female students make up a lower proportion than male students in the highest-achieving group. They usually exhibit more fear and less confidence than male students in Mathematics assessment even if these achievements are equivalent to that of male students.⁵⁰

On the contrary, female students' score is higher than male students in Reading. The observed difference is large - up to 31 points. This finding is also observed in other countries. It can, therefore, be generally implied that male student's capacity in Reading is lower than that of female students.

In Science, the difference in achievements between male and female students is just one point. This is, however, not statistically significant.

1.1.2. Programme for the Analysis of Education Systems

One of the objectives that Viet Nam was looking to achieve when participating in the Programme for the Analysis of Education Systems (PASEC) was to assess the abilities and skills among students in 2nd and 5th grades at the beginning and end of the same school year in Mathematics and Vietnamese, to measure students' growth over the course of that year. It was also aimed to collect data and information on factors that explain learning achievements of students, contributing to the renovation of testing and assessment methods as well as introducing the new approaches on teaching, learning, testing, and assessment.

Table 4: Vietnamese and Mathematics test results

Subjects	Grade 2		Grade 5	
	Input	Output	Input	Output
Scores of Vietnamese	505.6	495.1	498.1	501.7
Scores of Mathematics	505.3	495.3	485.5	514.7

Source: MOET

Specifically, the assessment results found through surveys administered in December 2011 and May 2012 show that, for grade 2 students the pre-test score in Vietnamese skills is 505.6 and the post-test score is 495.1; the pre-test and post-test scores for Mathematics skills are 505.3 and 495.3, respectively. For grade 5 students, the pre-test and post-test scores in Vietnamese skills are 498.1 and 501.7 and those for Mathematics skills are 485.5 and 514.7, respectively. Interestingly, in both Vietnamese and Mathematics, the pre-test scores for grade 2 students are higher than post-test scores. One reason is due to pre-test date delay (conducted in December instead of September as planned, so the grade 2 students could get very high pre-test scores). This has shown that the assessment results of the pre-test and post-test scores in Grade 2 in the previous PASEC (December 2011 and May 2012) did not help to assess the progress in teaching and learning in Mathematics and Vietnamese. On the

⁵⁰ Ministry of Education and Training; ADB. 2012. *Policy implications for Viet Nam from the Programme for International Student Assessment (PISA) 2012*.

contrary, for grade 5 students, the post-test scores in both Vietnamese and Mathematics are higher than pre-test scores, suggesting that the test items are suitable to measure Grade 5 students' growth over the course of one academic year.

1.1.3. Results of international Olympiads

In the past years, Vietnamese students have actively participated in regional and international Olympiads. The number of participating students has constantly increased over the years with improved achievements. Subjects in which students participated include Mathematics, Informatics, Physics, Chemistry, Biology, and Foreign Language. As from 2012, all Vietnamese students who participated in Olympiads gained a prize. The number of gold medals won by Vietnamese students has also gradually increased over the years. Mathematics and Physics are two subjects in which Vietnamese students win more gold medals than other subjects. The achievements by Vietnamese students in these international competitions have reflected hard efforts made by the education sector in renovating teaching and learning contents and methods aimed at raising learning outcomes for students.

Table 5: Results of the regional and global Olympiads, 2010-2015⁵¹

Years	Number of participants	Number of medals			Merit	Number of prizes	Rate of gaining prizes
		Golden	Silver	Copper			
2010	31	2	12	7	4	25	80.6%
2011	31	2	5	17	4	28	90.3%
2012	31	5	15	11	0	31	100%
2013	36	9	11	13	3	36	100%
2014	42	12	21	8	1	42	100%
2015	37	12	16	6	3	37	100%

Source: Committee on Certifying the Position of a State Professor

1.2. National assessments

1.2.1. Grade 5 student learning outcomes

Learning outcomes of Grade 5 students are assessed on two core subjects, Mathematics and Vietnamese. The analyses of learning outcomes are based on the percentage of students who achieve standards in these two subjects.

In the 2010-2011 academic year, the assessment was carried out in two core subjects, Mathematics and Vietnamese covering 3,657 schools and 72,398 students. The assessment results show that most Grade 5 students met knowledge and skills from national standards in Mathematics, accounting for 98.93%; the percentage of students being close to and behind the national standards are 0.98% and 0.10%, respectively. For Vietnamese, these rates are 86.64 % (achieved national standards), 12.69 % (close to national standards) and 0.67 % (behind national standards), respectively. Thus, the share of students who are behind national standards is less than 1% in both Mathematics and Vietnamese. The share of students who are close to national standards in Vietnamese is significantly high (12.69%). This can be explained by the fact that the non-Kinh students have lots of difficulties in Vietnamese skills.

⁵¹ According to the Committee on Certifying the Position of a State Professor, <http://navis.hust.edu.vn/hdcd/index.php/tin-tuc/tin-trong-nu-c/553-k-t-qu-d-thi-olympic-qu-c-t-khu-v-c-nam-2015>.

The assessment results illustrate that the share of non-Kinh students who are close to national standards in Vietnamese is 25.42% and of those who are behind national standards is 2.56%.

In the 2013-2014 academic year, learning outcomes of students in Mathematics and Vietnamese are presented as follows: The proportion of students who reach knowledge-and-skill standards in Mathematics multiple-choice questions is 69.82% and the proportion in Mathematics constructed responses is 59.02%. In Vietnamese multiple-choice questions, the proportion of students who reach knowledge-and-skill standards is 78.39% and the proportion in Vietnamese constructed responses is 83.94%. It can be seen that the proportion of students who have not reached knowledge-and-skill standards in Mathematics both through multiple-choice questions and constructed responses is around one-third. This corresponding rate in Vietnamese is around one-fifth. Looking through the lens of ethnicity, it can be seen that the proportions of Kinh students who reached knowledge-and-skill standards across all four test sections in both Mathematics and Vietnamese are quite high, from 65 to 89%, whereas the proportions of ethnic minority students, such as H'Mong, Cham, Khmer and JaRai who reached knowledge-and-skill standards are less than 50%. This can be explained due to difficult socio-economic conditions ethnic minority students do not receive as much attention on their learning as their fellow students in plain or urban areas. Moreover, Vietnamese is considered the second language for ethnic minority students so that they would definitely find it more difficult to take Vietnamese tests than Kinh students do. The fact that ethnic minority students do not speak Vietnamese language at home regularly for communication purposes has made it more difficult for them to study in Vietnamese in schools.

1.2.2. Grade 9 student learning outcomes

For Grade 9 students, the assessments of learning outcomes are based on four core subjects: Mathematics, Vietnamese, Biology, and English in accordance with knowledge-skill standard and competency standards.

In the 2013-2014 academic year, the assessment survey covered 63 provinces/cities, 629 lower secondary schools, and 18,881 students in accordance with knowledge-and-skill standards portraying the following results: the average percentage of students who reach the standard is 45.39% in Mathematics; the average percentage of students who reach standard in Vietnamese is 65.57% through multiple-choice questions, and is 52.43% through constructed responses; the average percentage in English is 52.75%; and the average percentage of students who reach standard in Biology is 59.54% through multiple-choice questions, and is 43.64% through constructed responses.

Thus the percentage of students who achieve standards is just around 50%. This implies that a large number of Grade 9 students have not reached the prescribed knowledge-and-skill standards. A region-wise comparison shows that the mountainous region records a lower proportion of students who reach standards than urban and plain areas do. Similarly, the proportion of ethnic minority students who reach standards in subjects under consideration is lower than that of Kinh students. Based on the actual status of students' learning outcomes found hereinabove, Viet Nam needs to put in place the long-term investment policies for education in mountainous areas and ethnic minority children alike.

1.2.3. Grade 11 student learning outcomes

Learning outcomes of Grade 11 students are analyzed on a sample of 10,060 students in three core subjects, Mathematics, Vietnamese and English, in accordance with knowledge-and-skill standards and competency standards.

In the 2011-2012 academic year, the percentages of Grade 11 students who reach knowledge-and-skill standards across three subjects are 54.94% in Mathematics, 53.51% in Vietnamese and 24.21% in English. Thus, the proportion of students who reach standards in English is around one fourth. In many areas, the enabling conditions for learning foreign language are limited with resultant low quality, including in Mekong River Delta where only 13.55% of students reach the standard. Similarly, in Central Highlands, this percentage is only 17.31%. Even in regions with better learning conditions such as Red River Delta, the percentage of students who reach standards in English is just below one-third; whereas, the South East registers the highest percentage of 36%, by knowledge-and-skill standards.

In the 2014-2015 academic year, learning outcomes of students based on a sample of 10,366 students in three subjects, Mathematics, Vietnamese, and English by knowledge-and-skill standards were as follows: The proportion of students who reach knowledge-and-skill standards in Mathematics is 52.17%; Vietnamese in multiple-choice questions: 72.54%; constructed responses: 76.70%; and English 40.43%. Thus, student outcomes in Mathematics and English are still low.

A region-wise comparison reveals that students in urban areas score higher than those students in rural areas, who in turn score higher than those in mountainous and remote areas; Kinh students score higher than ethnic minority students. This can be explained by the differences in socio-economic conditions, learning conditions, level of investments and parental care for their children, leading to the differences in learning outcomes.

1.2.4. Upper secondary completion

The upper secondary completion rate throughout the country has risen over academic years. In the 2010-2011 academic year, the completion rate was 79.82%; and in the 2011-2012 academic year, this rate was 82.47%. In the two subsequent academic years, i.e., 2012-2013 and 2013-2014, these rates were 83.26% and 84.31%, respectively. A region-wise analysis indicates that Red River Delta, Northern Midlands and Mountains, and North and South Central Coast register completion rates in upper secondary education in the range of 82% and 93%. For the remaining regions, i.e., Central Highlands, South East and Mekong River Delta, the respective rates are lower, ranging from 62% to 81%.

Along with lower secondary education, upper secondary education is also an important learning level that equips students with knowledge and skills to progress through higher education or join labour market. The objective set out in EDSP 2011-2020 is that 80% of youth within respective school age groups will have achieved upper secondary qualifications or equivalents by 2020. In this regard, the upper secondary completion rate throughout the country has increased over the years. The figures above show that Viet Nam still has a substantial number of students who have not completed upper secondary education. It therefore entails further attention paid to increasing quality of upper secondary education, and curbing the dropout among students. In fact, this is one of the reasons that hinder the

completion of learning tasks among upper secondary students despite the declining dropouts over the years – from 3.06% in the 2010-2011 academic year to 1.79% in the 2013-2014 academic year. Provinces in Northern Midlands and Mountains and Mekong River Delta register the highest dropout rates.

The findings from the field study in three provinces, Ha Noi, Gia Lai and Long An show that although dropouts among upper secondary students have declined, the fall has not been evenly spread among these provinces. Dropouts in Gia Lai have tended to increase, starting from 2012-2013. The dropout rate among female upper secondary students in Long An and Gia Lai is higher than that among primary and lower secondary students. For example, the survey findings in Long An show that in one upper secondary school, the dropout rate is up to 9.81% in the 2014-2015 academic year, an increase of 2% compared to previous academic year (7.34%). The commonly quoted reasons for dropouts include: difficult socio-economic conditions, lack of parental care for children, difficult commuting conditions (e.g. in Tan Hung district, Long An province, many students have to cross river by boats to reach school, making them stay in rented accommodation and causing worries among their parents), poor performance by students, poor understanding of lectures because of the lack of solid education foundation from previous year education (e.g. in Chư Par district, Gia Lai province, students could not follow the upper secondary curriculum because all lower secondary completers had been allowed to be directly admitted into upper secondary schools without sitting for entrance exams), early marriage among girls, and more. In addition, difficulty in finding jobs by many graduates after graduation also has an influence on upper secondary students and their parents to decide whether to continue school or not.

1.3. Overall assessments

In the last five years, Viet Nam has achieved significant progress in the field of education and training. Quality of teaching and learning has increasingly improved. The number of students who win prestigious international awards in international Olympiads has gradually increased. These achievements are attributed to strong efforts made by both the Government and the education sector in regard to making extensive investments into physical infrastructure and equipment catered to teaching and learning, actively renovating teaching methods; consolidating competencies for teaching workforce; strengthening incentives for those working in the education field, to name a few, which have contributed to the improved learning outcomes among students. PISA results and that of other international Olympiads show that competencies among Vietnamese students are comparable with that of students in the region and across the world. Had the education been given more attention, Vietnamese students would have achieved even higher results.

Besides these achievements, there are certain shortcomings such as the uneven learning outcomes among regions. Students in urban areas and cities usually do better than students in rural and mountainous areas in learning outcomes. Likewise, Kinh students earn higher learning outcomes than students from ethnic minority backgrounds do. In addition, learning outcomes are not evenly distributed across subjects. The above analyses indicate that the rate of students who live up to prescribed standards in English subject remains low. More than 10% of students do not complete upper secondary curriculum. This will very likely prejudice the quality of the future human resource.

2. Competency-based teaching and learning achievements

It has been clearly stated in EDSP 2011-2020: Continue to renovate methods for teaching and assessment of learning outcomes in a way which promotes initiative, activeness, creativity and the self-learning ability of learners. By 2020, our country's education will have been renovated radically and comprehensively in the direction of standardization, modernization, socialization, democratization and international integration; quality of education will have been increased in a comprehensive manner, including ethics education, life skills, creative ability, practical competences, foreign language and IT abilities.

Since no national assessment has been conducted to measure effectiveness and efficiency of teaching and learning that develops students' competencies, a thematic study was carried out over three provinces, Gia Lai, Long An, and Ha Noi regarding this topic. Accordingly, the results of teaching and learning that develop students' competencies have been assessed, taking into consideration three main competencies: self-learning competency, creative problem-solving competency and collaborative competency.

In the following section, key findings from the study will be presented in detail.

2.1. Direction and guidance for competency-based teaching and learning

In the last five years, along with the on-going education renovations, the requirements for competency-based teaching and learning have been reaffirmed in the Documents of the 11th National Party Congress; Resolution No. 29-NQ/TW on radical and comprehensive renovation of education and training; Resolution No. 88/2014/QH13 of National Assembly on renovation of school curriculum and textbooks.

In implementing relevant Resolutions of the Party and the National Assembly, MOET has directed schools across the country in regard to renovations of teaching and assessment methods (correspondences No. 5478/BGD&ĐT-GDTH issued on 8/8/2013, No. 4119/BGD&ĐT-GDTH issued on 6/8/2014 and No. 4323/BGD&ĐT-GDTH issued on 25/8/2015). The New Primary School Model, called the Viet Nam Escuela Nueva (VNEN), has been piloted and replicated to 3,811 primary schools nationwide. To guide schools in carrying out various activities under the new school model, MOET has issued the Official Correspondence No. 86/GPE-VNEN dated 18/3/2014 on Guidelines for professional briefings in schools under VNEN and the Circular No. 30/2014/TT-BGDDT on assessments of primary students using new assessment methods. The new school model is intended to be replicated to lower secondary education. MOET has issued the Official Correspondence No. 5555 providing guidance on professional briefings to renovate teaching and assessment methods, organisation and management of professional activities in secondary schools and the Official Correspondence No. 8773/BGDDT-GDTrH providing guidance on developing test items. The 'hands-on' approach is also a new model. In this regard, MOET has issued the Official Correspondence No. 3535/BGD&ĐT-GDTrH providing guidance to apply the 'hands-on' approach and the document 4669/BGD&ĐT-GDTrH on lower secondary students' assessment following new model schools. The direction and guidance governing the educational renovations have also been reflected in Guidelines for implementing tasks of multiple academic years issued by the Ministry to local authorities.

The field study findings show that the guidance on teaching and learning that develops students' competencies has been applied and practiced by most schools. Most teachers (98.9%-100%) reported that their respective schools had implemented this guiding principle. Again, this indicates that competency-based teaching and learning have been recognized more widely by educational authorities as an advanced model.

Box 2: Direction and guidance on competency-based teaching and learning in 18 surveyed schools under three provinces: Ha Noi, Gia Lai and Long An

In primary education, the direction and guidance are provided mostly through academic year tasks (as reported by 63.2% of teachers), as well as through School Management Board meetings (as reported by 78.3% of teachers). Only 9.2% of teachers reported that the direction and guidance are provided through professional briefings. In principle, there should be a platform for teachers to discuss and learn from one another and utilise that place for dissemination of such direction and guidance.

In lower and upper secondary education, the direction and guidance are more frequently provided through professional activities - 79.3% of lower secondary teachers and 78.4% of upper secondary teachers reported that they observed this as a means for dissemination of direction and guidance.

MOET has also issued directions and guidance on increasingly delegating autonomy to schools in preparing their school educational development plans (Guide No. 791/HD-BGDDT providing guidance on pilot development of school curriculum), ensuring that the teaching practices are in line with school conditions, learning needs among students and in a way that develops students' competencies. Although the schools, visited by the Team, do not belong to the piloting schools, they understood the initiative, given by MOET, and have started the implementation. However, the exercising of autonomy in developing school educational plans in the spirit of the above-mentioned Guide is still difficult and confusing for a number of schools, especially at upper secondary level. Reasons lie on the teachers' limited capacity and hesitation to change and less clear specific guidelines and directions from the DOETs. Many teachers do not dare to change the curriculum but instead just deliver it as allotted by DOET authorities.

2.2. Competency-based teaching and learning

Teachers have recognised the important role of teaching and learning that develops students' competencies. They have gained an initial understanding of certain manifestations of respective competencies and understood how to build, develop, and assess such competencies among students.

In the course of competency-based teaching, primary teachers frequently use active teaching methods such as small group teaching, role-playing, learning game or problem-solving teaching; lower secondary teachers also apply active teaching methods, such as small group teaching, learning game or problem-solving teaching; upper secondary teachers also apply such teaching methods, such as small group teaching or problem-solving teaching on a frequent basis. Other teaching methods such as hands-on approach, project-based teaching, and so forth are less frequently applied by teachers.

Box 3. Implementation of competency-based teaching and learning in 18 surveyed schools under three provinces: Ha Noi, Gia Lai and Long An

The discussions and class observations reveal that the understanding and application of specific teaching approaches to develop each of the competencies (i.e., collaborative competency, self-learning competency and creative problem-solving competency) still remain limited. For example, in small group teaching, issues include overcrowded groups, limited time for group work, unsuitable tasks for the group work, improper management of group activities, lack of appropriate and timely guidance or requirements. This would likely lead to the fact that group-based learning is carried out for the sake of formality and therefore ineffective, even having negative impacts on learning outcomes of students. There has been little or no focus on guidance on how students should learn effectively but rather just on how to help them acquire knowledge for the sake of examinations.

The self-learning, problem-solving and creative competencies of students have been developed through learning activities. The findings from interviewing students and teachers have shown that many activities of students have been assessed with quite high scores (See Figures 1-9 in Annex 10). The following is the analysis of each of competencies:

With respect to teaching and learning that develop self-learning competency: The survey observations and findings show that for primary students, according to judgements by teachers, students can, by their own, record necessary information and knowledge from textbooks, reference books; carry out personal learning tasks in class or take initiative to ask for help from teachers, fellow students or others when they have not yet understood the lesson; identify and know how to make corrections when there are mistakes in their assignments relatively well. This has been achieved as a result of the opportunities given to students who can manipulate these activities regularly. The use of materials from Internet by students, however, remains limited. Self-learning competency of lower and upper secondary students has been shaped and gradually developed over the years. Lower and upper secondary students have received excellent or good judgements from teachers on the following: They voluntarily perform tasks assigned by their teachers; know how to retrieve suitable materials from Internet for learning; are aware of their mistakes, limitations and shortcomings in the process of learning; and use the suitable materials from bookcases in class and library for learning purposes.

In terms of the average score of self-learning competency, according to responded teachers, the scores of primary students are good (2.9 per 4.0), while of lower and upper secondary students are fair (2.4/4.0 and 2.1/4.0 respectively).

With respect to teaching and learning that develop creative problem-solving competency: According to the responded primary teachers, their students understand the requirements of the question, assignment and practice given by their teacher. Students are able to answer familiar questions and solve familiar exercises quite well. For unclear or unknown issues or new situations, the problem-solving competency of their students is still limited.

Lower and upper secondary education teachers just give fair judgements on their students' activities to develop creative problem-solving competency. This is because students do not frequently participate in learning activities in learning sessions to develop creative problem-solving competency.

In terms of the average score of problem-solving and creative competencies, according to responded teachers, the scores of primary students are good (2.9 per 4.0), while lower and upper secondary students are fair (2.2/4 and 2.0/4).

With respect to teaching and learning that develops collaborative competency: Primary students received excellent or good judgements from teachers on their activities to develop collaborative competency with the average score of 3.3/4. This is attributable to students' frequent participation in learning activities to develop their collaborative competency. In addition, according to teachers' judgements, although lower and upper secondary students have been given opportunities to frequently participate in activities to develop their collaborative competency, their collaborative competency is just considered to be average (2.7/4 for lower secondary students and 2.4/4 for upper secondary students). This also reflects the ineffective organisation of relevant activities for developing the collaborative competency. Through discussions and class observations, it has been found that a portion of teachers still have concerns over balancing the objective of developing competencies (e.g., collaborative competency, self-learning competency and creative problem-solving competency) and the one on acquiring basic skills (literacy and numeracy) in response to examinations.

2.3. Assessments of students' competencies

Assessments are used by teachers of different learning levels to seek information for possible adjustments in their teaching activities, thus improving quality of teaching and learning that develop students' competencies. The survey findings show that, teachers of different learning levels in general education have actively used various information channels in their assessments, including, for example: students' preparations before getting to class; students' participation into learning activities in class; students' participation into extra-curricular activities; learning outputs (test papers, reports, presentations and drawings) in an effort to provide accurate and objective assessments on the extent to which students' competencies are built and developed.

The issuance of the Circular No. 30/2014/TT-BGDĐT, dated 28 August 2014, has laid the legal foundation for renovating assessments of primary students. According to the Circular 30, apart from assessing the learning process, progresses and learning outcomes of students based on knowledge-and-skills standards of individual subjects and other educational activities under the primary school curriculum, students are also subjected to assessments on the extent to which some of their competencies and personalities are formulated and developed. The assessment of this kind aims to help students to gain the progress, using all of their advantages, as well as to define competencies of students at a graduation level. However, most of primary education teacher, interviewed, stress heavy work load, when implementing such kind of assessment.

At lower and upper secondary levels, student assessment and classification has followed the Circular 58/2011/TT-BGDĐT, by performance and morality. For expanded grade 6 and experimental grade 7, which follow the New School Model from 2015-2016 year, the assessment of students follows the Correspondence No. 4669/BGDĐT-GDTrH. The key assessment criteria are: learning performance (progress and records) based on the knowledge-competency standards, defined in the lower secondary education curriculum by

each subject and education activity; formulation and development of students' virtues and competencies.

Renovations of assessments in the direction of competency development are rather challenging. At primary level, the assessments are only done at two levels: Achieved and not achieved. Teachers have not been able to make use of all assessment information for the sake of improving teaching and learning quality. Many students have not been aware of requirements expected of them.

Box 4. Assessments of students' competencies in 18 surveyed schools under three provinces: Ha Noi, Gia Lai, and Long An

It has been reported by the surveyed primary schools that in the 2014-2015, nearly 100% of students have satisfied requirements in terms of competencies and personalities. The interviews with educational managers and teachers reveal that, in the initial period of applying the student assessments in accordance with the Circular No. 30, teachers found it quite confusing and failed to obtain complete consensus from parents, thus, difficult to assess students' competencies. The development of topics as guided by the Official Correspondence No 5555/BGDĐT-GDTrH to formulate and develop competencies among students is quite new and challenging for teachers in many schools.

At lower secondary level, some students have already known how to assess their own competencies and therefore exhibited initiative, activeness and creativity in all activities involved (as reported by Nguyen Trai Lower Secondary School, Ha Dong). Teachers of English in upper secondary schools, however, still have concerns over student assessments by all four skills (listening, speaking, reading and writing) due to limited teaching conditions and lack of facilities for assessing all four skills. Furthermore, if the graduation tests are still to apply traditional formats, the teaching for developing all four skills will become irrelevant, requiring teachers to adjust their teaching methods and students to adjust their learning approaches.

2.4. Influential factors on competency-based teaching and learning

To build and develop competencies for students, apart from teaching by teachers and learning by students, there are other influential factors, as well.

A recent review of some School Year Plans and Annual School Reports of visited schools shows that schools have not really spelt out learning activities carefully among students to help develop self-learning, creative problem-solving and collaborative competencies.

In regard to enabling factors for competency-based teaching and learning, teachers reported that at primary level, there are many favourable factors. The higher a learning level, the more challenging. This is especially true of upper secondary education. The frequently quoted unfavourable factors include: classroom space, furniture, teaching equipment and aids; reference materials and books for students in school library; reference materials and books for teachers; computer labs with Internet connection to cater to teaching and learning; and other physical infrastructure of school.

With respect to teacher training and capacity-building: Teachers are the ones who have direct impacts on the development of students' competencies. In reality, teachers require frequent in-service trainings and keep abreast of the innovations both in terms of knowledge and

methods to impart such knowledge to students. The in-service trainings have been renovated by virtue of the Circular No. 26/2012/TT-BGDĐT, dated 10 July 2012. MOET has delivered various training sessions for educational managers and teachers on renovations of teaching and assessment methodologies; compiled reference materials and guidebooks (e.g., those on integrating life skills into subjects taught and educational activities; materials on renovations of teaching and assessment methodologies in accordance with competency-based directions).

The training sessions have gradually strengthened capacities for teachers in competency-based teaching; the quality of the training sessions, organized at central level is quite good. However, due to the shortened timeframe from central to local levels and the loose linkage of training contents with actual local conditions, training sessions organized at local level have actually not lived up to teachers' expectations.

With respect to participation of parents and community members in school's activities: Parents interact with teachers to hear their children's learning outcomes. They seldom participate in such activities as supporting teaching and learning activities in class, or joining extra-curricular sessions in school. This indicates that parents are more concerned about learning outcomes, and pay no or little attention to development of their children's competencies.

People's committees at different levels have provided guidance to schools in their respective locations on educational activities through joint directives and resolutions. Mass organisations such as Women's Union, Youth Union and Vietnam Association for Learning Promotion also work with schools to provide education to children, although at varied degrees. They often participate in extra-curricular activities instead of key or strategic activities of the school.

The participation of parents and community members in school's educational activities tend to decrease from primary education to upper secondary education in almost all types of activities. Generally, the participation is highest in urban areas and lowest in rural, remote or mountainous areas, especially in the case of secondary education.

3. Overall assessments

3.1. Achievements

The direction and guidance for competency-based teaching and learning has been actively implemented and properly positioned in pedagogical activities in schools. Directions and guidance provided by MOET have been taken up and followed by local authorities. Principals have taken initiative to manage and guide activities in their schools in accordance with direction and guidance from MOET, DOET and BOET. DOETs, BOETs, and schools have organised various trainings for educational managers and teachers on innovation of teaching and assessment methods.

Educational managers and teachers have strengthened their managerial and teaching capacities for developing students' competencies through a series of training courses.

Teaching and assessment methods have drastically renovated. Teachers took steps to utilise active teaching methods in teaching and assessment practices with the aim of developing students' competencies, contributing to enhancing quality of education; shaping and developing a student with sufficient positive competencies and personalities ready for international integration.

Progress has been made to gain consensus and support from parents and social organisations in educational development, including developing competencies for students.

3.2. Shortcomings

The competency-based teaching and learning performance has differed by school. It depends largely on the awareness and capacity of teachers and managers, on school's physical infrastructure and facilities, and collaboration and support from local authorities.

The use of competency-based assessments for student performance has also suffered challenges. Many primary teachers are not fully skilled in giving judgements during assessments in accordance with Circular 30. The assessments of secondary students are still based on knowledge and skill standards instead of the competency standards.

The participation and involvements from various stakeholders in school education for students still remain limited.

Although various praiseworthy achievements have been gained, there are still concerns that need to be addressed to make continued improvements on teaching and learning that develop students' competencies, including:

Requirements and approaches associated with teaching to develop specific competencies are generally not clear to the necessary extent (including in curriculum, textbooks, or guidelines).

The quality of some training courses are not satisfactory enough because of the short time dedicated to them; Contents not deep nor specific, practical sessions are not sufficient, quality of facilitators are not comprehensive, among others. Some necessary topics are yet to be granted due attention in the course of the training. In addition, there is a lack of specific models for reference and learning by school personnel.

The reference materials are in shortage, especially guiding books for competence-based teaching. Physical infrastructure, equipment and learning supplies in school are limited. For example, reference materials in class and library; classroom conditions and teaching and learning equipment are few, insufficient and poor, too many students attend in a single class; there are big gaps in background knowledge among participants in the same course.

The pressures from examinations on teaching practices, especially in upper secondary education have served as an obstacle to renovate teaching and learning methods. Teachers may pay inadequate attention to development of competencies and virtues, but high focus on knowledge transfer to students. Awareness among many parents still remains old-fashioned, an example of which is their overreliance on grades achieved by their children.

Many households and localities still have economic difficulties and, therefore, do not pay attention to their children's schooling. Thus, parents' and community members' abilities to collaborate with schools are limited. A certain number of parents have not paid attention to their child's learning. This lack of care to their child may be due to their limited awareness or their busy schedules earning a living, especially in disadvantaged regions. Moreover, many students have limited time for studying because they have to spend time supporting their parents. The gaps in enabling conditions (e.g., teachers' capacities, physical infrastructure and learning environments) between urban and rural areas and between plain and remote areas remain large.

Chapter 5. Enabling Conditions for Access and Quality 2011-2015

1. Expenditures on education

1.1 Public expenditures on education

Although state budget deficit has increased significantly in the past few years, the share of state budget expenditure on education and training out of the total State budget expenditure has remained consistently high (around 20%), even higher than would have been pledged in the Millennium Development Goals (MDGs) (18%): the Government of Viet Nam has shown its strong determination on educational development. However, given this already high share of the expenditures from the state budget on education and training, it would be very difficult to increase it in the coming years but, instead, appropriate measures need to be taken to increase efficiency of public investment into education and training.

Expenditures by education levels: The amount of the expenditures from the state budget to both primary education and lower secondary education has continuously increased for 2011 and 2012 because of gradual growth of primary and lower secondary education enrolment, while the proportion of the expenditures from the state budget to both primary and lower secondary education has been unchanged, at 28% for primary education and 22% for lower secondary education (see the Table 6).

Expenditures by activities: According to the MOF, in 2012, the percentages of the recurrent and capital expenditures in the total expenditures for education are 81% and 19%. These figures are different by education level, with the highest percentage of recurrent expenditures at primary education level (84%), followed by lower secondary education (83%) and lowest at upper secondary education (79%).

Table 6: Share of the expenditures from the state budget on basic education out of total state budget expenditure on education

Year	State budget for education (VND billion)	State budget for primary education (VND billion)	State budget for lower secondary education (VND billion)	Share of state budget for primary education (%)	Share of state budget for lower secondary education (%)
2011	136,832	38,313	30,489	28.00	22.28
2012	185,951	52,325	41,799	28.01	22.47

Source: MOF

1.2. Household expenditures on education

Viet Nam is one of the countries with great passion for learning. Most families stand ready to make savings toward the cost of schooling for their children. Therefore, the household expenditure per student has increased very rapidly, from VND3.028 million in 2010, to VND4.082 million in 2012, and VND4.557 million in 2014 (see Table 7). However, the household expenditure per pre-school, primary, and lower secondary student is significantly lower than the overall household expenditure in average. The average household expenditure per student in rural areas is only half of that in urban areas. Specifically, in pre-school, primary and lower secondary education, the household expenditure per student in rural areas is just one-third that in urban areas. Nevertheless, in tertiary education and particularly in technical and vocational education and training (TVET), the gap in household expenditure per student

between rural and urban areas has drastically narrowed. In the case of TVET, the household expenditure per student in rural areas in 2012 was even higher than that in urban areas. Through the data on household expenditure on education by learning level, one can see that it would be much more costly for rural families to send their children to TVET institutions (more than 2.5 times higher) than upper secondary education. This implies that there need to be policies in place to more effectively assist students in rural areas in joining TVET programmes following their graduation from lower or upper secondary schools.

Table 7: Household expenditure on education in 2010, 2012 and 2014 by education level (VND million)

		Overall	Pre-school	Primary	Lower secondary	Upper secondary	TVET	Tertiary education
Nationwide	2010	3.028	1.425	1.123	1.519	2.880	5.976	10.146
	2012	4.082	2.192	1.474	2.361	3.863	7.591	13.338
	2014	4.557	2.407	1.812	3.023	5.002	9.983	14.343
Urban	2010	5.253	2.459	2.533	3.108	4.838	6.198	12.752
	2012	6.352	3.902	2.709	4.801	6.026	7.014	15.560
	2014	6.920	4.130	3.036	5.470	8.453	10.629	15.131
Rural	2010	2.064	0.838	0.636	1.028.5	2.011	5.870	8.1
	2012	3.091	1.277	0.996	1.484	2.951	7.822	11.907
	2014	3.450	1.350	1.318	2.031	3.389	9.691	13.755

Source: Viet Nam Household Living Standards Survey 2014, GSO

The average household expenditure per student often accounts for between 25% (2012) and 30% (2010) out of the total public and household expenditure on education and training. The level of tuition fee compared to some other basic social services is not high, but if it is compared with other items (such as clothing, textbooks, and notebooks), tuition fee is still the biggest item within the total household expenditure per student, accounting for around one third. Therefore, the reduction and exemption of tuition fees and schools feeding programmes for children from poor families and exceptionally disadvantaged households are key to keep children in schools.

2. School infrastructure and network

To realize objectives on access to and quality of general education set out in EDSP 2011-2020 as already mentioned in Chapters 2 and 3, among important solutions set forth include standardizing and modernizing infrastructural and technical facilities, ensuring adequate financial resources and minimum teaching equipment and materials of all educational institutions. To implement this solution, the EDSP clearly states the need to focus state budget investments on disadvantaged areas, developing ethnic minority boarding and semi-boarding schools. In the Decision No. 1640/QĐ-TTg dated 21 September 2011 of the Prime Minister approving the framework on consolidating and strengthening the system of ethnic minority boarding schools in the period 2011-2015, objectives have been set in regard to consolidating and strengthening network and size of ethnic minority boarding schools in mountainous, ethnic minority and exceptionally difficult socio-economic regions; and invest physical infrastructure for ethnic minority boarding schools as if they are national-standard schools and afford conditions for accommodating and educating boarding students.

Besides public schools, the development of privately-owned schools has been given strong attention by the government to strengthen learning conditions for students. Some specific policies have been promulgated to support the development of privately-owned schools, including, for example, those on land, tax and loans. The Decree No. 59/2014/ND-CP amending and supplementing a number of articles of the Decree No. 69/2008/ND-CP stipulates that investors who implement education socialization shall enjoy various preferential policies. In addition, to facilitate the assessment of the extent to which schools have reached standards, the Circular No. 47/2012/TT-BGDDT was issued regarding standards of size, infrastructure and teaching equipment to ensure lower secondary schools, upper secondary schools and multi-level schools to reach national standards.

2.1. Current school network

The network of schools and classrooms in general education has developed widely throughout the country. In 2014-2015, there are 15,277 primary, 10,878 lower secondary and 2,767 upper secondary schools. In addition, since 2010, boarding and semi-boarding schools for ethnic minority students have been developed and upgraded largely to improve the access to education and the comprehensive quality of general education.⁵² By 2015, 308 boarding schools for ethnic minority students have been established in 50 provinces/cities, of which three schools are under MOET, 54 schools are at provincial level, and 254 schools at district level (14 schools have been newly established for the 2011-2012 period).⁵³

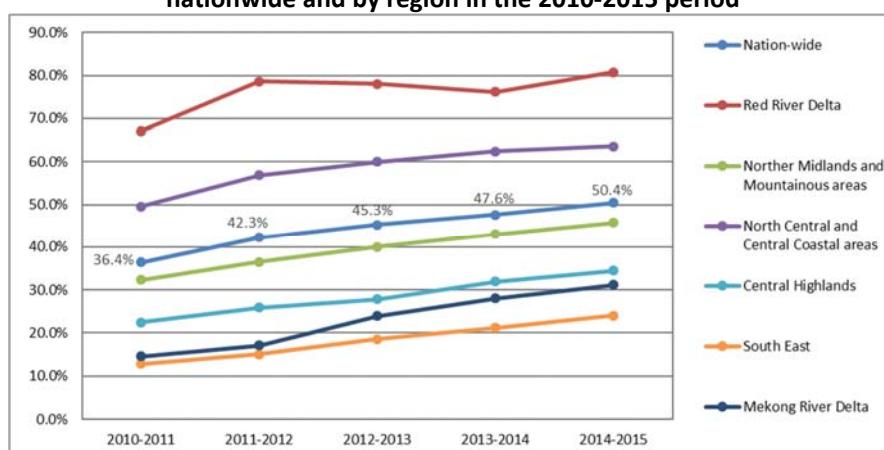
The share of schools, recognized as having achieved national standards, has constantly been on the rise in the past period, with the highest proportion of such schools belonging to upper secondary education, from 10.27% (2010-2011 academic year) to 20.45% (2014-2015 academic year), followed by lower secondary education, from 19.73% (2010-2011) to 34.59% (2014-2015), and then by primary education, from 36.4% (2010-2011) to 50.4% (2014-2015).

Among seven regions, the Red River Delta registers the highest proportion of schools that have reached national standards. However, the growth rate in this region has been the lowest throughout the country across all three learning levels. The South East, Mekong River Delta, and Northern Midlands and Mountainous areas record the highest growth rates across the country, suggesting the strong investments from the Government into regions less developed in terms of school network. Nevertheless, the proportions of schools that have reached national standards in these regions are remarkably low, especially in the Central Highlands, less than 15% in upper secondary education. This is one of the reasons that hinder the renovations of teaching and learning methods.

⁵² Ministry of Education and Training. 2015. *Report on the 2014-2015 Academic Year and Orientation and Core Tasks for 2015-2016 Academic Year in Pre-school, General and Continuing Education*.

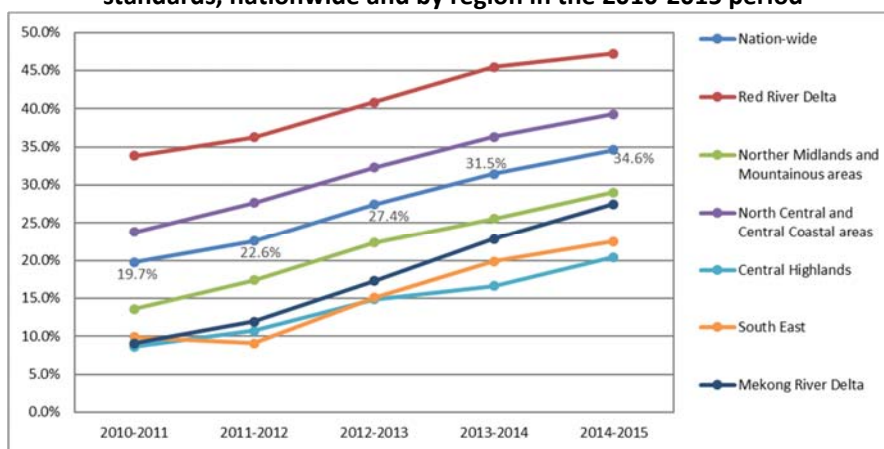
⁵³ Ministry of Education and Training. 2015. *Review of the Implementation of the Decision 1640 QD/TTg issued on 21/09/2011 by Prime Minister on Boarding Schools Upgrading Plan*.

Figure 8: Proportion of primary schools, recognized as having achieved national standards, nationwide and by region in the 2010-2015 period



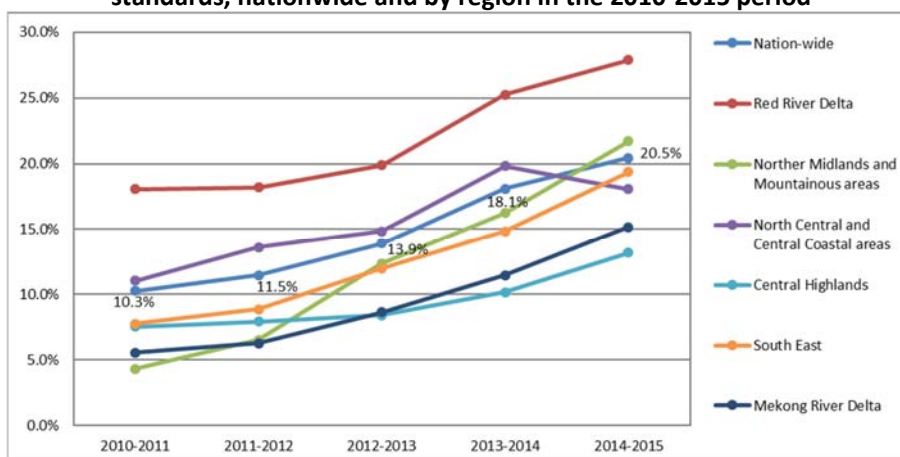
Source: MOET

Figure 9: Proportion of lower secondary schools, recognized as having achieved national standards, nationwide and by region in the 2010-2015 period



Source: MOET

Figure 10: Proportion of upper secondary schools, recognized as having achieved national standards, nationwide and by region in the 2010-2015 period



Source: MOET

The findings from the field study in three provinces/cities show that the total number of schools across all learning levels has risen over the years in the 2010-2015 period in response to the growing learning demands by students. In the 2014-2015 academic year, the shares of primary and lower secondary schools that have achieved national standards in Long An are highest, followed by Ha Noi and then by Gia Lai. In upper secondary education, however, Ha Noi records the highest share of national standard schools, followed by Gia Lai and last by Long An. It can be seen that survey findings are in consonance with national education statistics.

2.2. Physical infrastructure and equipment for teaching and learning renovation

In terms of the proportion of solidified classrooms, thanks to the classroom solidification programme, the proportion of solidified classrooms across all three learning levels have been on the rise in the past period throughout the country, with upper secondary education having the highest proportion and primary education the lowest. A comparison by region shows that Red River Delta records the highest proportion and Mekong River Delta the lowest, in all three learning levels. This is a true reflection of the current status in Viet Nam in terms of school physical infrastructure across regions. It also implies a need to strengthen investments into physical infrastructure in Mekong River Delta in the coming years so as to solidify classrooms. Across three surveyed provinces, this trend has been constantly held over the years across learning levels, with primary education having the lowest share of solidified classrooms as against the other two learning levels across all three provinces. Ha Noi is the province with the highest shares of solidified classrooms in all three learning levels, followed by Gia Lai and last by Long An.

In regard to the full-day schooling rate, the statistics from the Department of Planning and Finance (DPF) of the MOET show that this rate in both primary and lower secondary education for 2014-2015 has increased in comparison to 2013-2014.⁵⁴ However, the growth rate has been low at 1.58% in primary education and 0.61% in lower secondary education. In three visited provinces/cities, this rate has tended to increase across all three learning levels. For example, in primary education, the full-day schooling rate has rapidly risen over the years, with Ha Noi recording the highest and then Long An taking the second position. In Gia Lai, no lower secondary school is eligible for full-day schooling. All upper secondary schools in both Gia Lai and Long An operate two shifts daily. In Ha Noi, this rate has tended to increase in recent years, with academic year 2014-2015 reaching 12.3%.

Equipment for the purpose of teaching and learning renovations have been substantially strengthened in the last few years across all provinces in the country.⁵⁵ In the 2014-2015 academic year, the MOET launched the "Connected Schools" ⁵⁶ network, providing

⁵⁴ There is no data on the number of students, attending full day school for 2010-2011, 2011-2012, 2012-2013

⁵⁵ Ministry of Education and Training. 2015. *Report on the 2014-2015 Academic Year and Orientation and Core Tasks for 2015-2016 Academic Year in Pre-school, General and Continuing Education*.

⁵⁶ To June 2015, there have been about 4 million accesses to the "Connected Schools" website (<http://truonghocketnoi.edu.vn>) and there have been 14,678 school level accounts (about 100% LSE, USE schools and Continuing Learning Centers); 41,579 teacher accounts (about 89% of the total number of teachers); 3,134,569 student accounts (about 42% of the total number of students); 4,487 professional teams have been involved in developing themes. The good performers are Cao Bang, Lao Cai, Bac Giang, Dong Nai, Ha Tinh, Long An, and Tuyen Quang.

management accounts to all lower secondary schools and upper secondary schools throughout the country for their active participation to promote IT application for teaching renovation. Through this network, the organization and management of professional activities, training orientations for capacity building for teachers and renovations of teaching and learning methods have been widely disseminated and replicated in many provinces. Realizing the advantages of this activity, as increased effectiveness, shorter time and lower costs for training, in coming time, the MOET will enhance the training given to teachers and ethnic minorities through "Connected Schools" network.

Along with the "Connected Schools" network for the 2010-2015 period, the MOET also launched the <http://tieuhoc.moet.gov.vn>⁵⁷ website on 30 October 2013, which is the official website of the VNEN project, bringing many utilities to users: share reference, online library, project-related papers or the <http://giaoduchuonhap.edu.vn>⁵⁸ website, which is electronic library on inclusive library, creating online opportunities to the children with disabilities and all other people to share the knowledge on integrated education for people with disabilities. Viet Nam Education Publishing House has printed and published textbooks⁵⁹ and other educational materials with stable prices, in response to the demands of teachers and students. It has also produced school equipment, aids and supplies to cater to the replenishment demands among education institutions. MOET has also directed local education authorities to replenish their libraries with books, bookcases for common use, support the organisation of training courses of library teachers in schools, advocate the use of old textbooks, collect textbooks and give them to poor students and disadvantaged students, make active contributions to the *I don't have to leave school* Scholarship Programme in 2015 launched by the National Fund For Vietnamese Children.

In all three surveyed provinces, efforts have been reportedly made to equip schools with necessary equipment for teaching and learning renovations. In Ha Noi, IT infrastructure has been strengthened from 2010-2011, whereby 100% of education institutions have Internet connection to facilitate IT applications in line with relevant lessons. The column "Electronic learning materials" is comprised of many lectures, lesson plans and e-learning materials developed by teachers and selected for common reference. The proportion of schools with a library and bookcase for common use is 100%. In addition, Ha Noi provides additional equipment for subject rooms, such as equipment for foreign language rooms under the auspices of Framework on Foreign Languages by 2020; supplies outdoor toys for schools; organizes exhibitions and contests on self-made learning aids at different learning levels; and strengthens the linkage with reality and application of inter-subject knowledge. In Gia Lai, there is no data available from the DOET on the proportions of schools with function rooms, with sufficient playgrounds, with libraries, or with reading rooms. In Long An, these parameters have all progressed across all learning levels over the years. However, the proportions of schools with function rooms, libraries and reading rooms descend from primary education to upper secondary education.

⁵⁷ <http://vietec.com.vn/website/tintuc/chitiettin/id/67>

⁵⁸ Ministry of Education and Training. 2012. *Decision 1937/QĐ-BGDĐT on Enhancing Access Opportunities Integrated Education for People with Disability through IT Promotion.*

⁵⁹ In the 2014-2015 academic year, Viet Nam Education Publishing House published 90 million copies.

2.3. Student-class ratio and teacher-class ratio

In terms of student-class ratio, according to national education statistics, this ratio in the last few years has slightly increased in primary education, hardly changed in lower secondary education, and slightly decreased in upper secondary education. A comparison by region shows that Red River Delta and South East record the highest ratios, and the Northern Midlands and Mountains the lowest in the past period.⁶⁰ However, this ratio in urban area is much higher than that in rural and mountainous areas.⁶¹ In all three surveyed provinces, the student-class ratios across all education levels in Ha Noi are greater than those in the remaining two provinces, averaging 41 students per class. In Long An and Gia Lai, the student-class ratios have risen gradually from primary education to upper secondary education from 2010-2011 to 2014-2015. In Ha Noi, the average student-class ratio in primary education is the lowest. However, this ratio in upper secondary education is lower than that in lower secondary education, despite small differences between these latter two. Therefore, compared with the prescribed ratios in the Circular 47/2012/TT-BGDĐT, the student-class ratios across all three education levels in Long An and Gia Lai are as what has been prescribed, that is, not more than 35 students per class in primary education and not more than 45 students per class in both lower and upper secondary education. Only in Ha Noi the student-class ratio in primary education exceeds the prevailing regulations by 6 students per class; the ratios in lower and upper secondary education have, however, tended to decrease as compared to prevailing regulations, especially in the case of upper secondary education. This is a positive trend in favour of enhancing teaching and learning quality.

According to national education statistics, the average teacher-class ratio has gradually increased across education levels and there is no major difference among regions. The teacher-class ratio is highest in the Red River Delta and lowest in the South East in the 2011-2015 period. This suggests that the Circular No. 34/2004/TTLT/BGD&ĐT-BNV has been very effectively followed by schools. In all three studied provinces, these data are in line with the current national education statistics. Specifically, the teacher-class ratios across all three education levels in Ha Noi are higher than those in the two remaining provinces, followed by Long An and then by Gia Lai.

2.4. Overall assessments

The Government has introduced a number of policies to support basic education development, such as universal primary, lower secondary and upper secondary education; school infrastructure upgrading, support mountainous, minority and disadvantaged areas; support infrastructure upgrading to ethnic minority boarding and semi-boarding schools. High priority has been given to the allocation of state budget, using ODA and international loans to education development projects. However, due to high dependence on the state budget by the education finance, when state budget is in big shortage, some projects and programmes cannot be completed timely (the programmes on school infrastructure upgrading; and support infrastructure upgrading to ethnic minority boarding and semi-boarding schools).

⁶⁰ Data provided by the Department of Planning and Finance, MOET

⁶¹ Viet Nam Institute of Educational Sciences. 2015. *Preliminary Reports on the Development of the Education Sector Analysis*.

Although the review on extent to which objectives of EDSP 2011-2020 regarding school infrastructure and equipment has not been carried out because there is no target set out in the EDSP, the solutions regarding the prioritized state budget investments, with a focus on disadvantaged and educationally backward areas, have been implemented, as reflected through rapid growth in the proportions of schools that have achieved national standards in Mekong River Delta, South East, Central Highlands and Northern Midlands and Mountainous areas. Although the proportion of schools which have achieved national standards in those regions is low, further efforts need to be made for improvement. In some rural and mountainous provinces, due to out-migration and declining school-age population, the number of students in primary and lower secondary education in these provinces has become smaller (less than 10 students per class). On the contrary, in big cities, especially in those cities with high rate of immigration, the class attendance has exceeded the prescribed ratio; lack of functioning rooms for using renovated teaching and learning methods.⁶² In most surveyed schools, it was found that infrastructure and equipment for teaching and learning still remain limited and yet to meet requirements of teaching and learning renovations.

3. Teacher development

3.1. Objectives of the EDSP 2011-2020 regarding teachers and relevant policies

EDSP 2011-2020 puts forth solutions on educational development, with a focus on development of teachers and educational managers to meet renovation requirements prescribed by the education sector. The objective regarding teacher development states that, by 2020, 100% of primary teachers, 88% of lower secondary teachers and 16.6% of upper secondary teachers will have reached above qualification standards⁶³. To enhance quality of the teaching workforce, the solutions set out in EDSP 2011-2020 include: (i) renovate training systems in teacher education institutions; and (ii) renovate curricular contents and training methods in an effort to generate quality teachers in response to requirements of school curriculum and textbook renovations.

Teacher development has also been mentioned in the Resolution No. 29/NQ-TW, which points to the need to standardize profiles of primary teachers, lower secondary teachers as well as technicians and facilitators of vocational education institutions who have to possess university qualifications or higher and a strong command of pedagogical skills. Thus, the Resolution No. 29/NQ-TW has geared toward raising training qualifications for teachers. Other than professional development, the Resolution also points to the need to develop a pool of responsible and ethical teachers who can meet increasingly growing requirements of education and training renovations and satisfy growing expectations from society at large.

To implement both EDSP 2011-2020 and Resolution 29, in cooperation with the Ministry of Home Affairs (MOHA), MOET has issued Circulars No. 21, 22 and 23/2015/TTLT-BGDDT-BNV specifying standards for professional titles for primary, lower and upper secondary teachers within public education system. Teachers from all three learning levels are categorized into three different professional titles, with clearly specified standards in terms of training

⁶² Ministry of Education and Training. 2015. *Report on the 2014-2015 Academic Year and Orientation and Core Tasks for 2015-2016 Academic Year in Pre-school, General and Continuing Education*.

⁶³ Ministry of Education and Training. 2012. *Education Development Strategic Plan 2011-2020*.

qualifications and tasks for teachers associated with each category of professional titles. This is a foundation for improving the profession and quality of teachers at all education levels.

3.2. Actual status on quantity and quality of teachers

3.2.1. Quantity of teachers

The number of teachers in general education has increased rapidly throughout the country. According to the Closing Ceremony Report of 2014-2015 Academic Year by the MOET, in the 2014-2015 academic year, there are a total of nearly 900,000 teachers of general education.⁶⁴ The teacher per class ratio had slightly increased in primary education from 1.32 in 2010-2011 to 1.40 in 2014-2015, hardly changed in lower secondary education (2.07 in 2010-2011 and 2.07 in 2014-2015) and increased in upper secondary education (2.20 in 2010-2011 to 2.38 in 2014- 2015).

There is no major difference among regions in terms of teacher-class ratio. For primary education, the teacher-class ratio in the Red River Delta stands highest at 1.5 teachers per class.⁶⁵ The survey findings in three provinces, i.e. teacher-class ratios for Ha Noi, Long An and Gia Lai are 1.56, 1.52 and 1.2. According to the prevailing regulations, on the other hand, the teacher-class ratio for primary schools that offer single-shift schooling is not more than 1.2; and for those that offer double-shift schooling is not more than 1.5.⁶⁶ In lower secondary education, the teacher-class ratio in the South East is lowest (less than 2 teachers per class). The teacher-class ratios in the Red River Delta and Mekong River Delta are highest, at nearly 2.5 teachers per class.⁶⁷ For provinces such as Ha Noi, Gia Lai and Long An, the respective ratios are 2.23, 2.0 and 2.12, all greater than the prescribed ratios of not more than 1.9.⁶⁸

In upper secondary education, the teacher-class ratios in the Red River Delta and Mekong River Delta are highest, at nearly 2.5 teachers per class.⁶⁹ For all three surveyed provinces, the teacher-class ratios range from 2.12 to 2.23. The prescribed ratio for upper secondary education is not more than 2.25 teachers per class.⁷⁰

Therefore, conclusion can be made that the number of teachers has increased, but with different rate at different levels, causing the shortage of teachers for individual subjects or at different education levels, surplus for other subjects and at other levels.

⁶⁴ Ministry of Education and Training. 2015. *Report on the 2014-2015 Academic Year and Orientation and Core Tasks for 2015-2016 Academic Year in Pre-school, General and Continuing Education*.

⁶⁵ Data provided by the Department of Planning and Finance, MOET

⁶⁶ Ministry of Education and Training; Ministry of Home Affairs. 2006. *Joint Circular 35/2006/TTLT/BGDDT-BNV on Guiding Payrolls of Employees at Public General Education Establishments*.

⁶⁷ Data provided by the Department of Planning and Finance, MOET

⁶⁸ Ministry of Education and Training; Ministry of Home Affairs. 2006. *Joint Circular 35/2006/TTLT/BGDDT-BNV on Guiding Payrolls of Employees at Public General Education Establishments*.

⁶⁹ Data provided by the Department of Planning and Finance, MOET

⁷⁰ Ministry of Education and Training; Ministry of Home Affairs. 2006. *Joint Circular 35/2006/TTLT/BGDDT-BNV on Guiding Payrolls of Employees at Public General Education Establishments*.

3.2.2. Quality of teachers

Training qualifications

Professional qualifications among teachers have witnessed lots of positive progresses. The proportion of highly qualified teachers⁷¹ has been on the rise across all three education levels, as follows:

For primary education, in the 2010-2011 academic year, the share of highly qualified teachers was 69.02% and in the 2011-2012 academic year, this went up to 73.01%, in the 2012-2013 academic year to 81.32% and nearly 84% in the 2014-2015 academic year. The shares of highly qualified teachers vary among provinces. The field study findings show that in Ha Noi, the proportion of highly qualified teachers was 93.5% in the 2014-2015 academic year, whereas these proportions in Long An and Gia Lai are 85.18% and 69.8%, respectively. For primary teachers, the prevailing regulations state that the minimum training qualification is the post-secondary pedagogical diploma with specialisation in primary education or post-secondary pedagogical diploma specialising in subjects taught. Therefore, it is necessary to raise this benchmark to college diploma with primary education in order to enhance quality of teaching workforce in this learning level. This is relevant to the orientations that university graduation is mandatory as the minimum requirement for all general education teachers as stipulated in the Resolution 29/NQ-TW, issued on 4 November 2013.

For lower secondary education, in the 2014-2015 academic year, the proportion of highly qualified teachers was 69.43%. The respective proportions in Ha Noi, Gia Lai and Long An are 75.6%, 63% and 58.05%. The prevailing regulations state that lower secondary teachers must have possessed a minimum college pedagogical diploma or equivalents. Given the increasing trend of highly qualified teachers, the target set by 2020 that 88% of lower secondary teachers will have possessed highly qualified trainings is feasible.

For upper secondary education, the proportion of highly qualified teachers was 12%. In Ha Noi, the proportion of highly qualified teachers was in excess of 20%, higher than the national average; for Gia Lai and Long An, these rates were less than 10%. Therefore, the target set out in the EDSP 2011-2020 that 16.6% of upper secondary teachers will have possessed highly qualified trainings are not feasible for many provinces/cities. As the currently prescribed training qualification for upper secondary teachers is the university degree, highly qualified qualification means postgraduate qualification. This is a factor to improve the teaching quality at this learning level.

Professional ethics

Apart from training qualifications, a sense of responsibility and ethical conduct among teachers are also of common interest. The fact that a certain group of teachers has violated the code of conduct has prejudiced the overall image of the teaching workforce throughout the country. Examples include corporal punishment, student abuse, and luring students to attend extra classes. In the interviews with parents in Ha Noi, it was found that “for some teachers, when they teach in mainstream classes, students cannot understand, but when they teach in extra-classes, students can understand the lesson. Therefore, teachers need to

⁷¹ Qualified teachers (meeting the national standards) are to have university or technical school degrees as defined in the Circular 21/2015/TTLT-BGDDT-BNV and 23/2015/TTLT-BGDDT-BNV, Regulations on primary/secondary education teachers.

display a higher sense of enthusiasm”.⁷² Therefore, to meet requirements of education and training innovation in the coming time, it is necessary to enhance responsibility and professional ethics among teachers. This entails renovations in teacher education right from teacher training institutions. To this end, suitable admission mechanisms are required to admit students with suitable capacity and qualities into teaching profession. In fact, quite a number of students who register to study in faculty of education do not have to pay tuition fees or get influenced by their teachers or parents. From the interviews with teachers in three studied provinces, it has been found that some teachers who used to follow teaching profession do so to obey advices from their parents or enjoy the policies on reduction and exemption of tuition fees for teacher students. This has an impact on not just quality of teaching workforce but also their career motivations. This is an important factor that has impact on their sense of responsibility, enthusiasm, dedication, and determination to stay in the profession.

3.3. Work motivation for teachers

It was revealed through interviews with teachers of 18 schools within six districts under three survey provinces (i.e., Ha Noi, Gia Lai and Long An) that most teachers said they wish to stick to this profession for long. They were of the opinion that the biggest motivation for teachers to do their jobs is the respect the society and parents give to them and the growth and success among students as a result of the learning process, all of which form an invaluable “emotional gift” given to teachers in their work. Along the positive factors there are still negative factors making obstacles to motivating teachers.

3.3.1. Positive factors

In the last five years, the Government has promulgated some policies of value to motivating teachers, as follows:

Firstly, teachers of general education shall enjoy the preference allowances when participating in teaching practices, in accordance with the Joint Circular No. 01/2006/TTLT-BGD&DT-BNV-BTC dated 23 January 2006 between MOET, MOHA and MOF, in a range of 30%-50% depending on where they work.

Secondly, teachers who work in exceptionally difficult socio-economic areas shall enjoy an allowance equivalent to 70% of their current salary in accordance with the Decree No. 61/2006/ND-CP dated 20 June 2006 of the Government.

Thirdly, teachers shall enjoy an allowance based on experience in accordance with the Decree No. 54/2011/ND-CP dated 4 July 2011, according to which the allowance for teachers is calculated based on working experience, where an additional 1% will be included in the remuneration for a block of five years or more.

Most recently, MOET has issued Circulars No. 21, 22 and 23/2015/TTLT-BGDDT-BNV specifying standards for professional titles for primary, lower and upper secondary teachers within public education system, categorized into three different professional titles. This serves as a foundation based on which teachers can strive for higher ranks.

⁷² Extracted from interview transcripts with parents in Ha Noi, carried out by VNIES in 2015

Apart from regulations and policies that create work motivations for teachers, the communication programmes, such as "Going to schools with students", have helped teachers reinforcing their passion with their jobs, enhancing the autonomy and participation of teachers in school development activities. Teachers may take initiative to prepare their teaching plans, participate in preparing school educational development plans as well as discussing and exchanging views on revenue and expenditure plans.

Teachers are given support in terms of a flexible timeline if they are to attend training sessions, and provided with financial support if they are sent to some training programmes. All of the above-mentioned factors have constituted important motivations for teachers to work with strong passion, enthusiasm and creativity.

3.3.2. Negative factors

While school infrastructure has witnessed significant improvement over the years, many schools still lack such teaching equipment as projectors, computer labs, specialized facilities to create favourable conditions for teachers to perform their jobs effectively.

A certain portion of old teachers cannot catch up with changes arising out of the ICT applications in teaching practices. On the other hand, the training for teachers still remains limited, because *"the training for educational managers and teachers is often organized by educational authorities in a 'massive' manner, with little focus on practical training needs of individual teachers or educational managers"*.⁷³

Teachers still have difficulties meeting their living conditions. The survey findings in Ha Noi, Gia Lai and Long An reveal that many teachers express their concerns over low income and its budget constraints for their family's life, especially when they do not have any opportunity to participate in other economically profitable activities. For example, through interviews, one primary school administrator in Ha Noi requested that: *"there should be a mechanism to create favourable conditions for teachers to earn more incomes. Currently, if any teacher has taught several students in extra classes, he or she would be considered a criminal. I really feel sorry for teachers"*.⁷⁴ Also, through a conversation with teachers in Long An, one teacher said she would not want to pursue this profession any more given the work stress, far distance to and from home and the need to take care of small kids.

The findings from the field study show that the amount of work performed by teachers of general education, especially primary teachers when it comes to applying the Circular No. 30 of MOET is quite big, because of their unfamiliarity with this type of work. The survey findings also reveal some other pressures, including, for instance, many activities involved in delivering integrated education, inspection, testing, teaching thematic topics, trainings, contests, assuming multiple roles at a time in school, all of which make teachers feel overwhelmed and exhausted. This has been reflected through a wish expressed by some teachers in Long An that *"we want to have time to take a rest for health recovery; enjoy summer holiday and do not have to participate in too many training courses"*.

⁷³ Nguyen, Vinh Hien. 2015. *Changing Awareness and Actions in the Course of Radical and Comprehensive Renovation of Education and Training*. International Seminar on Developing Learners' Competencies in Contemporary Context.

⁷⁴ Extracted from the interview transcripts with a school administrator in Ha Noi.

In the course of renovating teaching and learning methods, curriculum and textbooks, the existing teachers need to be provided with continuous trainings to enhance their capacities to accommodate the requirements expected of them. Not only should they be trained on teaching and learning approaches, they should also be equipped with capacity to participate in preparing school educational development plans and to work closely with parents, businesses and local community members in educating students. School infrastructure and equipment, especially teaching and learning tools and aids, should be strengthened to serve the purpose of renovating teaching and learning methods.

To ensure the future educational managers and teachers will be capable enough to implement curriculum and textbooks, it is suggested to consolidate and finalize a teacher education system and renovate training contents and methods in a radical and comprehensive manner.

3.4. Overall assessments

In terms of teacher force size, nationally the quantity of teachers has increased time by time at all education levels. The education statistics show that there is a surplus of teachers in overall by comparing to the standard student-teacher ratio. However, the teacher force size growth has been differently by different regions, causing surplus as well as shortage of teachers. For example, there is a "shortage of English teachers for primary education" in Gia Lai⁷⁵, while a big proportion of teacher training graduates could not find jobs, causing a big loss to the society. This has raised the needs for revising the master plan on teacher development.

In terms of teachers' composition, the number of teachers has increased fast at all three general education levels, but with different rate by regions and subjects. The surplus has been in general, but with shortages of teachers in specific regions and by specific subjects.⁷⁶ This requires closer coordination between education and home affairs agencies in recruitment and use of teachers, otherwise the surplus of teachers at certain levels will reduce the quotas to recruit teachers at other education levels, which will impose negative impacts on teaching.

In terms of teachers' quality, there has been significant improvement of teachers' qualification. The number of highly qualified teachers has increased across all three learning levels with highest percentage within primary education teachers, followed by lower secondary education and upper secondary education. However, the minimum requirements for teachers' qualification and high qualification standards should be upgraded to meet the needs of education performance and quality improvement.

Most teachers have complied fully with professional code of ethics, exhibited a good sense of responsibility and displayed strong dedication and passion for the teaching profession. This has somehow shown the results of the education sector's growing attention paid to the teacher development as well as the availability of the mechanisms that encourage and motivate teachers. It is, however, worth noting that although the rate of qualified and highly

⁷⁵ According to the Gia Lai representative who attended the third Consultation workshop on ESA, 26 May 2016.

⁷⁶ Nguyen, Vinh Hien. 2015. *Changing Awareness and Actions in the Course of Radical and Comprehensive Renovation of Education and Training*. International Seminar on Developing Learners' Competencies in Contemporary Context.

qualified teachers has been on the rise, more attention should be paid to improving professional standards for teachers.

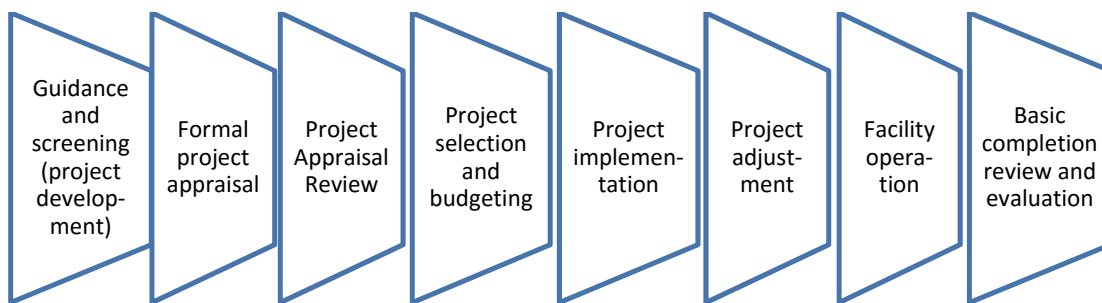
The fact that some professional ethics have been violated by a portion of teachers has prejudiced the overall image of the teaching workforce. The affected work motivations among teachers are mainly attributed to difficult living conditions, limited working conditions and high work pressures.

4. Renovation in educational management

4.1. Enhance public investment management in education sector

Public investment management must have eight key features⁷⁷ as follows: (i) Investment guidance, project development, and preliminary screening; (ii) Formal project appraisal; (iii) Independent review of appraisal; (iv) Project selection and budgeting; (v) Project implementation; (vi) Project adjustment; (vii) Facility operation; and (viii) Basic completion review and evaluation (See Figure 3). To enhance public investment management, each of the eight features - eight steps should be enhanced.

Figure 11: PIM's Eight Must-Have features



In Viet Nam, the legal framework on Public Investment Projects (PIPs) guidance and screening was very weak. Only recently, after the issuance of the Law on Public Investment (2015), the screening for PIPs were included in the Medium-Term Investment Plan (MTIP) as mandatory requirement. However, there are no guidelines for education project feasibility study appraisal, including the guidance on the appraisal of PIPs. After the project feasibility study is approved, the project implementation usually starts rightly without independent project appraisal review at both national, sector and local level, including education projects. Although the regulation on procurement has been improved strongly, the transparency and accountability in public procurement in the country has been still low, with quite high proportion of project number, using single source procurement (68% in 2014 and 74% in 2013 through the country).⁷⁸ The PIPs monitoring practice has been weak so that not many problems of PIP implementation can be found out timely. There is no regulation or requirement for project's continued justification if there are material changes to project costs, schedule, or expected benefits, causing big delays and cost overrun in many PIPs. Registering

⁷⁷ Rajaram, Anand, et al. 2010. *Framework for Reviewing Public Investment Efficiency*. Washington, DC: World Bank Policy Working Paper, No. 5397 (August), 17.

⁷⁸ Information from discussion with Public Procurement Agency, MPI, 2016

infrastructures as public assets has been only in the pilot basis. Few PIPs had ex-ante, midterm and post evaluation.

4.2. Educational planning, monitoring and evaluation

It has been stipulated in the EDSP 2011-2020 regarding the renovation of educational management that “carry out in a unified fashion management decentralization, finalize and implement the mechanism for coordination among ministries, sectors and sub-national authorities with regard to state management on education with clearly defined functions, tasks, and powers associated with responsibilities, and strengthen monitoring and inspection; increase autonomy and social accountability of educational institutions, together with refining the mechanism for openness and transparency, ensuring the oversight from the state authorities, socio-political organizations and the people.” To implement these solutions, MOET has requested that all schools throughout the country prepare their school educational development plans, including teaching plans, revenue and expenditure plans with the involvement from all school personnel. Furthermore, the participatory monitoring by local community and authorities is also to be promoted in the course of preparing and implementing the school educational development plans.

According to the report made available by MOET, 100% of schools develop their school educational development plans. However, in developing these plans, they mostly depend on plans developed by higher authorities (DOET/BOET) and on the school plans developed in preceding years, without taking into consideration demands and aspirations from local stakeholders related to the implementation of the school plan. In many schools, the school development/education plans are prepared without extensive participation from stakeholders concerned. In most cases, teachers only participate in preparing teaching plans. In many cases, the involvements from stakeholders in preparing extra-budgetary revenue and expenditure plans are only limited to the consultations at the annual school staff general meeting and having the plans displayed publicly in school office.

None of 18 surveyed schools has developed the five-year school educational development plans. As such, none of them could identify what the overall objective for school development in the next five years is, how many students are expected to be enrolled, what measures will be taken to improve access to quality education among students, what and how much resources can be mobilized, and from where. These schools have just developed their annual school educational development plans with some short term outcome indicators, such as the number of excellent students in the planning year but these plans have no linkage with specific, relevant, and feasible solutions to realise the objectives.

As per the guidance from MOET, school educational development plans must be prepared in its close relationship with educational development objectives set out in the DOET/BOET plans and reflecting the salient features of the respective local education sector (province, district and commune/ward). However, in reality, hardly has DOET/BOET educational development plans made mention of objectives. Key contents of the school educational development plan are usually comprised of a brief account of the following: students, management, and teaching personnel; infrastructure and equipment; mass organizations, parents teachers association; guidance from DOET/BOET, local Party and authorities; key tasks in the upcoming academic year, implementation targets on teaching and learning approaches, professional

titles, infrastructure, career orientation, sports and arts education, healthcare for students, school health, and building of unions and organisations.

In the 2016-2020 education development plans of many provinces and districts there is no clear target set, nor a logical linkage between objectives and solutions or between solutions with a budget plan. There are many emerging issues that have impacts on educational access and quality such as migration, disadvantaged children and children with disabilities, and the roles of community-based organisations in providing education services for disadvantaged children and children with disabilities have not been mentioned in many education development plans, even in the places with high migration rates, such as in Ha Noi or HCMC. Many local education development plans have no section on “monitoring and evaluation of the plan implementation”.

Lack of the linkages from planning objectives to budget plan and solutions have caused obstacles to evaluation of the plan implementation results, which makes it difficult to say whether the targets are failed because of poor performance of education agencies or due to resource shortage.

Education development plans implementation M&E system at all levels has not met the requirements for having relevant, adequate, correct and timely data and information for evidence-based policy and management decisions making. The statistics collected by MOET are not disaggregated by sex, minority groups, income quintiles, and by regions, and no data on children with disabilities. Some education related data, such as literacy of the people over tens, gross enrolment ratios and net enrolment rates, types of schools, percentage of learners, benefiting from tuition fees exemption/reduction which are disaggregated by sex, minority groups, income quintiles, and by regions, have been collected by GSO, but only once per two years and with quite significant lag (around one year). MOET has suffered big difficulties in getting the data on state budget expenditures (recurrent and capital) for education by levels and regions. The data on education quality, such as performance of students and professional capacity of teachers, has not been comprehensive, adequate, consistent and timely. This has served as the one of the obstacles to education sector performance evaluation. For example, it is difficult to evaluate whether the target of 70% of children with disabilities going to schools by 2020 can be achieved or not because of shortage of data on enrolment and the number of children with disabilities by age. Lack of relevant, adequate, correct and timely data with appropriate disaggregation is one of the main obstacles to evidence-based education development policy and decisions making.

The M&E of the plan implementation has faced many difficulties, including:

- Many plans have not shown the logical links between the impacts and outcomes of education plans (as in planning objectives) and outputs and activities (as in the solutions part), and inputs (resources/budget for plan implementation). Therefore, it would be very difficult to assess whether the planning objectives are achieved due to what policy solutions, what levels of the contribution, and what efficiency of the resource utilization for education development;

- The policy and decisions making has not been evidence-based to give pressure on having good monitoring plans, policy and programme implementation to obtain information for policy and decisions making;
- Ensuring inclusive education access for children with disabilities, poor, disadvantaged, and ethnic minority children has not received adequate attention. Therefore, inadequate attention has also been given to collection of data and information on education access and learning performance of those disadvantaged groups of children for policy and decisions making; and
- Education development plans implementation and M&E capacity, and resources for M&E are still limited.

4.3. Collaboration among relevant sectors and levels in educational development

The collaboration in management of professional activities carried out by schools among educational authorities is by no means overlapping due to the clear delineation of functions in management of respective learning levels. However, the collaboration among various sectors and administrative levels in educational development in general and school management in particular has generally been loose, due to the lack of uniformity and consistency in legal documents and policies. Examples include the poor collaboration between school and local government agencies in preparing school educational development plans. In addition, education sector, labour, invalids and social affairs sector and business sector should work closely together on career guidance. This collaboration is presently weak and arbitrary.

Due to the lack of five-year school development plans, many schools have not recognized the needs to cooperate closely with local authorities, especially commune agencies and social organizations, to forecast the demand for education services in the locality of the children and people, especially poor and ethnic minority children and children with disabilities, in order to find out strategic solutions to meet the needs for education of local people and children.

4.4. School management: Strengthening decentralization in education, exercising of autonomy along with finalizing disclosure and transparency mechanism

The EDSP 2011-2020 has mentioned about the solutions , “to carry out in a unified fashion management decentralization, finalize and implement the mechanism for coordination among ministries, sectors and sub-national authorities with regard to state management on education with clearly defined functions, tasks and powers associated with responsibilities, and strengthen monitoring and inspection; increase autonomy and social accountability of educational institutions, together with refining the mechanism for openness and transparency, ensuring the oversight from the state authorities, socio-political organizations and the people.” The implementation of autonomous mechanism by public non-business units has suffered big difficulties because of the obstacles in some provisions on the autonomy and accountability in personnel and financing management, especially in personnel management for public non-business units, as defined in the Government’s Decree No. 43/2006/ND-CP.

To better enforce this decentralization policy, the Government has promulgated the Decree No. 16/2015/ND-CP on the basis of amending and supplementing the Government's Decree No. 43/2006/ND-CP. As the Decree 16 was issued only in 2015, it is not possible at this point to assess its implementation. Nevertheless, the birth of this Decree shows that the Government has made great efforts to enhance effectiveness and efficiency of public non-business units, including those in the education sector. Many challenges in exercising the autonomy and accountability for task performance, organizational structure, staffing and financing of public non-business units can now be addressed by applying specific provisions in the Decree 16. As an example, the autonomy over staffing issues which used to be a big challenge for schools (as specified in the Decree 43) can now be addressed by applying the provision: "Public non-business units shall prepare its job positions and civil servants structure as per professional titles and submit them to competent authorities for approval; recruit and select, utilize, appoint, remove, praise and reward, discipline and manage civil servants and labourers in accordance with the prevailing rules of law; contract workers to carry out tasks." (Article 7)

The autonomy has exercised in all three surveyed provinces following the Decree 43. Disclosure, democracy and collaboration have somehow been reflected in school management. The educational managers and teachers asked are of the opinion that the exercising of autonomy has brought about positive impacts on school management and activities.

However, the survey findings across many schools in three surveyed provinces imply that schools are just given full autonomy in their professional activities, partial autonomy in their financial operations, but no autonomy in the matters of human resources and staffing. For example, in Long An, according to Decree 43, there are only a couple of educational institutions eligible for applying the autonomy under the first category and all other remaining educational institutions are just eligible for autonomy under second and third categories.

As of 2015, the teacher recruitment has still been jointly undertaken by DOHA/BOHA and DOET/BOET. There is one school in Long An province that has to pay salary for a teacher who is working in another school in the same district.

4.5. Overall assessments

As the results of implementing the solutions set out in the EDSP 2011-2020, educational management across learning levels and in schools have witnessed some positive renovations. Many schools have prepared their annual school educational development plans with the participation of relevant stakeholders. The policy on delegation to schools in making decisions on teaching and learning activities at school level has brought significant results. However, the educational management renovation still has some challenges. They include, for instance, poor practice of medium and long term school educational development planning; lack of proper M&E of the education plan implementation; loose collaboration among sectors and administrative levels in educational development in general and among educational institutions in particular due to the lack of unified legal documents and policies. Furthermore, most schools have not been granted autonomy over the personnel management so that they have suffered to ensure the quality of personnel.

5. Renovations in curriculum and textbook, teaching and learning, testing and assessment methods

The Solution No. 3 in the EDSP 2011-2020 specifies the following: Carry out the renovation of curriculum and textbooks after 2015 in the direction of developing competences for students, both ensuring the overall uniformity throughout the country and adapting to the respective local characteristics; continue to renovate methods for teaching and assessment of learning outcomes in a way which promotes activeness, creativity and the self-study ability of learners; renovate the graduation examinations of upper secondary education, entry examinations into higher education institutions in a way which ensures relevance, effectiveness, objectivity and equality; link the results of formative testing and assessment during the process of education and that of the summative examinations; carry out national assessment on learning outcomes of students on a regular basis in order to establish the level of quality and serve as a basis for suggesting policies to increase education quality by provinces and the whole country.

5.1. Renovation in curriculum and textbooks

As from 2012-2013 academic year, MOET has guided DOETs to devolve powers to schools and teachers to develop appropriate teaching plans, providing favourable conditions for applying active and modern teaching methods and forms. MOET has continued to provide guidance on reducing and renovating teaching contents, directing DOETs to provide guidance on integrating 14 contents into subject effectively and assigning DOETs to take initiative to implement educational contents at local level. In the 2013-2014 academic year, the whole education sector actively implemented the Action Plan on implementation of the Resolution No. 44/NQ-CP of the Government to bring into life the Resolution No. 29-NQ/TW of the Central Party Committee on “radical and comprehensive renovation in education and training” and Resolution No. 88/2014/QH13 of the National Assembly on school curriculum and textbook renovation. MOET has continued to give guidance to DOETs on delegation to schools and teachers to take the initiative to review and adjust school curriculum contents for reducing overload; grant autonomy and guidance to schools and teachers in developing and implementing educational development plans in a flexible and contextually appropriate manner.

In the 2014-2015 academic year, regarding implementation of the Resolution No. 88/2014/QH13 dated 28 November 2014 of the National Assembly on renovation of school curriculum and textbook and the Decision No. 404/QĐ-TTg, dated 27 March 2015 of the Prime Minister on approving the Framework “Renovation of school curriculum and textbook”, MOET conducted research study and learned experience from 13 countries with advanced education or with conditions similar to that of Viet Nam for developing school curriculum and textbooks in a way that develop students’ competency⁷⁹; invited international experts to Viet Nam for providing trainings on school curriculum design and textbook development. It provided guidance to seven largest teacher training institutions in the country⁸⁰ to collaborate in research, review competency outcomes standards, adjust their training programmes, renovate training and develop teaching workforce (including re-training, in-service training, developing learning

⁷⁹ South Korea, Russia, the United Kingdom, France, Germany, Belgium, Finland, Australia, China, Singapore, Malaysia, Columbia.

⁸⁰ These include: Ha Noi National University of Education, HCMC National University of Education, Ha Noi Pedagogical University No.2, University of Education (Thai Nguyen University), University of Education (Hue University), University of Education (Da Nang University) and Vinh University.

materials for common use) to respond to the requirements of school curriculum and textbook renovation. It also assigned responsibility to these institutions to participate in developing new curriculum and textbooks for general education.

Many activities have also been carried out to draft and elaborate legal documents as legal foundations for compiling, appraising and implementing new curriculum and textbook. The Steering Committee, Standing Unit and curriculum and textbook development committees/panels have been strengthened. Assessment of the existing teacher training programmes has been done, followed by many workshops on renovations of teacher training programmes for teacher training institutions. Training has been provided to all directors of BOETs, principals of upper secondary schools, and directors of continuing education centres regarding the governing principles on curriculum and textbook renovation. Many workshops have been organized to discuss, debate, revise and finalise overall curriculum as a preparation for subject-specific curriculum development.

5.2. Renovation in teaching and learning methods

MOET commissioned research studies and provided guidance on selectively applying advanced teaching and learning methods, as follows:

- Implementing the New School Model (VNEN) on a pilot basis in the 2011-2012 academic year in 24 primary schools targeting 6 provinces: Hoa Binh, Ha Giang, Lao Cai, Khanh Hoa, Kon Tum, and Dak Lak. To date, this model has been replicated to all 63 provinces of the country and achieved initial positive results, paving the way for piloting New School Model in lower secondary education.
- Implementing the “hands-on” approach in 445 primary schools across all 63 provinces and 120 lower secondary schools across 12 provinces.
- Expanding the solution for teaching Vietnamese language for grade 1 students introduced by the Centre for Educational Technology, which has been successfully piloted in 47 provinces with 23,336 schools and 583,668 students.
- Piloting the “Support to Fine Arts Education at Primary Education” Project.
- DOETs have strengthened their guidance on renovating the management of professional activities in schools, especially the renovation of professional group briefings in regard to class observations, drawing experience and developing teaching plans.
- Local authorities and education institutions have strengthened forms and methods for comprehensive education inside and outside of schools; provided space for intellectual encouragements such as Maths Online Olympiad Contest, Olympic Talent English, and Robotics.
- Developing integrated and inter-subject topics; paying attention to ethical education and life value education, life skills training.
- Effectively organizing the Viet Nam Science and Technology Fair for Secondary Students and sending Vietnamese students to attend the Intel International Science and

Engineering Fair. Teachers, lecturers and scientists have worked together to provide guidance to students to apply their knowledge and skills in science research activities and address practical problems; education through heritage; piloting the model of learning linked to production, operations and environmental protection at local level which has brought about positive and meaningful results as a momentum for encouraging renovation in teaching methods and approaches, bringing together school, family and business in educational activities, and creating the articulation between general education and tertiary education and with research institutes, and contributing to student streaming after lower and upper secondary education.

- Organizing contests for applying interdisciplinary knowledge to address practical problems among secondary students and contests on teaching integrated topics for teachers of secondary education.
- The above-mentioned activities are both of practical significance to improving quality of teaching practices and of value to experimenting new and challenging issues faced by the new school curriculum, contributing to gradually familiarizing teachers with post-2015 school curriculum and textbooks.

5.3. Renovation in testing and assessment

To renovate testing and student performance assessment practice, as of the 2014-2015 academic year, MOET has provided guidance on radical renovations on various forms and methods of assessment applicable to primary students. The specific achievements of the implementation of the Circular 30 include the following: Teachers are well aware of the good value of the Circular 30; they can now understand new perspectives on assessment and can meet requirements of the Circular; school administrators and teachers of primary education are more responsible and dedicated with their students and what they do; teachers take initiative to renovate their assessment methodologies and adjust teaching contents and formats as appropriate for students. Students have pressure reduced for grades, become more confident in learning; students can learn, prefer to learn, and learn better; teachers continue to renovate methods of testing and assessment of students' learning outcomes in a way that promotes their competencies, with a special focus on combining formative and summative assessments; guiding students to provide peer support and conduct self-assessments.

MOET continues to provide guidance to education institutions to develop matrix-based test items and prepare multiple choice questions with a number of correct answer choices instead of just one correct answer choice as before; applies software that checks the constructed responses in written tests in foreign languages; continues to improve quality in testing through 4 skills: Listening, Speaking, Reading and Writing in foreign languages and practical testing in such subjects as Physics, Chemistry, and Biology in contests that select the national best students; continues to carry out assessments of quotients (i.e., IQ, AQ, CQ, EQ) in admission examinations among specialized, high quality upper secondary schools, in places where conditions allow; strengthens the development of "Open Educational Resources", renovation in contents and methods of assessment of quality in the educational process.

Viet Nam participated in PASEC and PISA in 2012, through which Viet Nam stands in the top 20 countries with highest scores in assessment areas and achieves higher score than the OECD average (Viet Nam ranks 17 in Mathematics, 19 in Reading, and 8 in Science among 65 participating countries in PISA 2012). The 2015 PISA pilot assessment was conducted in April 2014 in 28 education institutions. Work continued to implement PISA for the 2015 in April 2015 with the result disclosure by OECD in December 2016. At present, Viet Nam has been preparing for PISA 2018 to be tested in April 2017 and officially organized in April 2018.

MOET issued its guidance to education institutions to reinforce their quality self-assessment within schools.

The selection and training for national team to participate in regional and international Olympic contests have continued to renovate effectively. Vietnamese student teams who participated in Olympiads keep receiving good results.

Under the strict guidance of the Prime Minister, MOET has conducted national upper secondary education examinations from 2015, the result of which serves as a basis for both considerations, for the graduation from general education, and for the admissions of students into higher education and vocational training institutions. With a strong determination to educational renovation from the whole education sector, the strong involvement of the entire political system, the strong support from the public, the national upper secondary education examinations in 2015 were carefully prepared from central to local levels and conducted in a manner which is simple and cost-effective for the society and public. The exam results have reflected correctly competencies of learners, serving as a basis for consideration of graduation from upper secondary schools, and as an essential input for higher education and vocational training institutions for the admission of students.

5.4. Overall assessments

The renovations of school curriculum and textbooks have been carefully carried out which yielded certain results and received strong interest and consensus from the society.

Active teaching methods have proven their advantages; they have been widely applied and replicated across almost all provinces, serving as a platform for trying out new approaches and tough aspects within the school curriculum. It contributes to preparing teachers for the new school curriculum and textbooks after 2015. In addition, the renovations of professional activities in school have taken place, especially in professional briefings, class observations, experience exchange and lesson plan preparation, which have brought about positive effects in teaching and learning practices.

By the same token, renovations in testing and assessment methods have generated motivations for renovations of teaching and learning methods, as well as educational activities in school, preventing achievement disease in education. The 2015 National Upper Secondary Graduation Examinations have carefully been prepared, as planned, in accordance with the regulation, which was supported and agreed by the society, creating the foundation for further fundamental and comprehensive renovation of education and training system. The contests have also been organised to select and nourish national excellent students to

participate in international and regional Olympic competitions; the contests in science research among secondary students have also been effectively organised.

While substantial achievements have been reaped, the following shortcomings still exist:

- In many provinces, school infrastructure and equipment are insufficient or obsolete, resulting in major impacts on the process of renovating teaching methods.
- It has been revealed through the direction and guidance for implementation of the Circular 30 that the biggest obstacle for the renovations lies in the old-fashioned work habits and styles among educational managers, teachers, students, parents and society at large. The education sector should carry out propaganda and awareness-raising activities so that people have a better understanding of the merits of the innovative approaches in education as specified in the Circular 30.
- There have still been concerns from the public over the National Upper Secondary Graduation Examinations and university/college admissions.

6. Educational support for disadvantaged groups

Support in educational development for disadvantaged groups has constantly become a priority set out by the Party and State in socio-economic development policies in general and education policies in particular. It is due to this principle that the EDSP 2011-2020 clearly puts forth its guiding viewpoints in favour of implementing preferential policies for education, especially the investment and remuneration policies; prioritising State budget for universal education and special groups. Accordingly, under the Solution No. 4 under EDSP 2011-2020 on increasing sources of investment and renovation of financing mechanism for education is mentioned: “The state budget earmarked for education is prioritized for universal education; education particularly in difficult areas, ethnic minority groups and social policy beneficiaries.” Even more so, a separate solution within the EDSP has been devoted to strengthen support for educational development in particular for difficult areas, ethnic minority groups and social policy beneficiaries (Solution 6): a) Elaborate and implement policies to ensure equality in learning opportunities, support and prioritize educational development and manpower training for ethnic minority communities, disadvantaged areas, social policy beneficiaries and the poor; b) Put in place the incentive policy for teachers and educational administrators in ethnic minority communities and disadvantaged areas; c) Develop distance education and vocational education and expand the pre-university system. Develop the system of educational institutions specifically for people with disabilities, children affected by HIV/AIDS and street children as well as other disadvantaged children; and, d) Increase investments for special education; put in place the incentive policies for teachers who deliver special education and teach children with disabilities.

Many incentives to education development in disadvantaged areas have been given to ethnic minority and poor students. Ethnic minority, poor students and students in disadvantaged areas have benefitted the social assistance and tuition fee exemption. Many provinces established education centres for the children with disabilities, HIV, homeless children and other disadvantaged groups. Boarding and semi-boarding schools have been built at provincial and district levels. For the last five years, the government has given high priority in

budget utilization to special education and for students with disabilities. However, there is still no data on the budget allocation to special education and for students with disabilities for the last years to see the trend of the budget allocation.

6.1. Policies for ethnic minority and poor students

In the field of general education, many policies have been geared toward supporting ethnic minority students. Among these include Decision No. 85/2010/QĐ-TTg dated 21 December 2010 of the Prime Minister promulgating a number of policies on supporting semi-boarding students and ethnic minority semi-boarding schools in terms of meals and lodging expenses and the Decision No. 2123/QĐ-TTg of the Prime Minister approving the framework on educational development for ethnic minority groups in the 2010-2015 period. Also relating to supporting ethnic minority students policies, the Prime Minister issued the Decision 12/2013/QĐ-TTg on the social supports to upper secondary students, especially in disadvantaged areas, including the supports to food and accommodation for ethnic minority students and Kinh students from specially disadvantaged communes/villages.

These policies are particularly geared toward developing education models that are well aligned with socio-economic conditions of disadvantaged areas and helping ethnic minority children and children living in disadvantaged areas access the universal education services through ethnic minority semi-boarding and boarding schools.

Not only are there policies designed to support ethnic minority students, but also others exist to provide assistance to socio-economically challenging regions such as giving rice to students in exceptionally disadvantaged areas (Decision No. 36/2013/QĐ-TTg, dated 24 January 2013). Pursuant to the tasks assigned to the education sector in implementing the Decision No.1555/2012/QĐ-TTg of the Prime Minister on the National Action Programme for Children 2012-2020, in 2013, MOET developed the Action Plan for Children in the period 2013-2020⁸¹ with the specific objectives being: “Assist ethnic minority students and those from socio-economically disadvantaged areas in access to schools”, and two solutions associated with disadvantaged children requiring support: 1) Strengthen support in educational development for disadvantaged areas, ethnic minority regions, child caregivers with disadvantaged backgrounds; and 2) Finalize legal documents and policies related to children and child’s rights, especially ethnic minority children, children with disabilities and disadvantaged children.

By virtue of this Plan, disadvantaged children enjoy the exemption or reduction of tuition fees in accordance with the Inter-Ministerial Circular No. 20/2014/TTLT-BGDDT-BTC-BLDTBXH Guiding the implementation of selected articles of the Decree No. 49/2010/ND-CP dated 14 May 2010 of the Government providing exemption and reduction of tuition fees, financial support toward learning costs, and mechanism for collection and utilization of tuition fees for educational institutions of the national education system from 2011-2012 academic year to 2014-2015 academic year and Decree No. 74/2013/ND-CP dated 15/7/2013 of the Government amending and supplementing selected articles of the Decree No. 49/2010/ND-CP.

⁸¹ Ministry of Education and Training. 2013. *Plan 129/KH-BGDDT on Action Plan for Children of the Education Sector*.

It can be noted that in the 2010-2015 period, quite a number of policies have been promulgated as supporting tools and due attention paid towards ethnic minority children. These policies gave rise to the enrolment and attendance of ethnic minority children in schools while reducing dropouts and removing certain barriers in learning and travel, among others.

6.2. Support for other disadvantaged groups (e.g., children with disabilities and disadvantaged children)

Currently, in the whole country, there are roughly 1.2 million children with disabilities, of which the children with intellectual disability make up the biggest share: 28.36%. These are disadvantaged children who require support for community inclusion and have rights for enabling conditions and opportunities for development. Along with the solutions set out in the EDSP 2011-2020, the Government has promulgated the Decision No. 647/QĐ-TTg dated 26 April 2013 of the Prime Minister Approving the Scheme on Caring for Helpless Orphans, Neglected Children, HIV/AIDS-Infected Children and Children Being Victim of Toxic Chemicals, Seriously-Disabled Children and Children Influenced by Natural Disasters, Other Disasters that Relies on Assistance of Community in the period 2013-2020.

One year prior to the birth of this Decision, in 2012, MOET and the Ministry of Labour, Invalids and Social Affairs (MOLISA) jointly issued Inter-ministerial Circular No. 58/2012/TTLT-BGDDT-BLDTBXH providing the conditions and procedures for establishment, operation, suspension, dissolution and re-organization of Inclusive Education Centres. The birth of this Circular has been expected to lay down the legal corridor for establishing high-performing centres in all 63 provinces. These centres shall provide information, materials, syllabi and support to parents and supply early identification and interventions and other such services of value to persons with disability and their families. They also operate within a network of inclusive education service providers, serve as a bridge between parents, teachers and healthcare staff.

To ensure better access to schools among children with disabilities, in 2012, MOET promulgated the Circular No. 50 amending and supplementing the Regulations on raising the age for starting Grade 1 for children with disabilities from 6 to 14. By 2013, the Joint Circular No. 42 of MOET, MOF and MOLISA was promulgated to guide the admission, enrolment, exemption and reduction of tuition fees and waiver of partial curriculum requirements and allow schools to request funds for supporting inclusive education for children with disabilities.

Not only have enabling conditions been provided for disadvantaged children in terms of learning space, infrastructure, admission and tuition fees, but care has also been given to testing and assessment. Specifically, in the Circular No. 30/2014/TT-BGDDT dated 28 August 2014, a number of articles have been dedicated to assessment of students with disabilities toward equity and opportunity available for children with disabilities for inclusion.

Among remarkable contributions in terms of developing and implementing policies for disadvantaged children includes the Government's promulgation of the Decree No. 28/2012/ND-CP of April 10, 2012, detailing and guiding a number of articles of the Law on Persons with Disabilities. Accordingly, the relevant ministries and sectors have elaborated and issued Joint Circular No. 42/TTLT-BGDDT-BLDTBXH-BTC dated 31 December 2013 providing education policies for persons with disability, including: priority in admission and enrolment;

waiver of partial course requirements in curriculum, subject matters or curricular activities; assessment of educational outcomes; policies on tuition fees; policies on scholarships and supply of learning equipment and aids. Furthermore, this joint circular applies to persons with disabilities studying in educational institutions that offer educational services to persons with disabilities, Inclusive Education Centres, and organizations and individuals concerned.

It can be reaffirmed that the implementation of the foregoing support policies has helped create favourable conditions and opportunities for disadvantaged children. As a result, there are currently more than 400 care facilities centres across the country bringing together social policy beneficiaries, including 300 publicly-owned facilities and over 100 facilities set up by social, religious and private organizations, feeding and taking care of some 20,000 exceptionally disadvantaged children.⁸² According to statistical data from MOET, there are currently 1,300 crèches, 71,873 crèche kids, 52,606 primary students, 14,073 lower secondary students, and more than 2,300 upper secondary students with disabilities who attend education institutions. Also, according to the reports submitted by 41 out of 63 provinces, at the provincial level, there are seven Inclusive Education Centres (resource centres), 11 special schools, and 140 inclusive schools. At district level, there are 177 semi-inclusive schools, 1,820 inclusive schools, and 33 special schools. At commune level, there are 205 semi-inclusive schools, 1,236 inclusive schools but no special school.⁸³ Nevertheless, in order to realize the objective that by 2020, 70% of persons with disabilities will have studied in inclusive classes, stronger efforts are required from both the Government and the society as a whole. This is because, as of date, the majority of special schools are located in urban areas, whereas 75% of persons with disabilities live in rural areas (ILO, 2013). Even more so, the survey findings from selected provinces reveal the limited awareness among society members of rights for inclusion exercised by children with disabilities as well as the poor conditions provided by family and community to enable children with disabilities to attend schools. Finally, the stocktaking, screening and assessment of children with disabilities prevalent in community and schools have still been carried out arbitrarily and in different forms, leading to the limited policy planning, support and interventions for these children.

6.3. Support for school administrators and teachers in disadvantaged areas

Alongside the policies and solutions that strengthen access to education among disadvantaged children, in recent past, the policies that support school administrators and teachers in disadvantaged areas have also been laid down and brought to life. A typical example includes the continued implementation of the policy of nomination-based education in accordance with the Decree No. 134/2006/ND-CP, making a major contribution to the supply of school administrators and teachers from ethnic minority and mountainous backgrounds, especially in disadvantaged areas. Moreover, the Government has also promulgated two Decrees, i.e., Decree No. 19/2013/ND-CP dated 23 February 2013 amending and supplementing a number of articles of Decree No. 61/2006/ND-CP dated 20 June 2006, issuing the policy on teachers and educational managers working in special schools in areas

⁸² Data provided by MOLISA. 2015.

⁸³ Nguyen, Thi Hoang Yen, and Thi Bich Thuy Nguyen. 2015. *Inclusive Education in Viet Nam - Assessments from Policy*. Ha Noi, Viet Nam: Conference on 20 Years of Inclusive Education in Viet Nam. Viet Nam Institute of Educational Sciences.

with exceptionally difficult socio-economic conditions, and the Decree No. 116/2010/ND-CP dated 24 December 2010 of the Government, concerning the policies on cadres, public servants and officers and the salaried persons in the armed forces (that is, people's army and people's public security forces) working in the areas with extremely difficult social-economic conditions. These legal bases have somehow helped school administrators and teachers in these areas overcome difficulties in their living conditions and thus feel more secure to stay in their jobs.

Given the practical requirements on offering learning opportunities to children with disabilities, policies concerning benefits for school administrators and teachers working in special disciplines have also been taken care of. Many teacher education institutions have opened special education programmes as a training specialty or at least included special education into the training package as a course. Annually, around 800 university graduates specialize in special education and this number continues to grow. Curriculum for special education has constantly been renovated, with support from international lecturers and partners. This provides strong evidence that more and more teachers with necessary qualifications are available to take care of children with disabilities.

In addition, policies concerning teachers working in special schools have also been given due attention. Examples include stipulations under Clause 2, Article 7 of the Government's Decree No. 28/2012/ND-CP of 10 April 2012, detailing and guiding a number of articles of the Law on Persons with Disabilities. Specifically, these stipulations concern allowance regime, incentive policy for educational managers, teachers, and teaching assistants in the field of education for persons with disabilities, as follows: *"1. The following beneficiaries shall enjoy incentive policy as provided for in the Decree No. 61/2006/ND-CP dated 20 June 2006 issuing the policy on teachers and educational managers working in special schools in areas with exceptionally difficult socio-economic conditions: a) Teachers, educational managers who directly do the teaching, manage persons with disabilities through special education mode in special education institutions, Inclusive Education Centres development; b) Teachers who directly teach persons with disabilities through special education mode in education institutions that do not fall under Point a of this Clause; 2. Teachers who directly teach persons with disabilities through inclusive education mode other than provided under Clause 1 of this Article shall enjoy incentive allowances."*

However, apart from teachers who have received pre-service training in the right specialization, many teachers who currently teach children with disabilities have not received any training on how to work with children with disabilities. Survey findings show that up to 65% of teachers have no access to training programmes on inclusive education and 73% of teachers do not get any support from inclusive education centres or networks to help improve their competencies and skills.⁸⁴ Therefore, the solution that warrants attention at this point is to implement policies on delivering training programmes to educational managers and teachers of children with disabilities from central to local level, ensuring sufficient quantity and good quality alongside the development of a system that supports education for children with disabilities across all regions of the country.

⁸⁴ According to a research study on the preparedness for education for children with disabilities covering eight provinces and cities in Viet Nam (An Giang, Kon Tum, NinhThuan, HCMC, Lao Cai, Gia Lai, Dong Thap, Dien Bien) jointly carried out by MOET, Toronto University, Australian Embassy and UNICEF.

6.4. Overall assessments

Generally, in the 2010-2015 period, the objectives, solutions and policies concerning disadvantaged groups such as ethnic minorities, poor children or children with disabilities, to name a few, as well as policies for development of physical infrastructure, educational personnel working in disadvantaged areas and/or in special education institutions have been actively implemented. This is attributable to the due attention paid by the Party and State, and the education sector in regard to realizing objectives of providing equal and universal education for all. Nevertheless, the network of schools and classrooms has yet to be sufficiently developed; the capacity of school administrators and teachers in the field of special education remains limited; the awareness level among community members of inclusive education for disadvantaged children remains inadequate. All of these factors continue to constitute challenges that stand in the way for the education sector in the coming period toward realizing objectives on inclusive education.

Chapter 6. Recommendations

Recommendation 1. Continue to give high priority to disadvantaged children and poor areas to ensure inclusive and gender equality education

1.1. Public investment restructuring in education sector to ensure high priority given to general education development, especially to disadvantaged children and poor areas

Because of difficulty in raising the percentage of the state budget expenditures to education and training, there should be public investment restructuring within the education sector so that higher proportion of the state budget given to the education and training will be spent on general education development. The higher education governance should be renovated to attract more private investment and FDI for the higher education and training to leaving more public resources for renovating teaching and learning methods in general education development, as the foundation for human development.

The enhancement of the authority and accountability in education finance should be made to allow the provinces/cities, which are independent in their state budget, to use their own budget for implementing education development financing initiatives, such as Public-Private Partnership (PPP) and public investment with private management.

For the state budget allocated to general education, high priority should be given to disadvantaged children and poor regions or the regions with problems in education, like Central Highlands and Mekong Delta, to reduce the gaps between ethnic minority groups and Kinh and Hoa groups, and between regions in education access.

To promote inclusive education with gender equality, inclusion, gender and climate change should be mainstreamed in general education related PIP designing, appraisal, approval and budgeting.

1.2. Study and promulgate suitable policies/initiatives to promote inclusive and gender equality education development

For ethnic minority regions to overcome the language barriers, it is necessary to train Vietnamese to ethnic minority children from pre-school level, searching the solutions, which are more suitable to local conditions and cultures, like promoting bilingual classes for the first year students of primary education. For children with disabilities and the most disadvantaged children, the involvement of communities (social organizations, individuals) should be encouraged with diversified modalities, like classes with love and special classes, to increase their access to education.

The establishment of special centers for students with disabilities in feasible regions/provinces should be considered to enhance the access to education by the children with disabilities. For remote areas, it is recommended to continue upgrading or newly establishing boarding schools, semi-boarding schools or village classrooms to help students to overcome long distance from their home to schools or other barriers.

The involvement of non-government institutions, like churches, temples and local communities, is encouraged in supporting education access and learning to disadvantaged children.

The IECs should be enhanced to raise the awareness of education importance to people and parents in remote and minority areas.

Recommendation 2. Moving the focus from ‘quantity’ to ‘quality’ in education development

2.1. Continue renovation towards competency-based teaching and learning

Competency-based teaching is a necessary tendency to be continued although there is no data on the competency-based teaching and learning performance because it has been laid out recently. However, from interviews with various students, teachers and education managers in three provinces/cities the evidences of their support and the initial achievements from the renovation towards competency-based teaching and learning have been found.

The efforts to renovate teaching methods that focus on competency development should be continued as this will become an indispensable trend. The implementation of such renovation activities should be linked with changing mind sets, raising awareness and building capacity for local authorities, school administrators and teachers, taking into consideration enabling conditions in school such as infrastructure, equipment, textbooks and materials to ensure the uniform, effective and quality delivery. The highest priority in the coming five years should be given to renovating the education curriculum to be relevant to the competency-based teaching and learning.

2.2. Improve the quality of teachers and education managers

It is recommended to diversify the methods of training and retraining to teachers and education managers to meet the new requirements for applying competency-based teaching and learning. The period of those trainings should be longer with more focus on practicing modules and on-the-job training. More relevant incentives should be given to teachers and education managers to be trained by themselves for lifelong learning.

The quality and effectiveness of teacher training should be enhanced with promoting renovation of pre-service teacher training as the prerequisite conditions for sustainable renovation in education development. It is recommended to consider the upgrading the primary education teacher qualification standards to college level to meet the new requirements from the current practice. It is also recommended to consider to introduce relevant policies to encourage teachers and education managers, especially those who work in disadvantaged areas or in integrated classes based on their work loads and features to ensure their contributions are recognized and sufficiently paid to give motivations to teachers and education managers. Infrastructure, textbooks, teaching aids and equipment should be relevant to the renovation of teaching and learning methods.

The recruitment and promotion of teachers and education managers should be transparent and based on the job description, and adequate autonomy in personnel management should be given to educational institutions to improve the quality of recruitment and promotion of teachers and education managers.

2.3 Enhance IT application in teaching and learning

It is recommended to promote distance learning and e-learning models, and community learning centres in order to increase opportunities for quality access, encourage self-learning, and encourage lifelong learning methods to create enabling conditions for building a learning society. Creating favourable conditions for educational managers and teachers are recommended to undertake self-learning to improve their professional capacities.

It is also recommended to enhance IT application in communication and awareness raising of climate change to students, teachers and managers, along with mainstreaming climate change knowledge into the current education curriculums.

2.4. Review and examine the new methods and forms of assessments

It is recommended to review the implementation of the renovation initiatives, including the application of a new school model and a “hands-on” approach to serve as a basis for proper adjustments and to make a decision on adjustment or scaling out those new initiatives. It is also necessary to evaluate key policies to make timely adjustment to prevent possible negative impacts.

The policies in general education student performance assessment should be reviewed to develop a more comprehensive and effective legal framework on this topic.

International experiences in student assessment should be continuously learnt through reviewing international methods of student assessment and participating in international events, such as PISA, PASEC, Teaching and Learning International Survey (TALIS), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

Recommendation 3. Enhance efficiency in resource utilization for educational development

3.1. Enhance public investment management in education sector

To enhance public investment management (PIM), each of the eight steps (as describe in the section 4.1. in Chapter 4) should be enhanced. The education PIM enhancement depends strongly on improvement of the national legal framework and guidelines at national level. However, some rooms are left for MOET and education agencies to improve the efficiency of PIM in education sector.

PIM improvement should start with planning reform. The planning practice should be renovated towards being results-based (see more detail in the section 3.2 in Chapter 5). The National Socio-Economic Development Strategy (SEDS), EDSP, and medium-term education plan documents must be specific enough, and have sufficient coherence and authority to guide public investment. Those documents should be used for screening concept notes and pre-feasibility study of education and training new PIPs to be included in the MTIP. MOET should cooperate with the Ministry of Planning and Investment (MPI) in introducing the guidance for screening PIPs to be included in the MTIP.

To have effective project appraisal, MOET should cooperate with MPI in introducing the guidance for project development (standard and well-defined set of procedures) for

education PIPs and appropriate techniques for education PIPs feasibility study appraisal, including the guidance on the appraisal of PIPs. Step 3 (independent review of appraisal) has not been paid attention by the Government so far. Therefore, MOET should consider for setting a unit with the functions of an independent appraisal review of the PIPs under MOET appraisal authority to mitigate the risk of wrong appraisal.

MOET should issue the internal regulation and principles on project selection and budgeting to ensure that only projects that have been subject to thorough appraisal and have been independently reviewed, are selected for funding in the budget. Electronic procurement should be encouraged to enhance the transparency and accountability in public procurement. MOET should introduce specific mechanisms to trigger a review of a project's continued justification if there are material changes to project costs, schedule, or expected benefits to prevent from cost overrun and losses. The education/school infrastructure registers should be maintained and subjected to external audit. As required by the Law on Public Investment, the Decree 84/2015/ND-CO, and Regulation on PIPs M&E and oversight, MOET and education agencies should improve the M&E of the PIPs in education sector. PIPs monitoring practice should be renovated firstly with the strengthened capacity in education project development (clear results chain in project design and close link of project outputs to the outcomes and impacts targets set in education sector strategy and plan). Post evaluation should be paid attention along with ex-ante and mid-term evaluation.

3.2. Renovate educational planning, budgeting and monitoring and evaluation

To effectively use resources for education, it is first and foremost important to renovate educational planning as well as the monitoring and evaluation of the plan implementation in accordance with results-based planning, monitoring and evaluation approaches, with gender equality, inclusive education and climate change response aspects mainstreamed for sustainable development. The plan must be prepared with the participation from all relevant stakeholders in order to set out clear and specific targets and show the contributions made by education to the people. Also, the objectives set out in the plan must be strategically envisioned; they should be linked with specific, measurable and achievable targets in the planning period. Plans should show logical links between strategic objectives to specific ones and to solutions (programmes/projects/policies) and resources.

In regard to the educational planning among schools, the participation from community representatives, local authorities and other relevant stakeholders is of crucial importance. Schools need to work closely with the local community and authorities to capture the number of children expected to be enrolled in the five-year planning cycle, including children with disabilities, ethnic minority children, and poor children, and their educational needs; determine the ability to provide educational services by social organizations, pagodas, churches, and private providers; and establish the ability of the school to mobilize resources for school development. Doing so will help the school develop accurate targets in regard to educational access and expected teaching and learning outcomes.

To determine the contribution of the education sector to the society, the monitoring and evaluation of the plan implementation should be strengthened in a results-based manner. The monitoring and evaluation system for the education development plan implementation should be improved to provide adequate, timely, reliable and disaggregated data by sex,

income groups and regions from all relevant agencies for situation and development trends analysis, forecasting, and assessing the enablers to human development to help policy makers to introduce good policies to education development, especially the policies for the most disadvantaged groups, such as children with disabilities and ethnic minority children in disadvantaged areas.

3.3. Improve the legal framework to increase the autonomy of education management and service delivery institutions in parallel with transparency and accountability

Instead of focusing on school infrastructure development and increasing enrolment rate targets as before, the focus of the second phase EDSP should be moved from quantity to quality, from outputs to outcomes. The transparency and accountability of education service delivery institutions should be enhanced through promoting participation in education development. To increase the social responsibilities of education service delivery institutions with improved transparency and accountability and to enhance the oversight over state agencies by social organizations and communities, it is necessary to improve the legal framework to make the regulation on autonomy and social responsibilities of education service delivery institutions better enforced and to promote IECs for social organizations, communities and people to involve in overseeing education institutions.

MOET should coordinate with other ministries and agencies in further improving the legal framework to help education service delivery institutions autonomous in both financial and personnel management, especially in teacher and education manager assessment, promotion and recruitment. The Decree No. 16/2015/ND-CP stipulating the autonomous mechanism for public non-business units is aimed at addressing the concerns arising out of the implementation of autonomy and accountability for task performance, organizational structure, staffing and financing of public non-business units. However, the articles in the Decree must be spelt out more specifically. As an example, the autonomy over staffing issues as stipulated at the Article 7 “Public non-business units shall prepare its job positions and civil servants structure as per professional titles and submit them to competent authorities for approval; recruit and select, utilize, appoint, remove, praise and reward, discipline and manage civil servants and labourers in accordance with the prevailing rules of law; hire contracted workers to carry out tasks.” may be difficult to implement for almost all schools due to the absence of the Regulations on Job Positions. MOET should work with MOHA to develop the framework on job positions for schools based on which they can establish job descriptions, setting a condition for exercising autonomy over staffing issues among schools.

3.4. Enhance the coordination between sectors and administrative levels to improve non-education policies and mechanisms that are related to educational development

Educational development entails close collaboration among sectors and administrative levels in preparing and implementing various socio-economic development policies outside education sector. For example, to help poor children and ethnic minority children to enjoy equal access to education, it is important to establish a strong partnership among sectors, particularly between education sector and labour, invalids and social affairs sector to introduce relevant social security policies. Similarly, to overcome difficulties in educational access faced by poor migrant children, it is important to establish a strong collaboration between police sector and construction sector, or between planning and investment sector and education sector to review the regulations on admission procedures applied by public-

run schools. Last but not least, it can be stipulated that schools be built in industrial zones or urban areas when it comes to appraising and approving such urban area/industrial zone development projects.

Education agencies should coordinate closely with other sector agencies in their localities, including planning and investment, finance, and home affairs, in implementing the incentives, given to teachers and education managers for ensure high effectiveness of the issued policies.

Education agencies also have to coordinate with home affairs agencies to introduce the relevant legal framework to encourage social organizations to involve in delivering education services in general and special education services in particular to improve the access to education by ethnic minority, disadvantaged, poor, migrant children and children with disabilities.

In addition to the policies, issued by the national agencies, People Committees at local levels should introduce their local incentives to improve the physical and psychological conditions for their teachers and education managers to encourage them to stay sustainably with their profession and to increase education performance, especially in the socio-economically disadvantaged areas.

The school-industry partnership and inter-agency coordination should be enhanced to improve the career guidance effectiveness, increasing the percentage of students graduating from upper secondary education level.

Recommendation 4. Consider adjustments to some targets of the EDSP for the 2016-2020 period

On the basis of reviewing and examining the progress and achievements made against objectives set out in the EDSP 2011-2020 as of 2015, this ESA Report suggests reviewing objectives for the latter period 2016-2020, as follows:

4.1. Adjustments in terms of educational access

Efforts should be made to consider the possibility for realizing the target of correct-age enrolments in lower secondary education (to achieve 95% by 2020) and the target of having 80% of age-group young people who will achieve qualifications of general education or equivalents. In recent years, although dropout rates in lower and upper secondary education have reduced, they still remain high and run the risk of un-sustainability. Even in certain localities, especially in socio-economically disadvantaged regions such as Central Highlands and Mekong River Delta, there is a sign of increasing dropouts. To realize these targets, strong solutions are required to increase the NERs in lower secondary education, especially in disadvantaged and ethnic minority areas, as well as increase the effectiveness of career orientation, attracting upper secondary-aged youth to different forms of education for completing this education level.

To achieve the target of having 70% of children with disabilities attending schools, it is vital to have this indicator in the statistical system to have data for monitoring, and to take the relevant measures to bring children with disabilities to school. According to the out-of-school children research report (2012), the rate of out-of-school children with disabilities was 90.9%

in 2009. This is not at all a small figure. Nevertheless, the annual overall enrolment rate among children with disabilities is trivial. Furthermore, the concept 'disability' is not clearly defined and open to interpretation, leading to the limited, inaccurate or even incomplete data and information systems on children with disabilities. To achieve this target, great efforts are required in terms of learning conditions and capacities of teachers in teaching children with disabilities. Synergy from civil society organizations is also required.

4.2. Building competencies for students

As reflected in the EDSP objective that 'quality of education is to be enhanced in a comprehensive manner, including creative, practical competencies', it is suggested to determine the extent to which competencies are built and developed in a phased manner on the basis of enabling conditions already analyzed. In its current form, this objective is too general to determine by when it should be accomplished because there is no relevant target set to measure this objective achievement.

4.3. Adjustments in terms of teaching workforce

If enabling conditions for standardizing teacher qualifications cannot be ensured, adjustments should be made to the targets of the proportion of highly qualified teachers across learning levels, because those teachers who find it hard or discouraging to upgrade their qualifications mostly include old teachers, teachers from ethnic minority backgrounds and those who live in disadvantaged areas. Moreover, the implementation of new general education curriculum, which is expected to start in 2018, will entail the changes in standards and criteria for teaching workforce in a way that facilitates integrated and differentiated teaching practices. Accordingly, instead of paying attention to upgrading training qualifications, efforts should be shifted toward professional trainings linked with the renovation of teaching methods and new curriculum and textbooks.

Chapter 7. Conclusions

1. Contributions by the education sector analysis

The education sector analysis (ESA) has contributed to reviewing key objectives set forth in the EDSP 2011-2015, with a strong focus on objectives on educational access, teaching workforce, physical infrastructure, teaching and learning conditions, renovations of teaching methods in a way that develop students' competencies, renovations of school management mechanisms, and other relevant sections such as career orientation, community participation, gender equality, enrolments among children with disabilities, and so forth.

On the basis of the review of the implementation of above-mentioned objectives, the Report has pointed out difficulties, challenges and proposed plausible recommendations for possible adjustments to be made to some objectives and solutions set out in the EDSP in line with contextual factors in the period 2016-2020. These possible adjustments are related to targets on NERs, qualifications of teachers and some other relevant aspects.

The Report has pointed out and updated key issues regarding the socio-economic development that may have implications on educational development, including, for example, budgetary investments for education, international integration and social factors (demographic dividend, migration, child labour, gender equality and poverty). Through this exercise, both opportunities and challenges are presented ahead of the second phase of the implementation of EDSP (2016-2020).

Within the scope of the ESA, an in-depth thematic research study has also been conducted related to teaching and learning approaches that develop learners' competencies in schools. The survey findings in three provinces: Ha Noi, Gia Lai and Long An have also found initial achievements as well as challenges faced in renovations of teaching and learning approaches aimed at developing three groups of skills for students. These groups include: self-learning, creative and problem-solving, and collaborative skills. The research study has also shown reasons and limitations of renovations of teaching and learning approaches that develop competencies associated with awareness, implementation guidance, enabling conditions on capacities of educational managers and teachers, physical infrastructure, materials, and equipment.

The Report serves as a reference material for researchers to continue to more deeply explore findings presented herein. It also serves as the material for policy-makers for monitoring, evaluating and making timely adjustments to the EDSP objectives in line with educational development practices.

2. Proposed orientations for follow-up research

The process of preparing the ESA Report in the field of general education points to key issues which need further research, discussions and elaborations in the coming time, especially in the time that the Sustainable Development Goals (SDGs) were launched in September 2015. These include:

1. Conduct research on effectiveness and impact of the school autonomy policy implementation; review influential factors and their applicability under specific circumstances of each locality and type of education institutions to ensure effectiveness and efficiency of autonomy policies.
2. Develop assessment tools and measures to gauge the extent to which students' competencies are achieved, alongside the traditional methods for learning assessments based on knowledge and skills acquisition. Students' competency assessments should be undertaken before and during the implementation of the teaching and learning activities that develop competencies to help keep track of the development and change in competency levels among students.
3. Develop policies and solutions that generate motivation for school teachers in the context of radical and comprehensive renovation of education and training.
4. Develop a database for monitoring and classifying children with disabilities by education institutions and local community, whereby to take control of the situation regarding the special education needs and introduce timely support policies and interventions such that every child has a right to education.
5. Continue to study the barriers and difficulties in educational access among disadvantaged children, girls, ethnic minority children, children from remote and mountainous areas, and children at-risk of dropping out for premature labour to introduce interventions and policies that support and increase educational accessibility for these groups.
6. Explore models and mechanisms for education financing in the context of international integration: PPP, socialization models, cooperatives, and public investments to mobilize investment resources from organizations and individuals for the sake of educational development; consult and learn from advanced school management models for possible replication into Viet Nam.
7. Assess effectiveness of career orientation activities in schools that are underway in schools to draw experience, and propose career orientation models for ensured efficiency, linking with the practical needs of learners in selecting a career path for their own, especially in the context of distinctly-streamed general education.
8. Continue to expand education sector analyses at different levels of education on a regular basis to keep track of changes and updates on educational development and enrich the information, reporting and communication systems on national education status.

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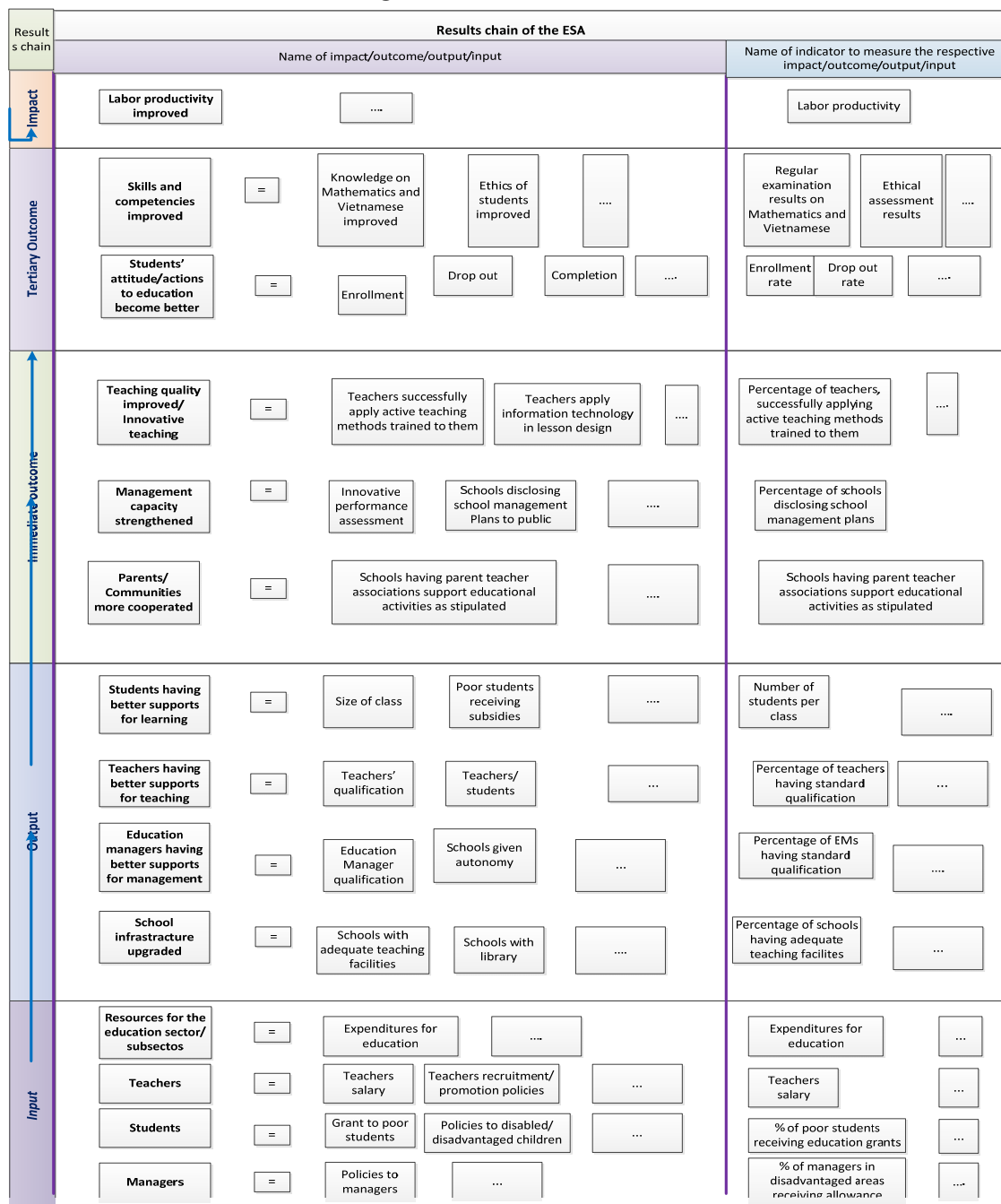
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Annexes

Annex 1. Results chain for the ESA

Figure 1. Results chain for the ESA



Annex 2. State budget expenditures for education and training, FDI and ODA

Table 1: State budget capital expenditures in constant 2010 prices by sector (VND Billion)

Year	2010	2011	2012	2013	2014
Total	316,285	287,242	325,918	351,005	379,712
Education and training	12,493	11,748	17,241	19,726	20,315
Percentage (%)	3.95	4.09	5.29	5.62	5.35

Source: GSO

Table 2: State budget expenditure for education and training in the 2010-2015 period (VND Billion)

Description	2010	2011	2012	2013	2014	2015*
Total state budget expenditure	788,358	706,428	852,760	917,190	1,006,700	n/a
Total recurrent expenditure	403,151	498,122	651,060	718,790	704,400	n/a
Recurrent expenditure for education and training	78,206	99,369	135,920	164,401	174,480	184,070*
Recurrent expenditure for education and training as a percentage of total recurrent expenditure (%)	19.4	20	21	23	25	
State budget capital expenditure for education and training	12,493	13,833	21,709	24,930	25,898	33,756*
Total state budget expenditure for education and training	90,699	113,202	157,629	189,331	200,378	217,826
State budget expenditure for education and training as percentage (%) of state budget expenditure	12	16	18.5	20.6	20	20*

**The data for 2015 has not been published on the GSO's website. The data in the table was retrieved from thoibaotaichinhVietNam.vn, on 21/9/2015, "Ensuring 20% of total state budget expenditure for education and training".*

Source: GSO

Table 3: Society-wide investments in constant 2010 prices by sector (VND Billion)

Year	2010	2011	2012	2013	2014
Total	830,278	770,087	812,714	872,124	957,621
Education and training	23,580	22,256	25,113	21,541	22,695
Share (%)	2.84	2.9	3.1	2.47	2.37

Source: GSO

Table 4: FDI funds for education and training

Year		No. of newly-granted projects	Newly-registered funds (\$US million)	No. of projects that have funds increased	Increased registered funds (\$US million)	Total newly registered and increased funds (USD million)
2015	Total FDI funds	1,855	13,554.4	692	6,666.2	20,221
	Education and Training	36	28.5	3	1.4	30.0
	%	1.94	0.21	0.43	0.02	0.15
2014	Total FDI funds	1843	16,503.8	749.0	5,417.9	21,922
	Education and Training	25	77.26	2.0	0.2	77.5
	%	1.36	0.47	0.27	0.0037	0.35
2013	Total FDI funds	1,530.0	14,482.8	590.0	7.869,5	22,352.2
	Education and Training	15.00	86.79	9.00	41.18	127.97
	%	0.98	0.60	1.53	0.52	0.57
2012	Total FDI funds	1,100.0	7,854.1	435.0	5,159.2	13,013.3
	Education and Training	6	14	4	72.38	8,647
	%	0.55	0.18	0.92	1.40	0.66
2011	Total FDI funds	1,186	15,598.1			
	Education and Training	13	11.2			
	%	1.1	0.1			

Source: Author's calculations from data of General Statistics Office and Foreign Investment Agency (FIA), MPI (fia.mpi.gov.vn)

Table 5: Signed ODA funds by sector in the 2011- 2015 period (\$US Mil.)

Sector	Total ODA and concessional loans	Of which		Percentage (%)
		ODA and concessional loans	Grants	
1. Transport	9,913.73	9,565.94	347.79	35.68
2. Environment (water supply and drainage, climate change responses, etc.) and urban development	5,181.26	5,048.76	132.51	18.65
3. Energy and industry	4,762.50	4,730.15	32.34	17.14
4. Agriculture and rural development – hunger eradication and poverty reduction	2,632.23	2,514.79	117.44	9.47
5. Health and social affairs	1,292.30	1,073.12	219.18	4.65
6. Education and training	930.13	767.85	162.28	3.35
7. Others (science, technology, institutional strengthening, etc.)	3,070.14	2,827.35	242.79	11.05
Total in the 2011- 2015 period	27,782.29	26,527.95	1,254.34	100.00
Total in the 1993- 2012 period	58,363.28	51,607.32	6,755.96	
Total ODA for education and training in the 1993-2012 period	2,446.73	1,793.78	652.95	4.19%

Source: Ministry of Planning and Investment

Table 6: ODA funds for education and training by learning level in the 2004-2014 period

Category/ learning level	Total ODA funds 2004- 2014	Pre-school education	General education	Tertiary education	Educational Management
Percentage (%) of the total	USD1,799.32 million	6%	54%	38%	2%

Source: DPF, MOET, 2015

Table 7: ODA funds to education sector in the 2011- 2015 period (USD Million)

ODA signed/years	2011- 2012	2013	2014	First six months 2015
ODA in Education and Training	472,82	274,6	0	80

Source: Author's calculations from the MPI list of ODA projects signed annually

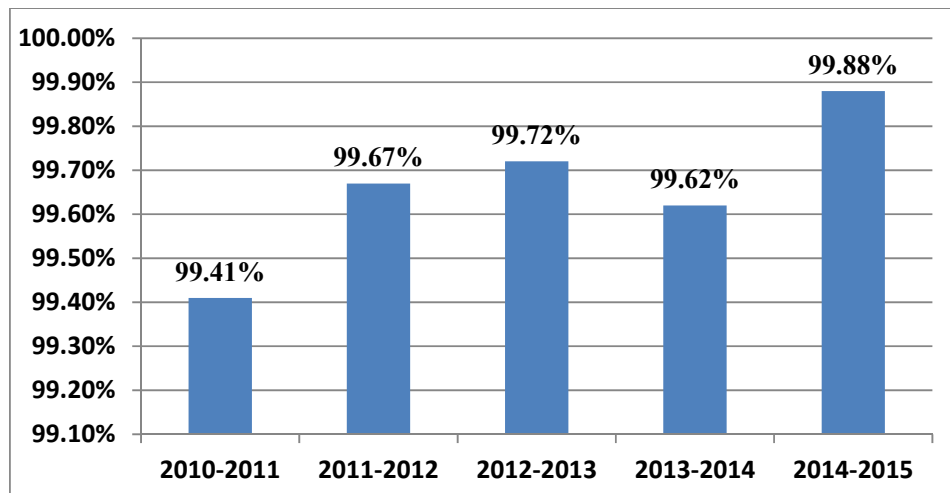
Table8: International support to education sector, including from INGOs (USD Million)

	2013	2014	2015	2016 and thereafter
International support to education sector, including from INGOs	161.36	151.48	142.95	250.53

Source: Data provided by the development partners to UNESCO in 2013 and 2015

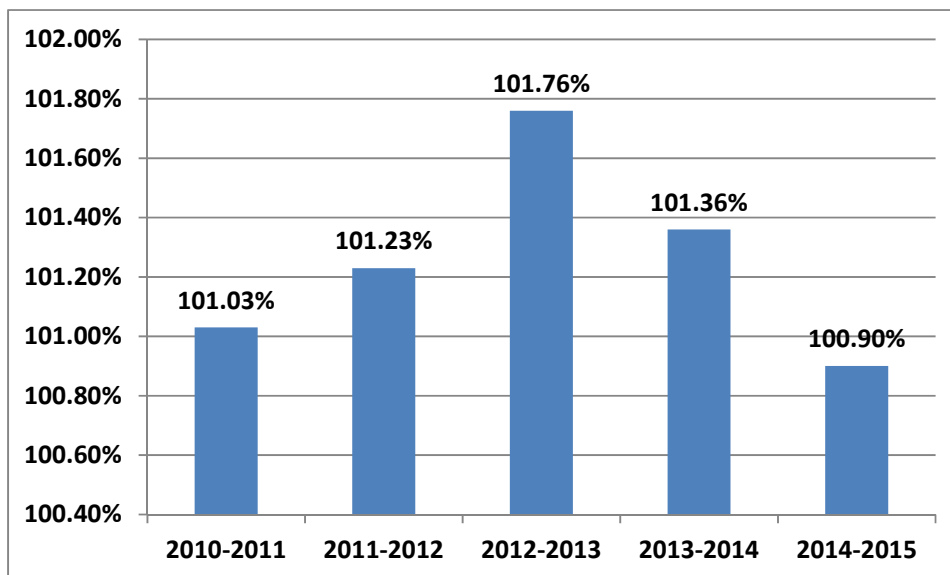
Annex 3. Enrolment by education levels

Figure 1: Net Enrolment rate of grade 1, 2010-2011 to 2014-2015



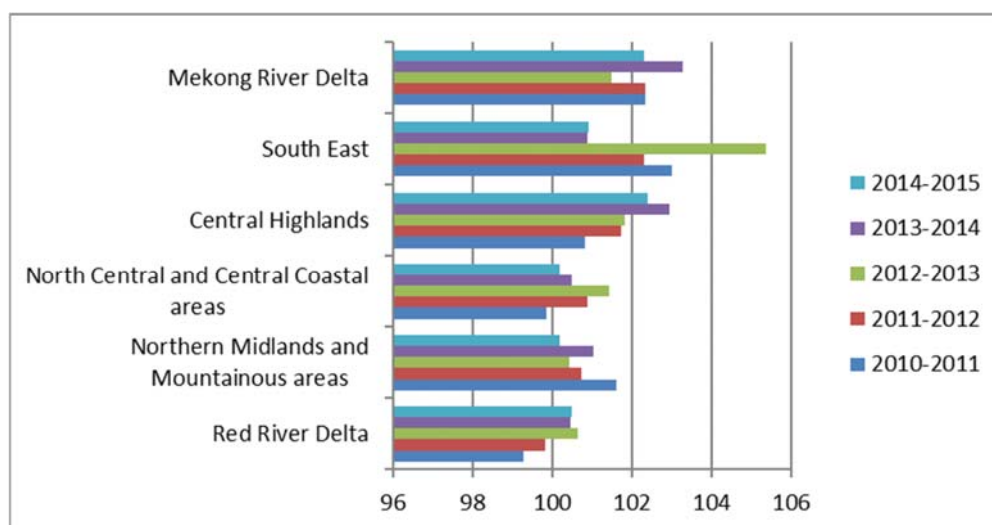
Source: MOET's statistics

Figure 2: Gross enrolment ratio of primary education, 2010-2011 to 2014-2015



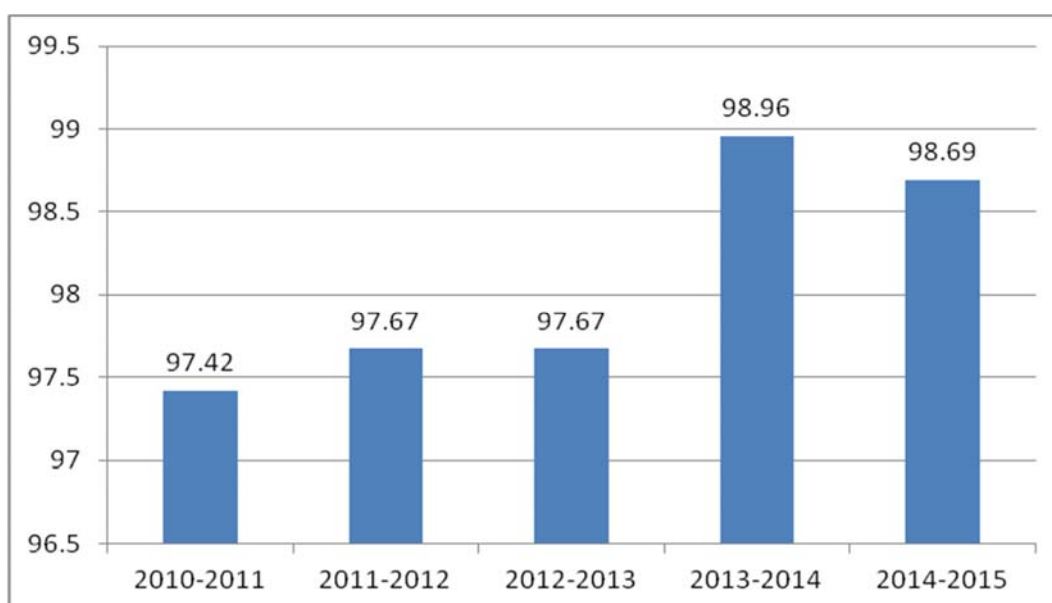
Source: MOET's statistics

Figure 3: Gross enrolment ratio of primary education by regions, 2010-2011 to 2014-2015



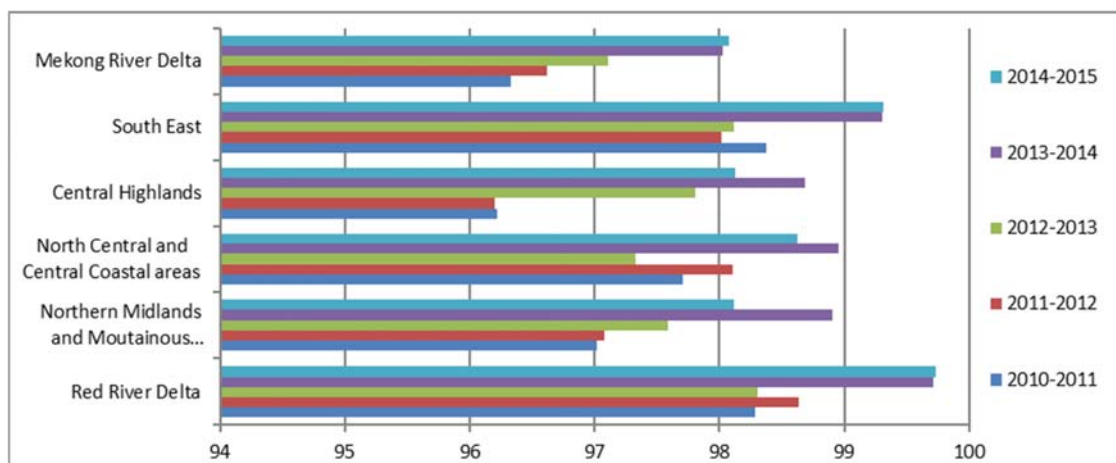
Source: MOET's statistics

Figure 4: Net enrolment rate of primary education, 2010-2011 to 2014-2015 (%)



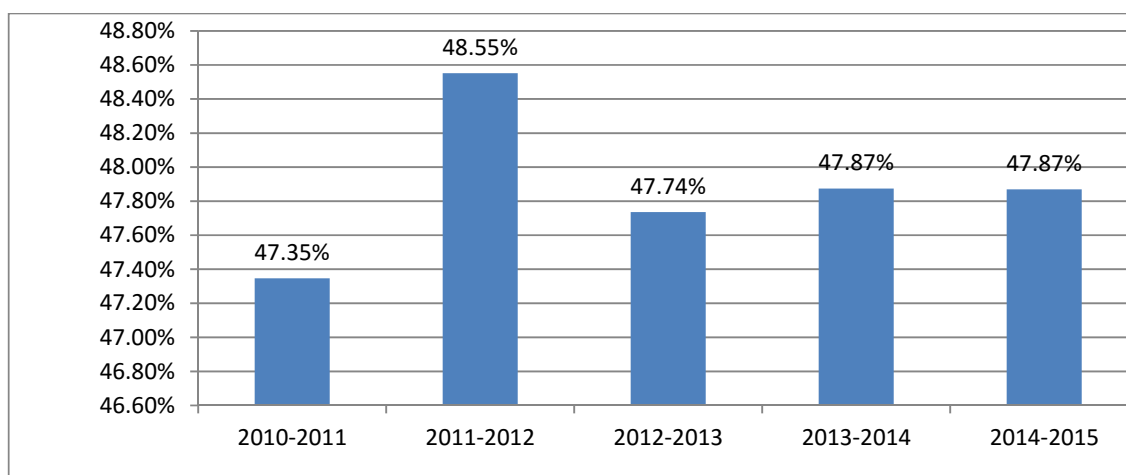
Source: MOET

Figure 5: Net enrolment rate of primary education by regions, 2010-2011 to 2014-2015



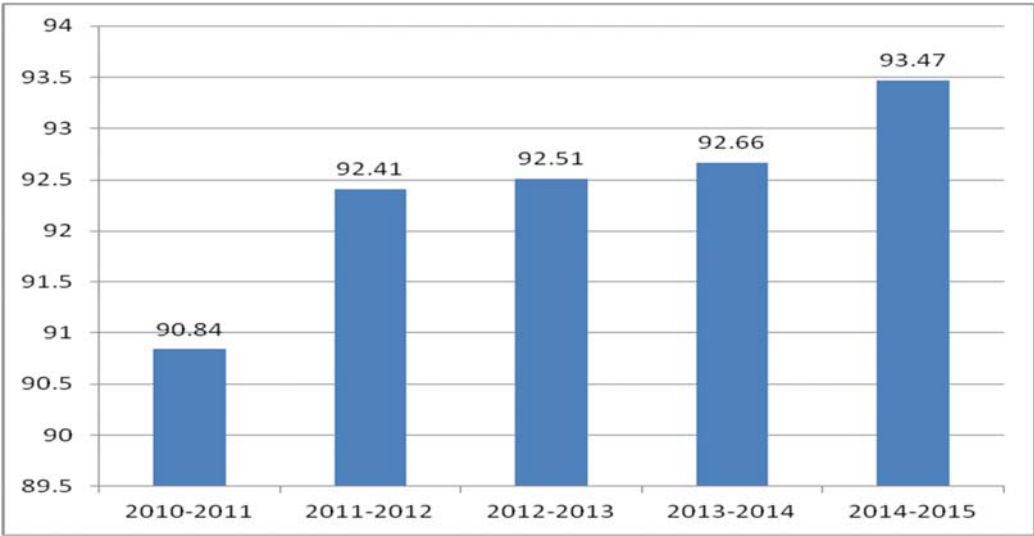
Source: MOET's statistics

Figure 6: Proportion of girls among the total primary education enrolment, 2010-2011 to 2014-2015



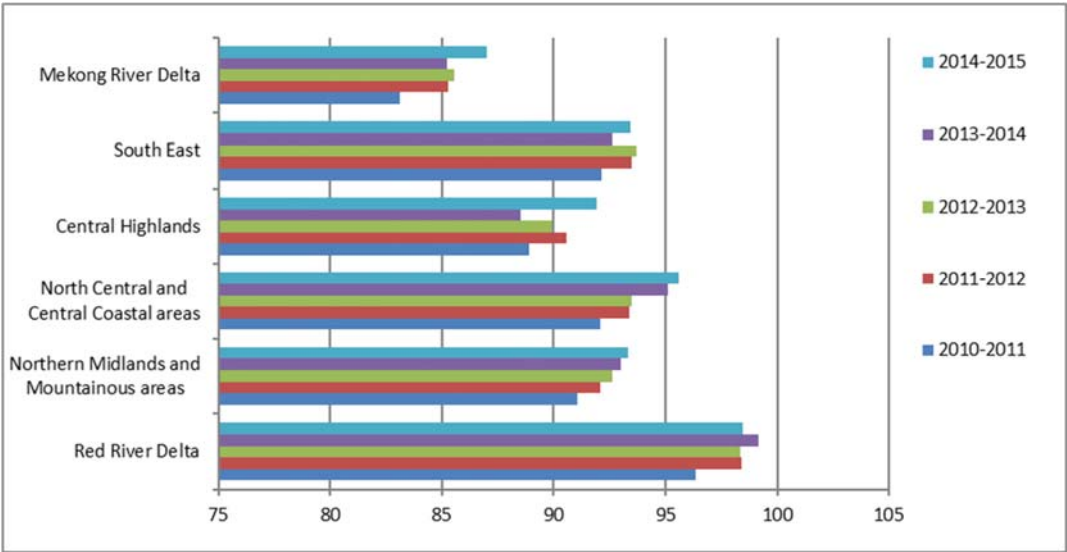
Source: MOET's statistics

Figure 7: Gross enrolment ratio of lower secondary education, 2010-2011 to 2014-2015



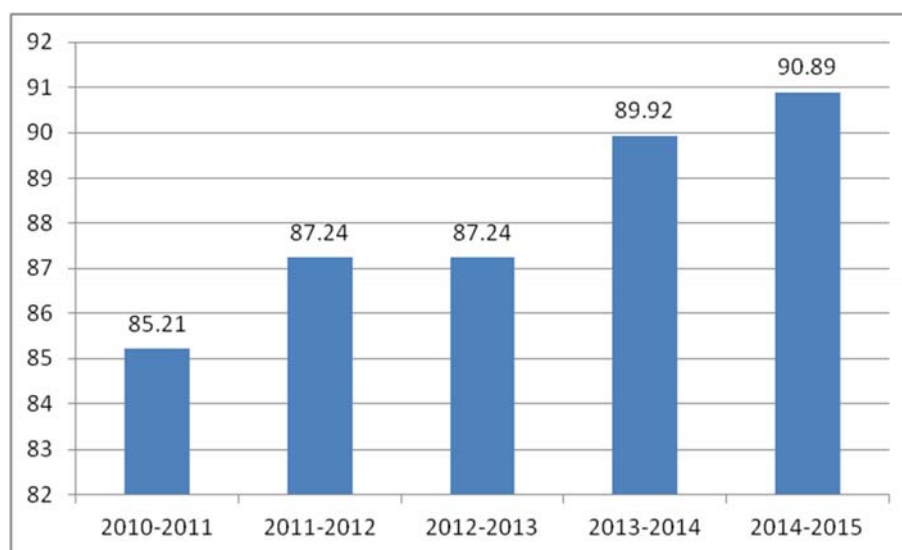
Source: MOET's statistics

Figure 8: Gross enrolment ratio of lower secondary education by regions, 2010-2011 to 2014-2015



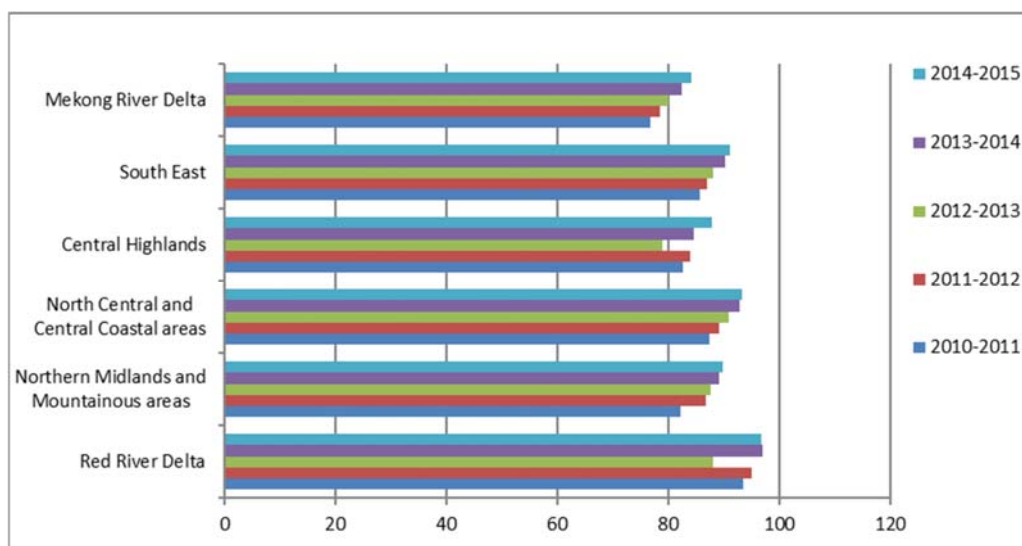
Source: MOET's statistics

Figure 9: Net enrolment rate of lower secondary education, 2010-2011 to 2014-2015



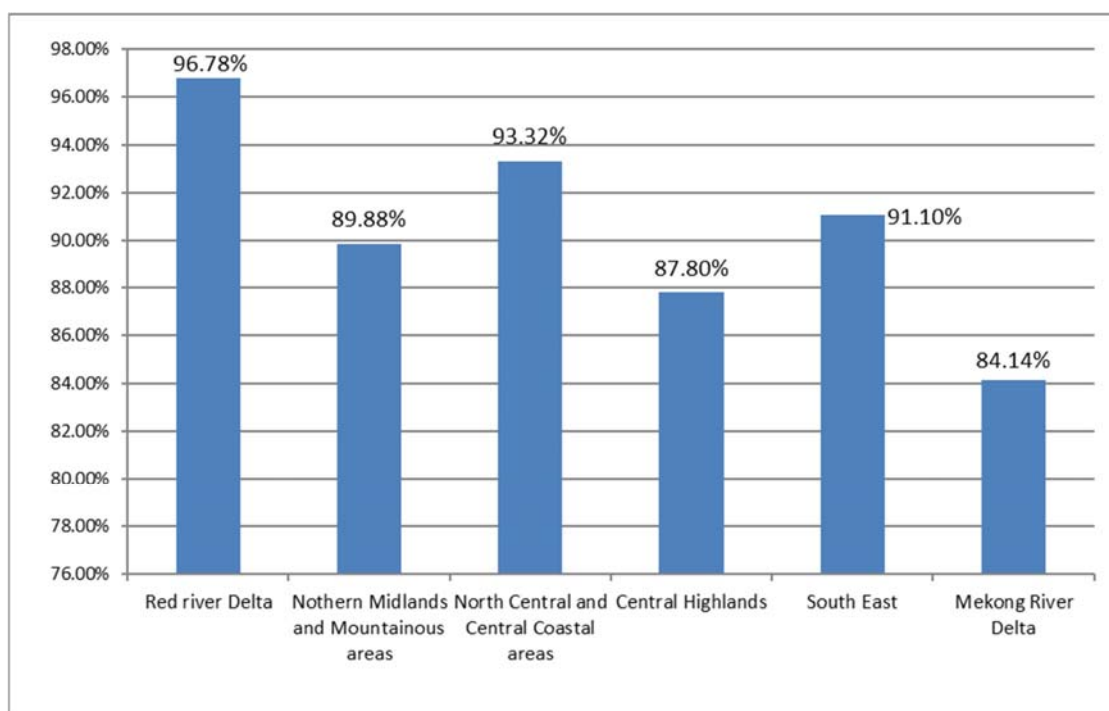
Source: MOET's statistics

Figure 10: Net enrolment rate of lower secondary education by regions, 2010-2011 to 2014-2015



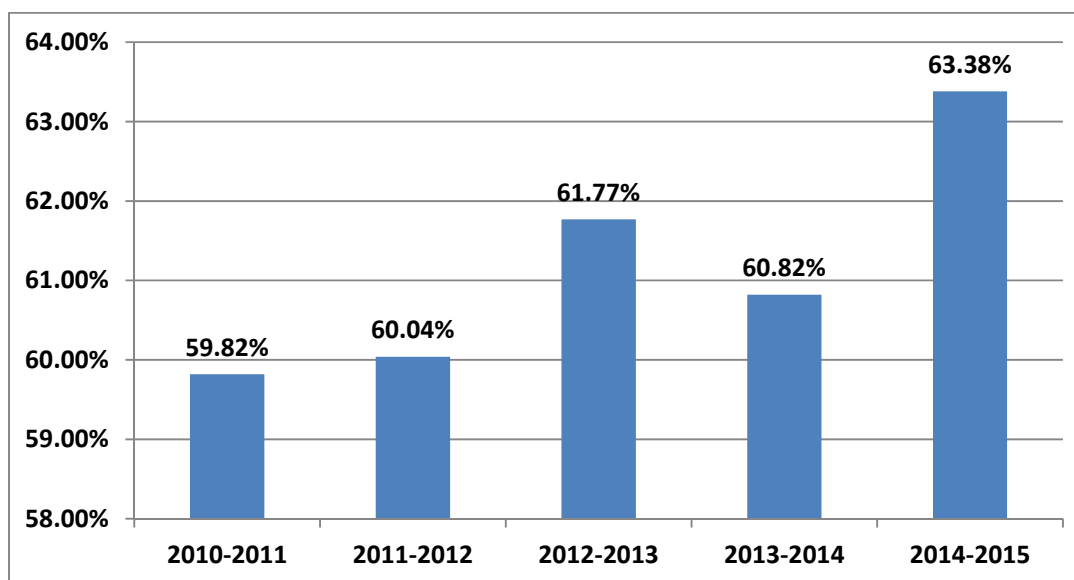
Source: MOET's statistics

Figure 11: Net enrolment rate of lower secondary education by regions, 2014-2015



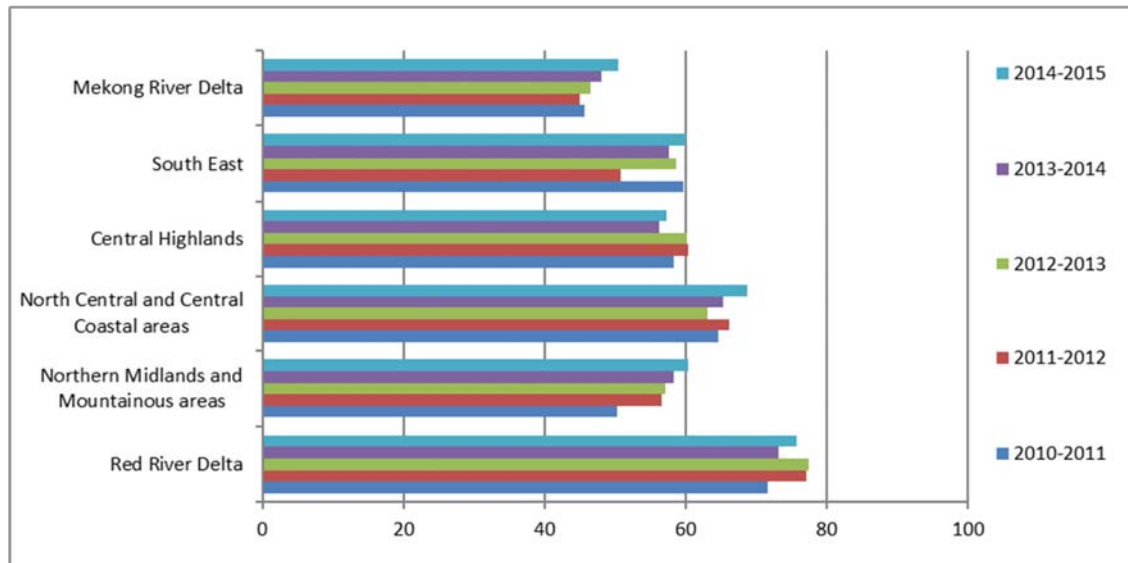
Source: MOET's statistics

Figure 12: Gross enrolment ratio of upper secondary education, 2010-2011 to 2014-2015



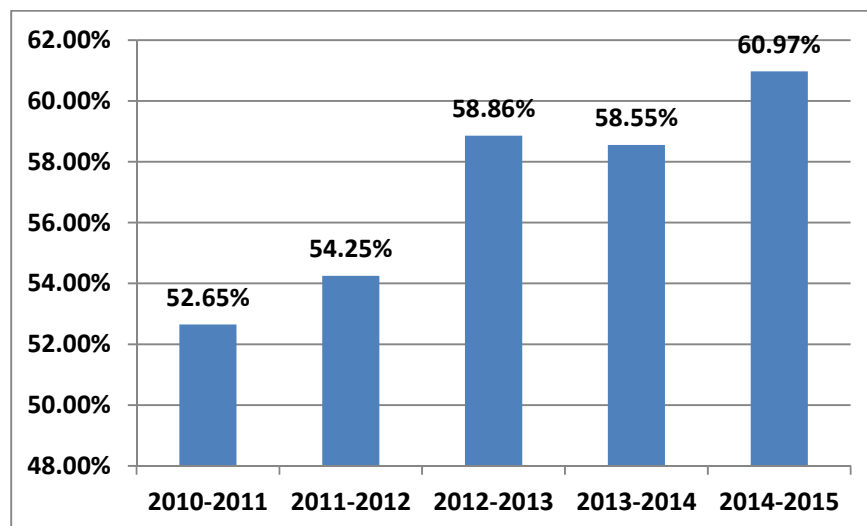
Source: MOET's statistics

Figure 13: Gross enrolment ratio of upper secondary education by regions, 2010-2011 to 2014-2015



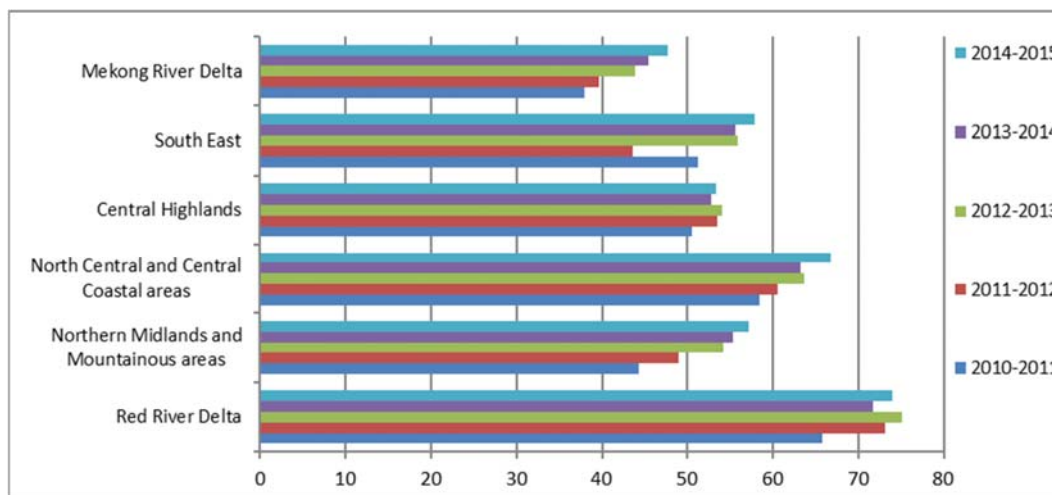
Source: MOET's statistics

Figure 14: Net enrolment rate of upper secondary education by regions, 2010-2011 to 2014-2015



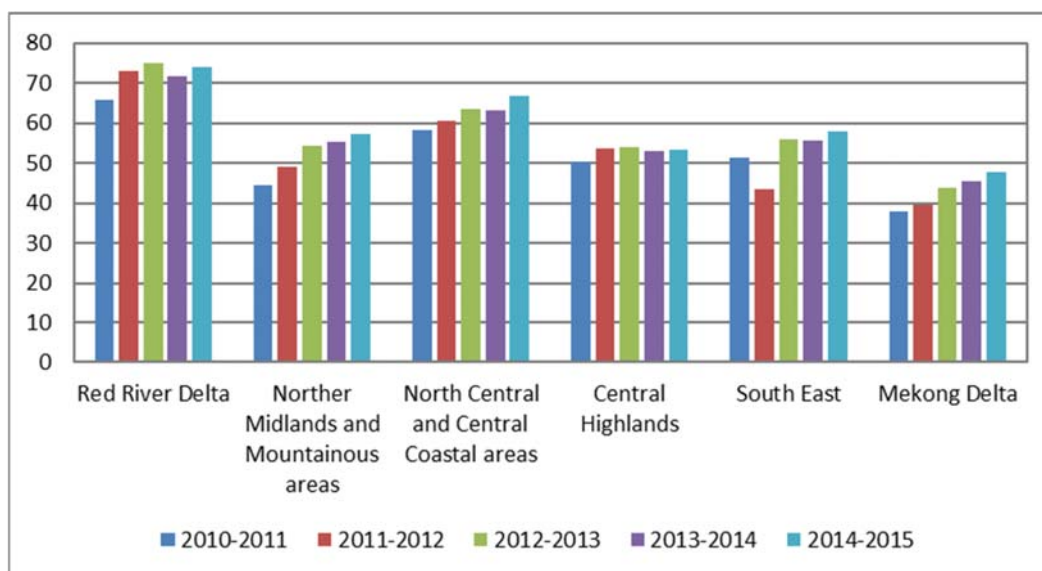
Source: MOET's statistics

Figure 15: Net enrolment rate of upper secondary education by regions, 2010-2011 to 2014-2015



Source: MOET's statistics

Figure 16: Net enrolment rate of upper secondary education by regions, 2010-2011 to 2014-2015



Source: MOET's statistics

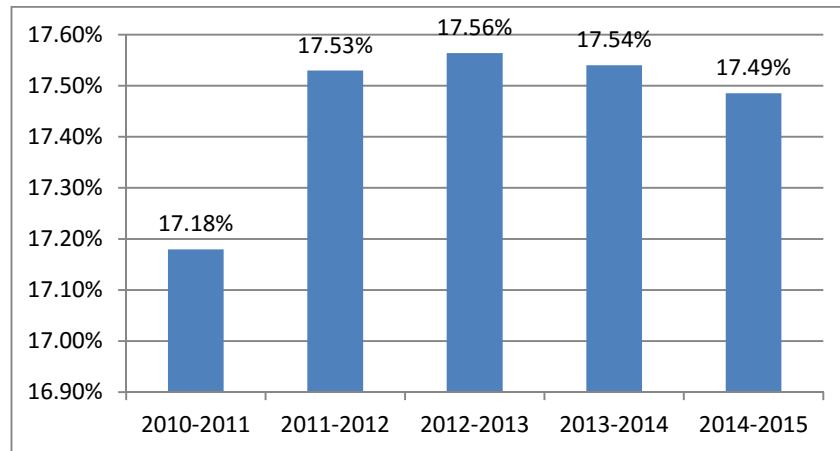
Table1: GER and NER by levels, by sex, 2013-2014

	2013-2014	Total	Male	Female
	Born in 2003-2007	7,188,905	3,716,113	3,472,792
	Primary education students	7,210,252	3,731,568	3,478,684
	Born in 2003-2007 Primary education students	6,955,561	3,592,813	3,362,748
	GER at primary education	100.30%	100.42%	100.17%
	NER at primary education	96.75%	96.68%	96.83%
	Born in 1999-2002	5,410,739	2,777,310	2,633,429
	Lower secondary students	4,967,538	2,544,310	2,423,228
	Born in 1999-2002 and lower secondary students	4,759,167	2,420,263	2,338,904
	Lower secondary GER	91.81%	91.61%	92.02%
	Lower secondary NER	87.96%	87.14%	88.82%
	Born in 1996-1998	4,171,612	2,154,614	2,016,998
	Upper secondary students	2,825,079	1,384,671	1,440,408
	Born in 1996-1998 and upper secondary students	2,632,144	1,270,501	1,361,643
	Upper secondary GER	67.72%	64.27%	71.41%
	Upper secondary NER	63.10%	58.97%	67.51%

Source: "Population and Housing census, 1/4/2014" GSO

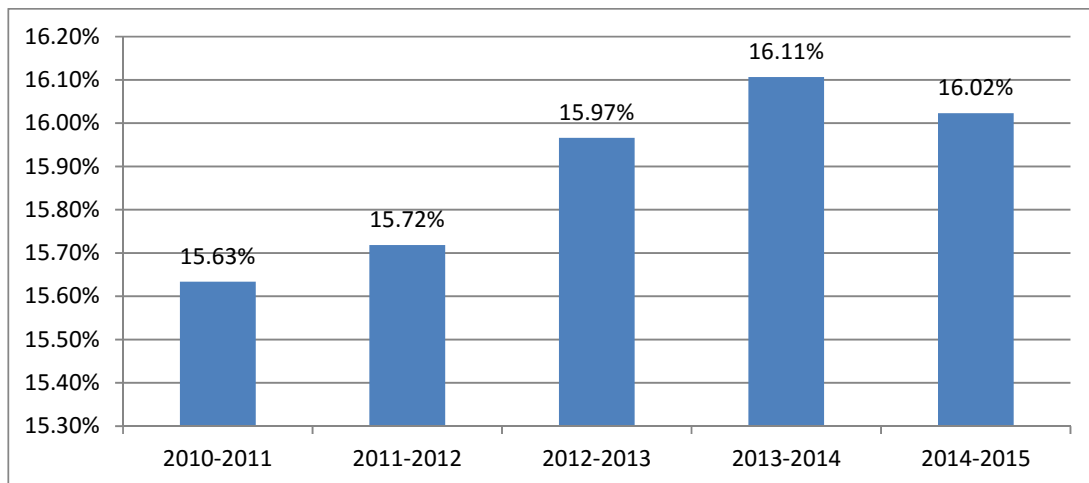
Annex 4. Enrolment of ethnic minority children

Figure 17: Proportion of ethnic minority students of the total primary education enrolment, 2010-2011 to 2014-2015



Source: MOET's statistics

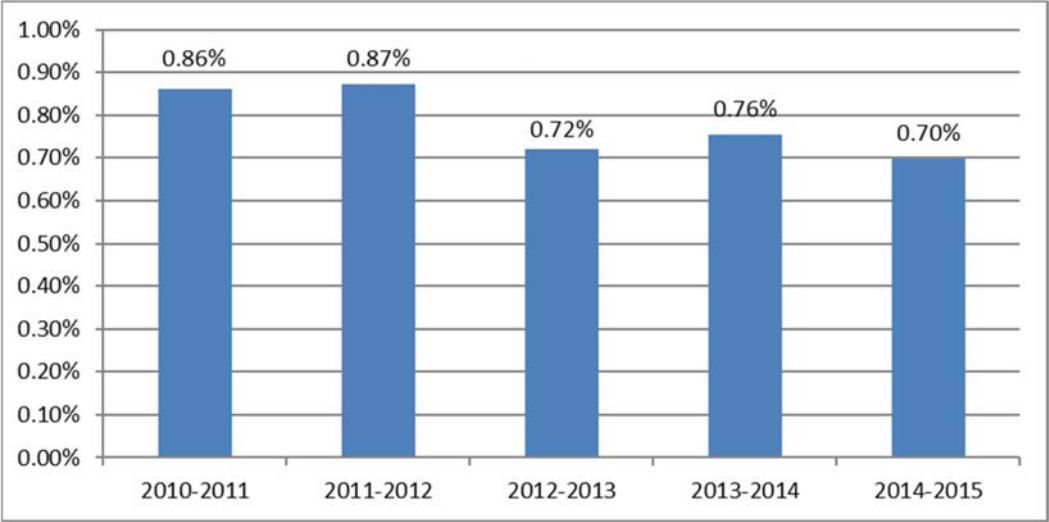
Figure 18: Proportion of ethnic minority students of the total lower secondary enrolment, 2010-2011 to 2014-2015



Source: MOET's statistics

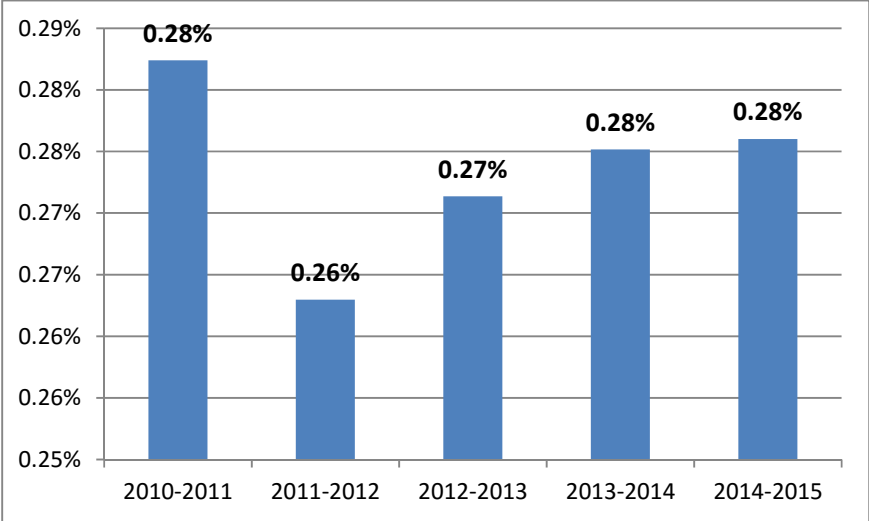
Annex 5. Enrolment of the children with disabilities

Figure 19: Proportion of students with disabilities of the total primary education enrolment, 2010-2011 to 2014-2015



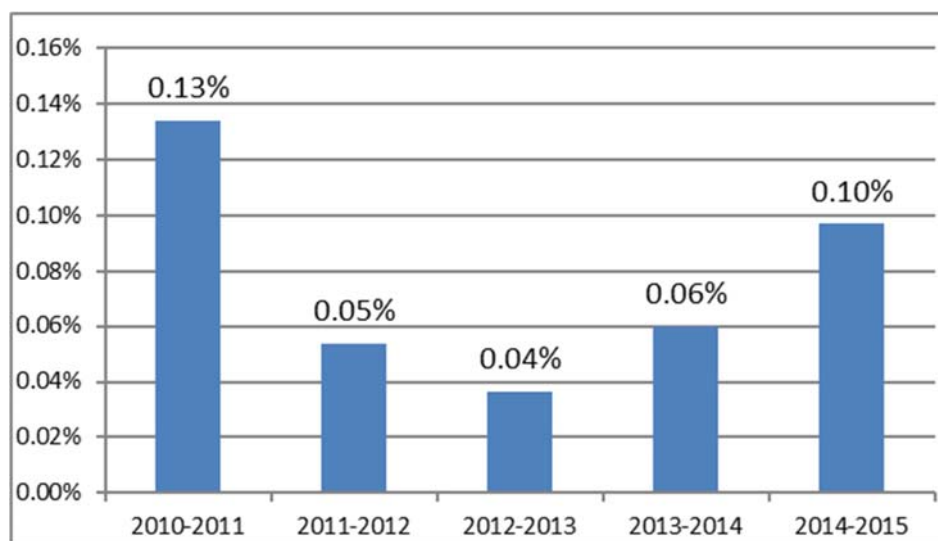
Source: MOET's statistics

Figure 20: Proportion of students with disabilities of the total lower secondary education enrolment, 2010-2011 to 2014-2015



Source: MOET's statistics

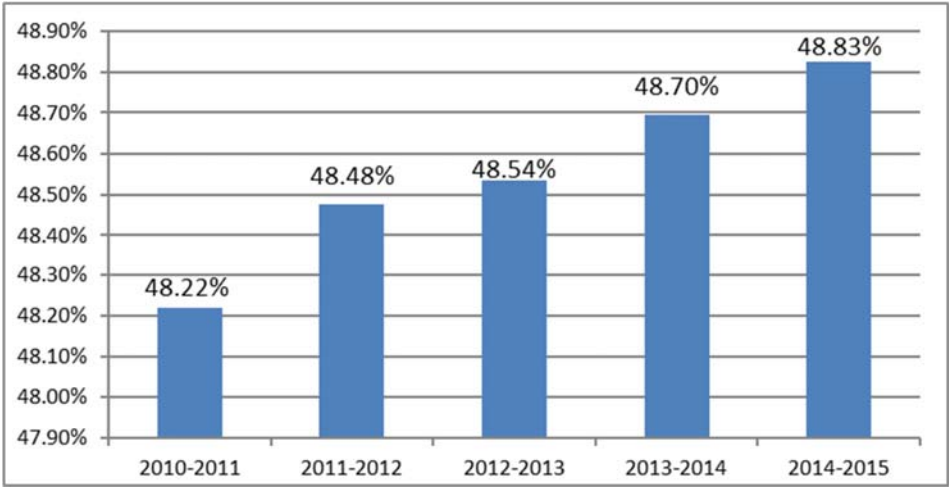
Figure 21: Proportion of students with disabilities of the total upper secondary education enrolment, 2010-2011 to 2014-2015



Source: MOET's statistics

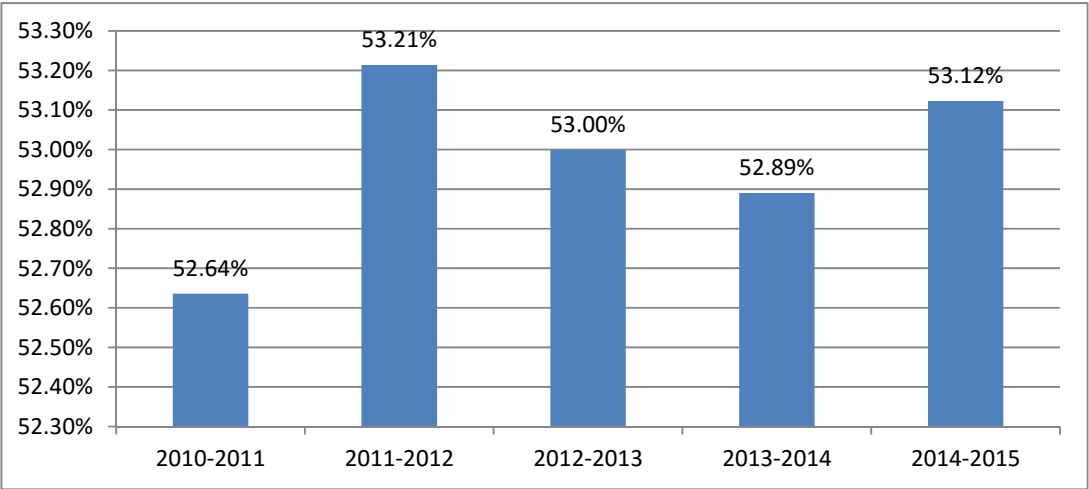
Annex 6. Female Enrolment

Figure 22: Proportion of girls of the total lower secondary students, 2010-2015



Source: MOET's statistics

Figure 23: Proportion of girls of the total upper secondary students, 2010-2015



Source: MOET's statistics

Annex 7. Dropout rate

Table 2: Primary education dropout rate

Year/indicator	2010-2011	2011-2012	2012-2013	2013-2014
Total number of drop out students	21.142	15.807	15.184	10.947
Dropout rate (%)	0.3	0.22	0.21	0.159
Dropout rate by regions (%):				
Red River Delta	0.01	0.007	0.006	0.004
Northern Midlands and Mountainous regions	0.16	0.12	0.14	0.101
North Central and Central Coastal regions	0.11	0.35	0.11	0.038
Central Highlands	0.54	0.35	0.53	0.306
South East	0.18	0.12	0.07	0.058
Mekong River Delta	0.77	0.69	0.56	0.451

Source: MOET

Table 3: Lower secondary education dropout rate

Year/indicator	2010-2011	2011-2012	2012-2013	2013-2014
Total number of dropout students	105.355	83.949	80.797	67.564
Dropout rate (%)	2.12	1.7	1.66	1.37
Dropout rate by regions (%):				
Red River Delta	0.49	0.41	0.44	0.34
Northern Midlands and Mountainous regions	1.29	1.32	1.24	1.04
North Central and Central Coastal regions	1.79	1.24	1.44	1.09
Central Highlands	2	1.75	1.83	1.3
South East	1.78	1.61	1.5	1.06
Mekong River Delta	4.48	4.21	3.72	3.26

Source: MOET

Table 4: Upper secondary education dropout rate

Year/indicator	2010-2011	2011-2012	2012-2013	2013-2014
Total number of drop out students	86.187	65.434	64.338	45.349
Dropout rate (%)	3.06	2.37	2.41	1.79
Dropout rate by regions				
Red River Delta	1.02	1.1	0.93	0.6
Northern Midlands and Mountainous regions	2.49	2.58	2.53	1.99
North Central and Central Coastal regions	2.47	1.66	2.51	1.88
Central Highlands	2.88	3	1.99	1.32
South East	3.04	2.62	2.28	1.49
Mekong River Delta	5.79	5.33	4.89	3.94

Source: MOET

Annex 8. Repetition Rate

Table 5: Primary education repetition rate

Year/Indicators	2010-2011	2011-2012	2012-2013	2013-2014
Total number of repeated students	92.624	78.665	75.362	71.477
Repetition rate (%)	1.31	1.11	1.05	0.96
<i>Repetition rate by regions (%):</i>				
Red River Delta	0.49	0.39	0.35	0.35
Northern Midlands and Mountainous regions	1.65	1.31	1.2	1.15
North Central and Central Coastal regions	1.07	0.83	0.82	0.85
Central Highlands	3.1	2.84	3.32	2.83
South East	1.11	0.96	0.84	0.75
Mekong River Delta	1.61	1.41	1.17	1.05
<i>Repetition rate by sex (%):</i>				
- Female	0.10	0.87	0.60	0.76
- Ethnic minorities	3.19	2.12	2.39	2.33

Source: MOET

Table 6: Lower secondary education repetition rate

Year/Indicators	2010-2011	2011-2012	2012-2013	2013-2014
Total number of students with repetition	67.813	62.260	54.514	45.951
Repetition rate (%)	1.36	1.26	1.12	0.93
<i>Repetition rate by regions (%):</i>				
Red River Delta	0.8	0.78	0.7	0.59
Northern Midlands and Mountainous regions	1.06	0.95	0.85	0.74
North Central and Central Coastal regions	0.98	0.83	0.79	0.71
Central Highlands	1.64	1.81	1.59	1.06
South East	2.23	1.99	1.76	1.61
Mekong River Delta	2.04	1.86	1.56	1.11
<i>Repetition rate by sex (%):</i>				
- Female	0.73	0.63	0.53	0.39
- Ethnic minorities	1.61	1.37	1.23	1.03

Source: MOET

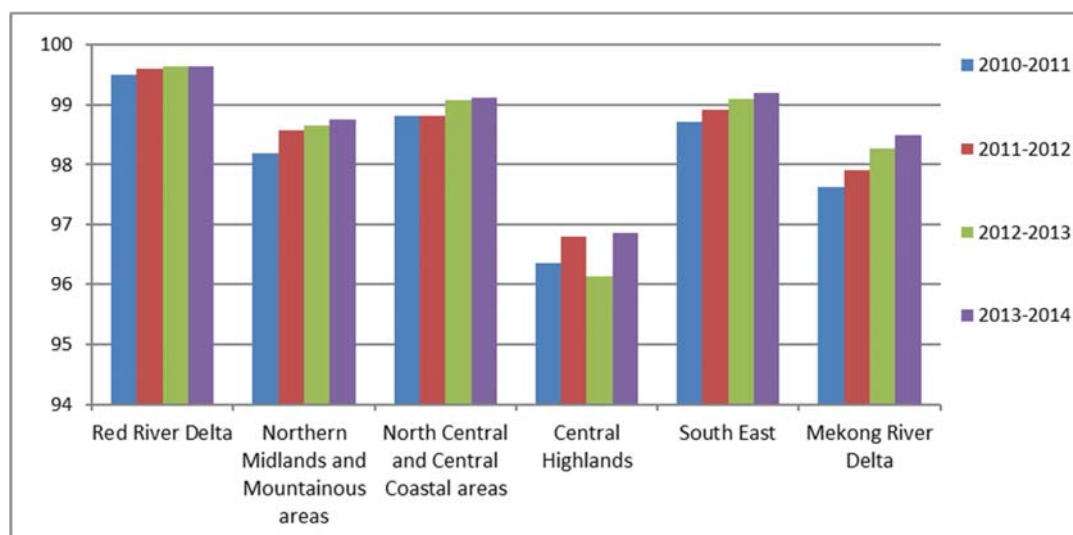
Table7: Upper secondary education repetition rate

Year/Indicators	2010-2011	2011-2012	2012-2013	2013-2014
Total number of students with repetition	45.259	38.420	30.040	23.758
Repetition rate (%)	1.6	1.39	0.96	0.94
Repetition rate by regions (%):				
Red River Delta	0.59	0.46	0.36	0.35
Northern Midlands and Mountainous regions	1.35	1.15	0.97	0.82
North Central and Central Coastal regions	1.14	1.04	0.9	0.74
Central Highlands	2.97	2.42	2.15	1.45
South East	2.37	2.34	1.61	1.56
Mekong River Delta	3.05	2.49	1.94	1.49
Repetition rate by sex (%):				
- Female	1.40	1.32	0.85	0.58
- Ethnic minorities	2.04	1.97	1.79	1.35

Source: MOET

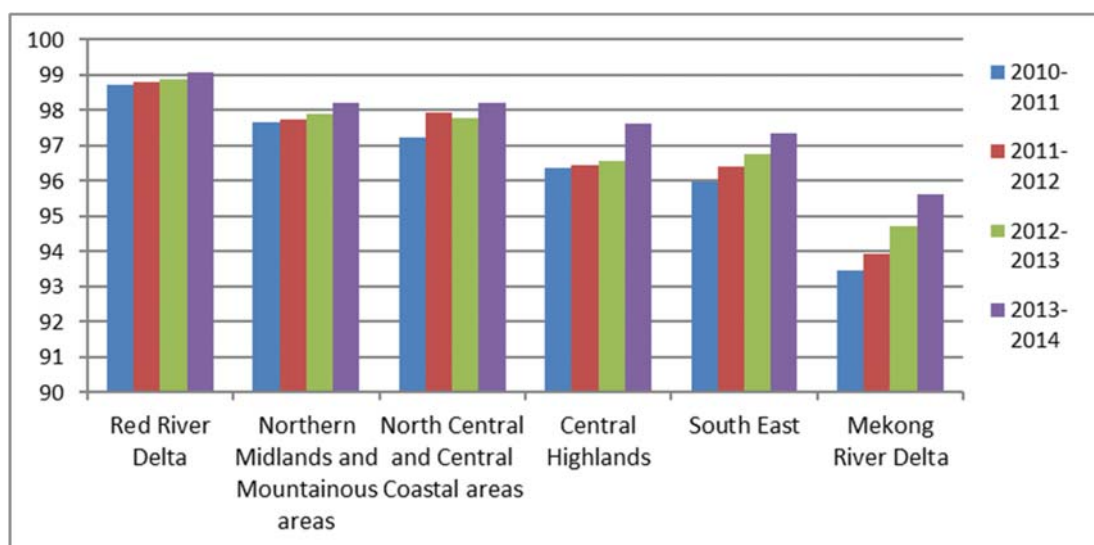
Annex 9. Graduation and transfer to upper levels

Figure 24: Percentage of primary education graduates by regions, 2010-2011 to 2013-2014



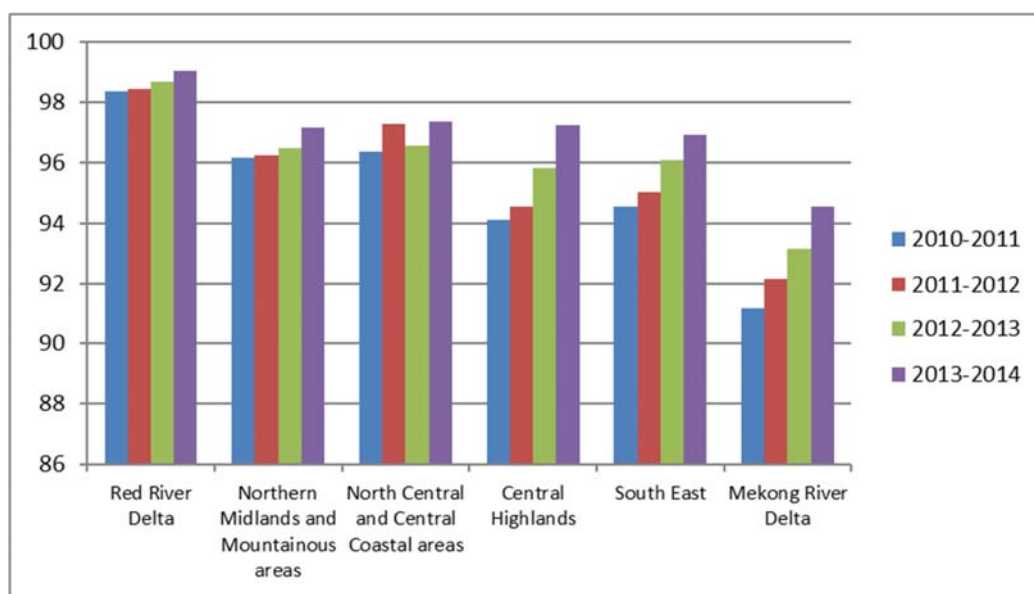
Source: MOET's statistics

Figure 25: Percentage of lower secondary graduates by regions, 2010-2011 to 2013-2014



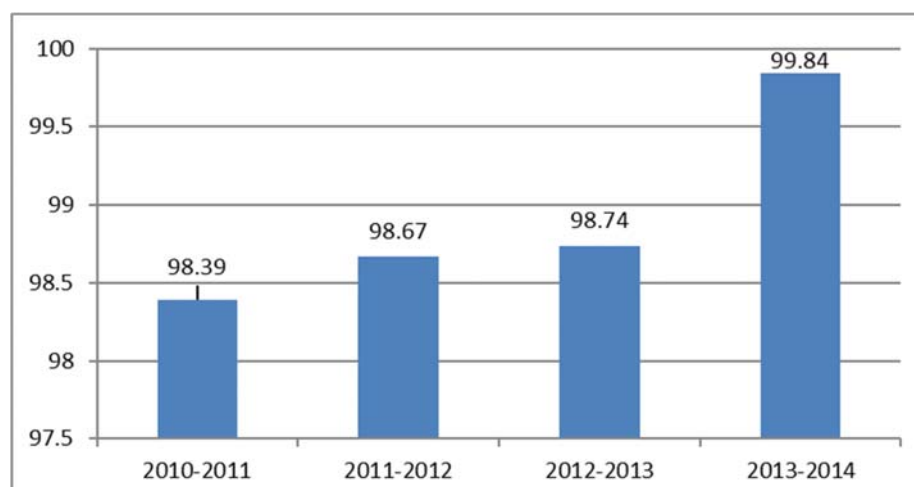
Source: MOET's statistics

Figure 26: Percentage of upper secondary graduates by regions, 2010-2011 to 2013-2014



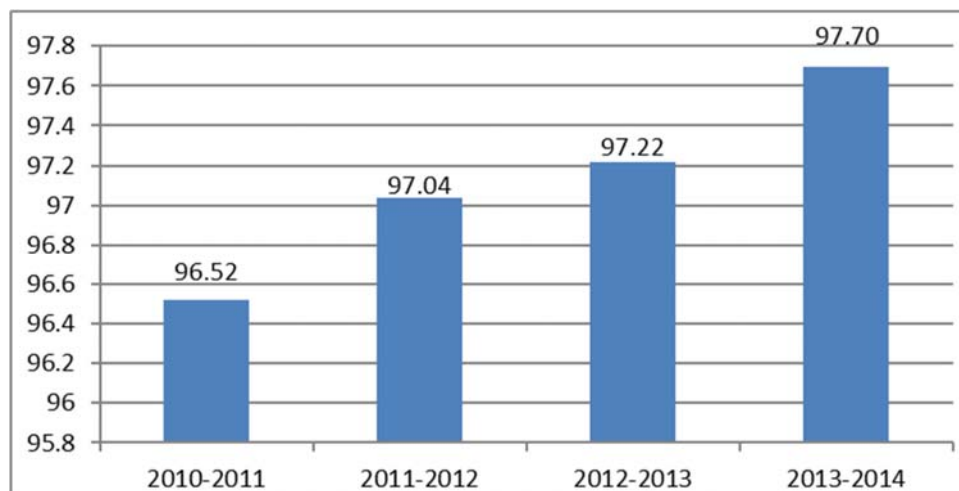
Source: MOET's statistics

Figure 27: Percentage of students transferred from primary education to lower secondary education level



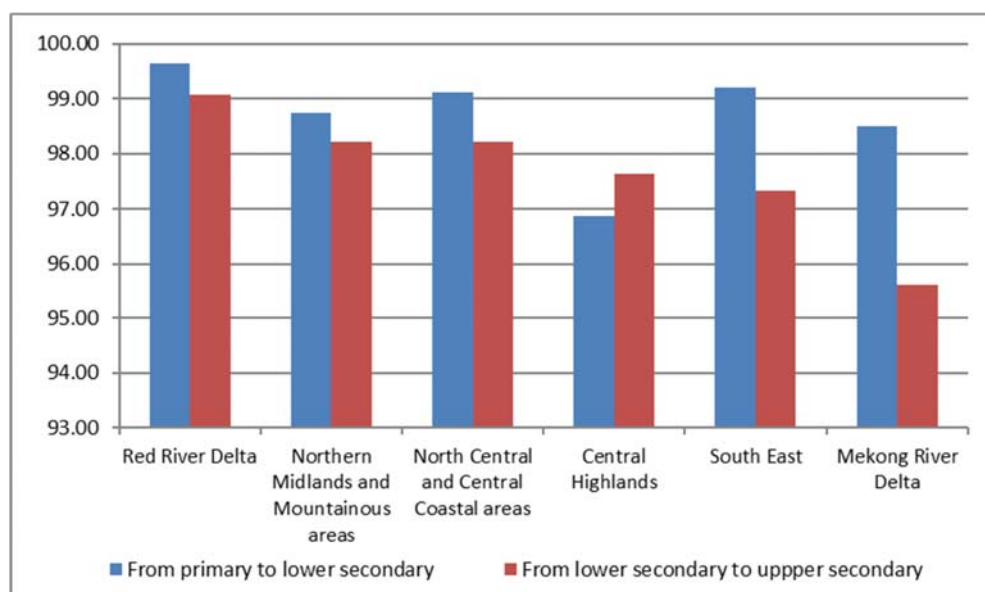
Source: MOET's statistics

Figure28: Percentage of students transferred from lower secondary education to upper secondary education level



Source: MOET's statistics

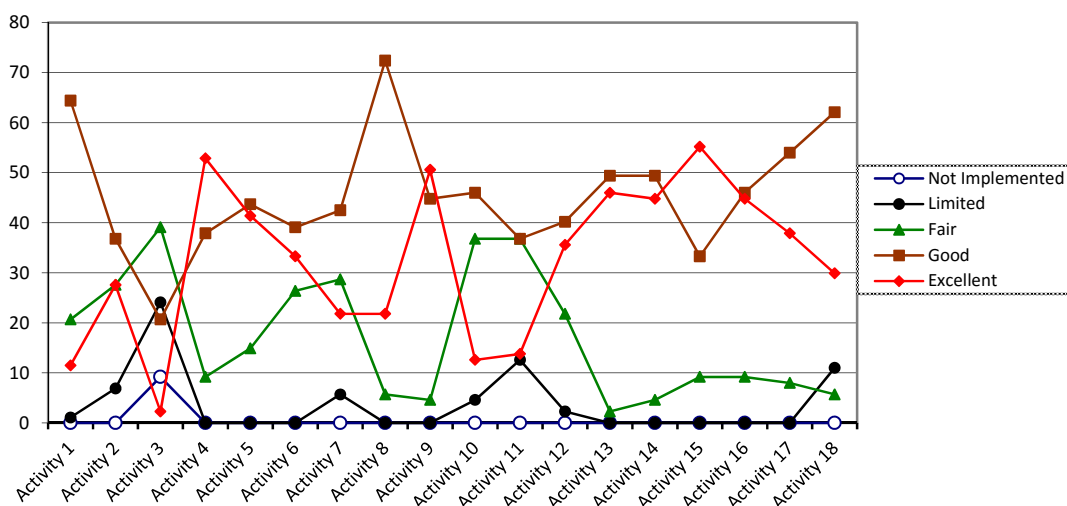
Figure 29: Percentage students transferred from primary to lower secondary and lower secondary to upper secondary levels in 2013-2014



Source: MOET's statistics

Annex 10. Results from field surveys in three provinces about judgements by teachers and students on students' activities to develop competencies

Figure 1. Judgements by primary teachers on students' activities to develop self-learning competency, creative problem-solving competency and collaborative competency



Source: Results from field surveys in three provinces

Notes for Figures 1 and 2:

Activity 1: Students, on their own, take notes of necessary information and knowledge from textbooks, reference books, for learning

Activity 2: Students use materials from the bookcase in class or library for learning

Activity 3: Students use materials from Internet (such as pictures, images, information) for learning

Activity 4: Students do individual assignments in class on their own

Activity 5: Students ask their teachers, peers or others if they did not get the lesson

Activity 6: Students identify and know how to correct their mistakes in assignments.

Activity 7: Students raise questions and make queries about an object, phenomenon and an issue which is unclear/ unknown to them

Activity 8: Students understand the requirements of the question/ assignment/ practice given by their teacher

Activity 9: Students are able to answer familiar questions and solve familiar exercises

Activity 10: Students are able to answer new questions and solve new exercises

Activity 11: Students have new ideas, new solutions different from what has been taught by their teachers

Activity 12: Students discuss among themselves as to how to solve the tasks assigned by their teacher

Activity 13: Students complete tasks assigned in group

Activity 14: Students discuss in group on the results of the group work

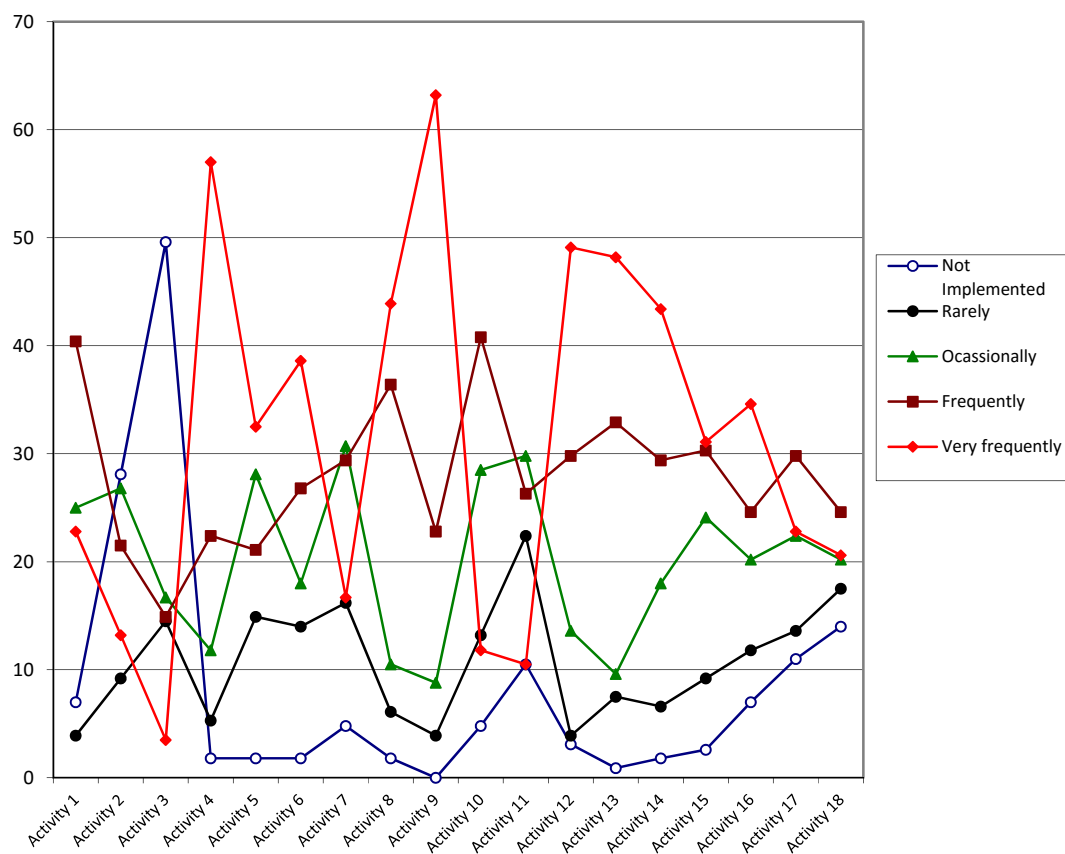
Activity 15: Students help their group members complete their assigned work

Activity 16: Students participate in reporting the results of the group work

Activity 17: Students take part in evaluating the results of assigned work completed by each member and the whole group

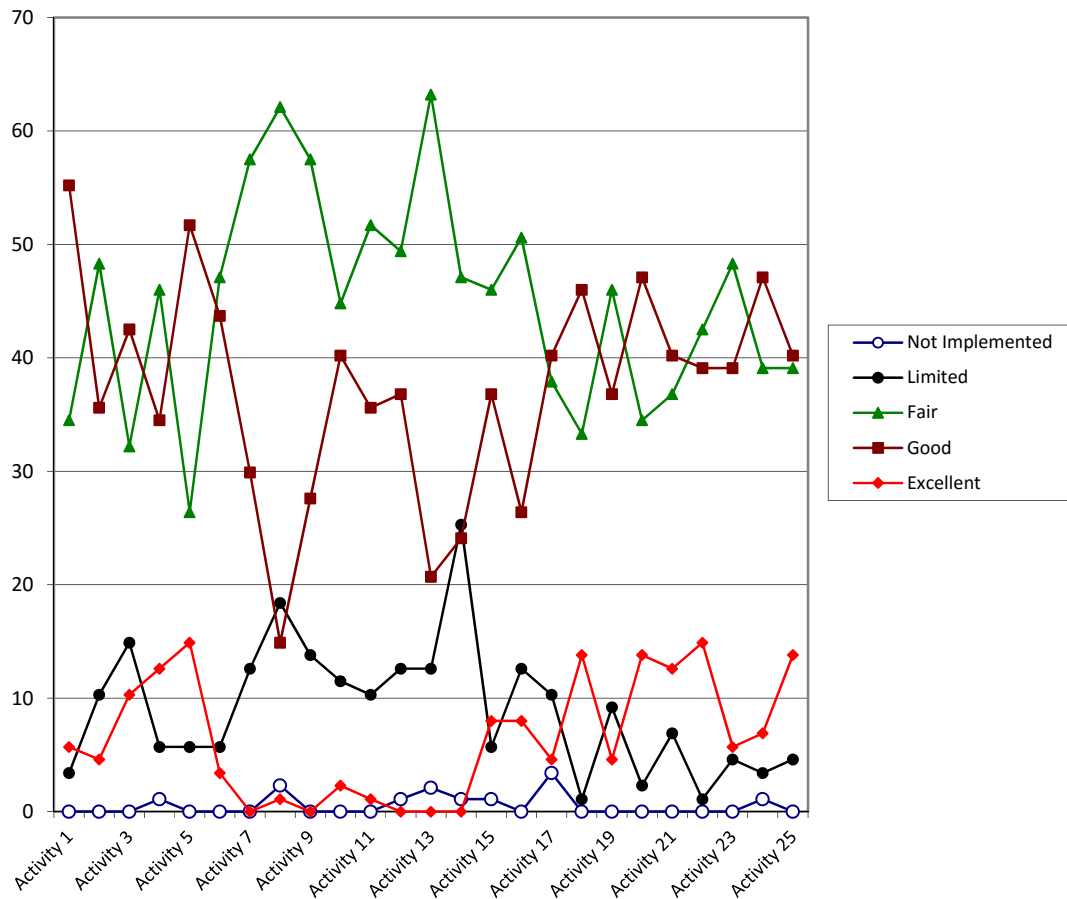
Activity 18: Students participate in evaluating the results of other groups.

Figure 2. Judgements by primary students on students' activities to develop self-learning competency, creative problem-solving competency and collaborative competency



Source: Results from field surveys in three provinces

Figure 3. Judgements by lower secondary teachers on students' activities to develop self-learning competency, creative problem-solving competency and collaborative competency



Source: Results from field surveys in three provinces

Notes for Figure 3; Figure 4; Figure 5 and Figure 6.

Activity 1: Students voluntarily perform tasks assigned by their teachers.

Activity 2: Students find the suitable material resources for their different learning purposes and tasks

Activity 3: Students use the suitable materials from bookcase in class/ library for learning

Activity 4: Students use the suitable materials from Internet for learning

Activity 5: Students ask their teachers, peers or others if they did not get the lesson

Activity 6: Students are aware of their mistakes, limitations and shortcomings in the process of learning

Activity 7: Students are able to frequently adjust their learning ways on their own.

Activity 8: Students take initiative to suggest their learning activities

Activity 9: Students raise different questions about an object or phenomenon

Activity 10: Students find and point out problems in different situations (in learning and real life)

Activity 11: Students know how to collect and clarify information related to the problem

Activity 12: Students suggest the best methods/ solutions to the problem

Activity 13: Students weigh advantages and disadvantages of the solutions or methods used to solve the problem

Activity 14: Students suggest new ideas or new methods (in learning and real life)

Activity 15: Students identify their own roles and responsibilities in common activities of their group

Activity 16: Students are able to assess ability of each member to suggest allocating tasks in the group

Activity 17: Students make plans to do tasks assigned by teachers

Activity 18: Students perform the assigned tasks in their own group

Activity 19: Students monitor the progress of work done by each group member and the entire group

Activity 20: Students participate in group discussion of the results of work performance

Activity 21: Students gather and provide comments, help their group members' complete assigned tasks

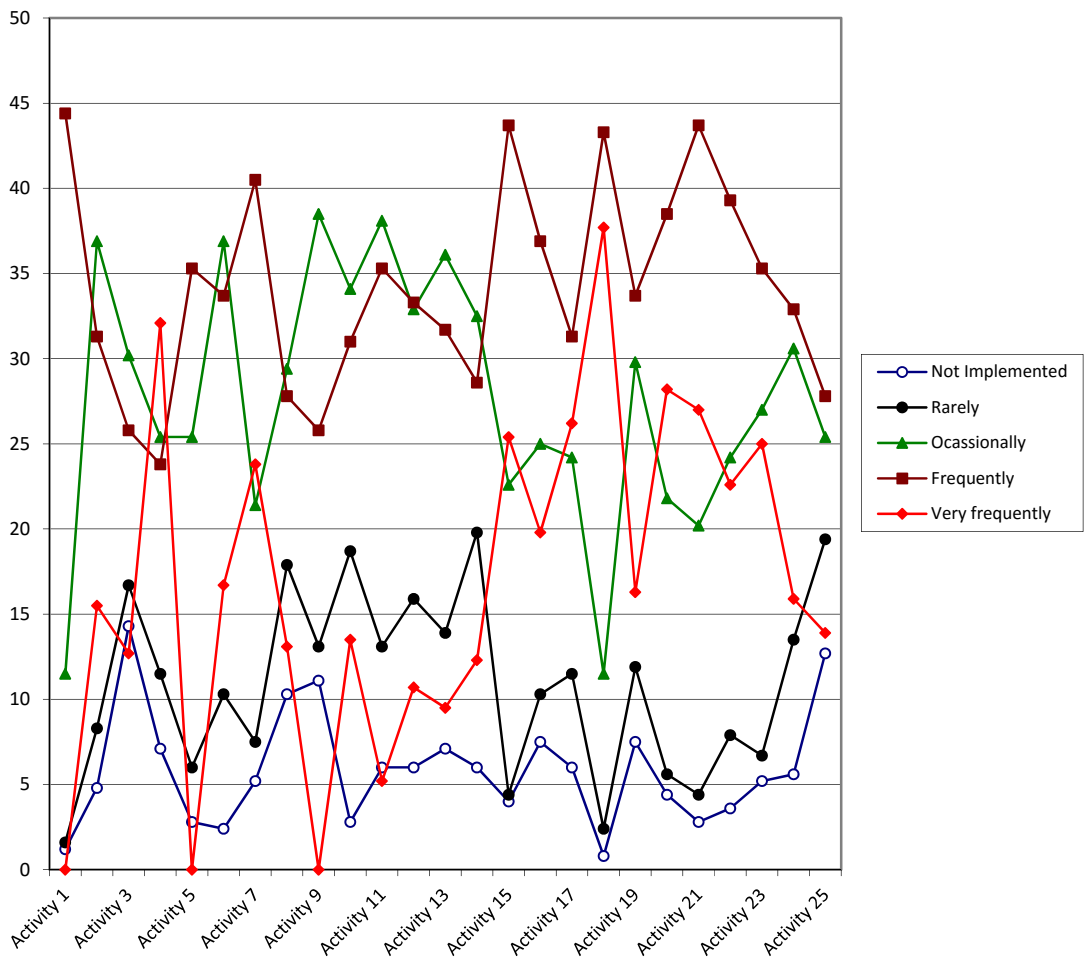
Activity 22: Students participate in reporting the results of the group work

Activity 23: Students assess their own results

Activity 24: Students participate in evaluating result of their own group

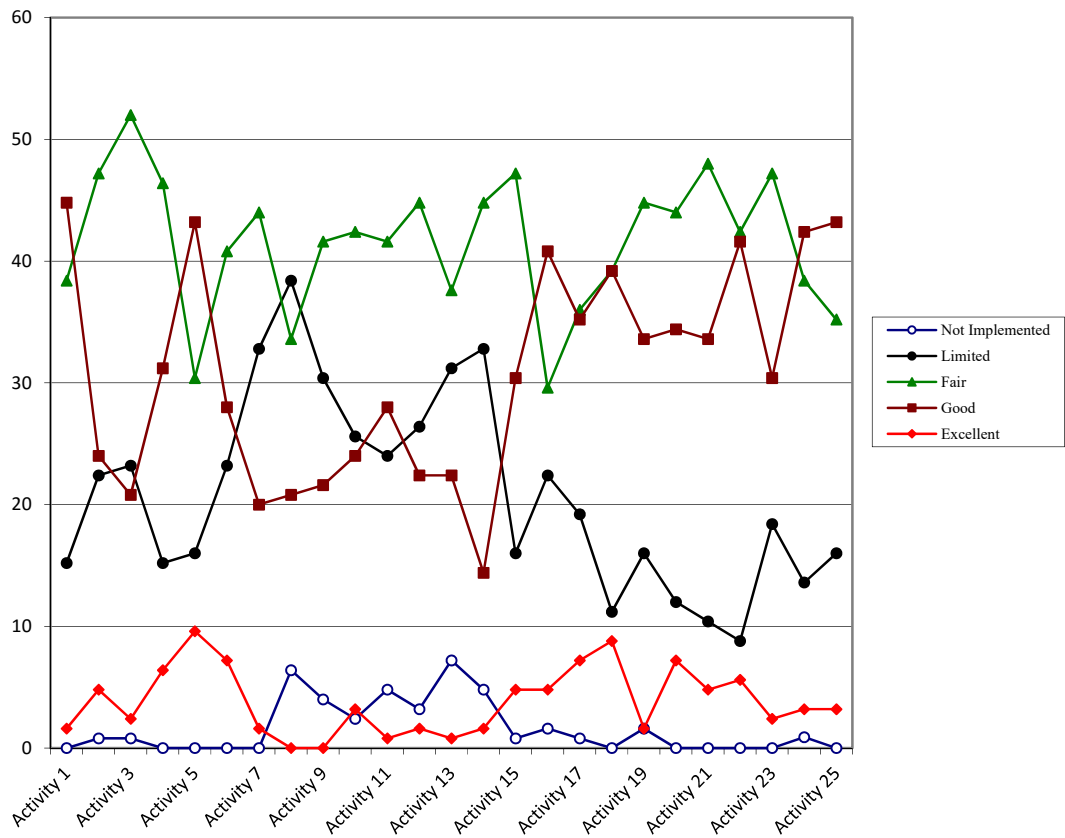
Activity 25: Students participate in evaluating result of other groups

Figure 4. Judgements by lower secondary students on students' activities to develop self-learning competency, creative problem-solving competency and collaborative competency



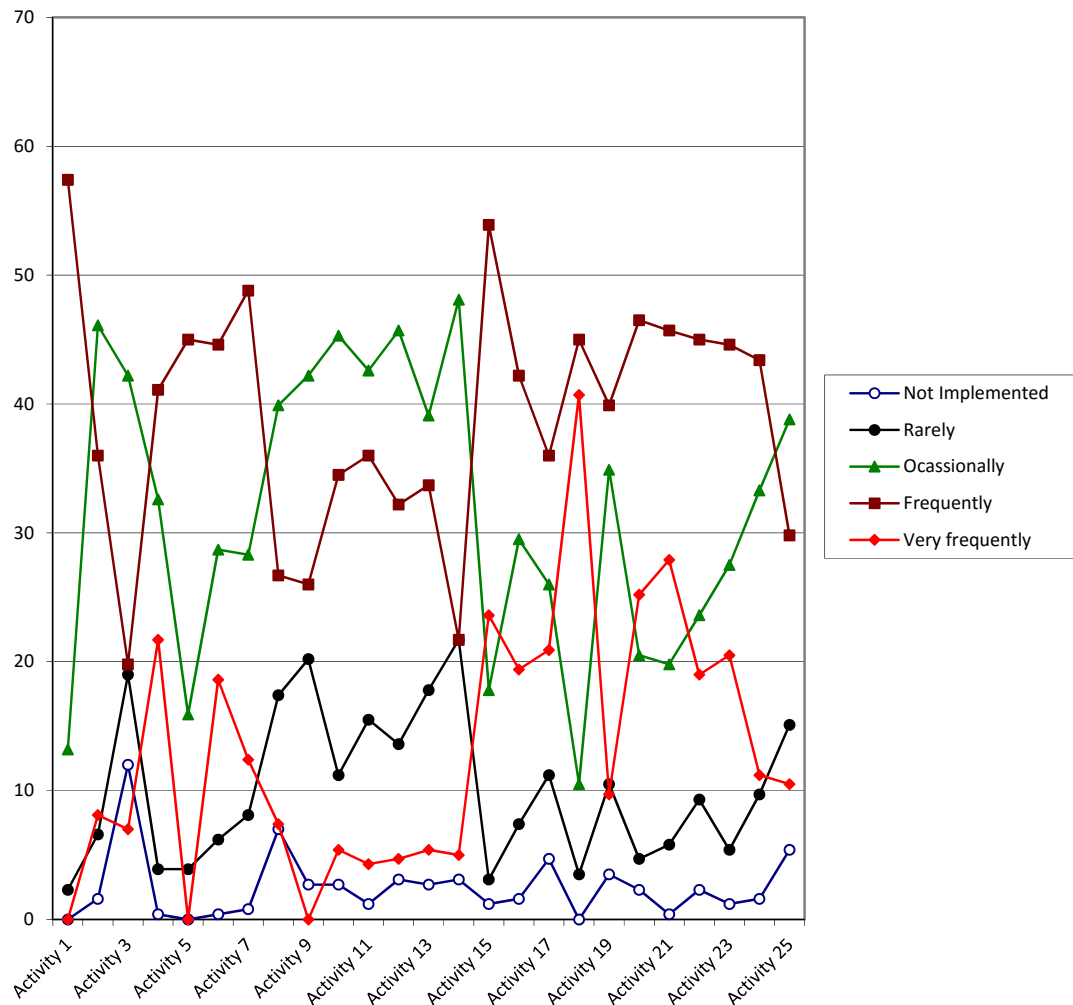
Source: Results from field surveys in three provinces

Figure 5. Judgements by upper secondary teachers on students' activities to develop self-learning competency, creative problem-solving competency and collaborative competency



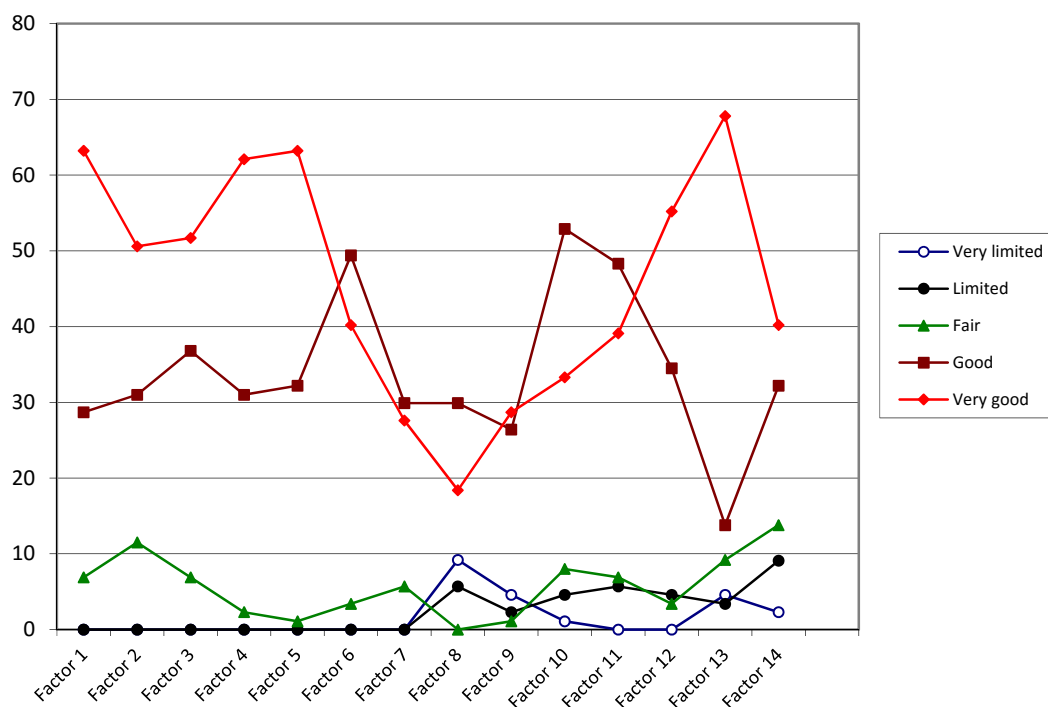
Source: Results from field surveys in three provinces

Figure 6. Judgements by upper secondary students on students' activities to develop self-learning competency, creative problem-solving competency and collaborative competency



Source: Results from field surveys in three provinces

Figure 7. Judgements by primary teachers on responsiveness of key factors to competency-based teaching and learning



Source: Results from field surveys in three provinces

Notes for Figures 7, 8 and 9.

Factor 1: Curriculum and textbooks

Factor 2: Requirements and regulations on student assessments

Factor 3: Guidelines from the higher authorities in teaching to develop students' competencies

Factor 4: Knowledge and capacity of school administrators and teachers about teaching to develop students' competencies

Factor 5: The mechanism of school management board to encourage teachers in teaching to develop student's competencies

Factor 6: Knowledge of teachers about self-learning competency, creative problem solving competency and collaborative competency teaching techniques to develop students' competencies

Factor 7: Teaching skills of teachers to develop students' competencies

Factor 8: Classroom space sufficient for teachers to organize learning activities for students

Factor 9: Suitable furniture (design, quantity)

Factor 10: Ensured teaching equipment and aids

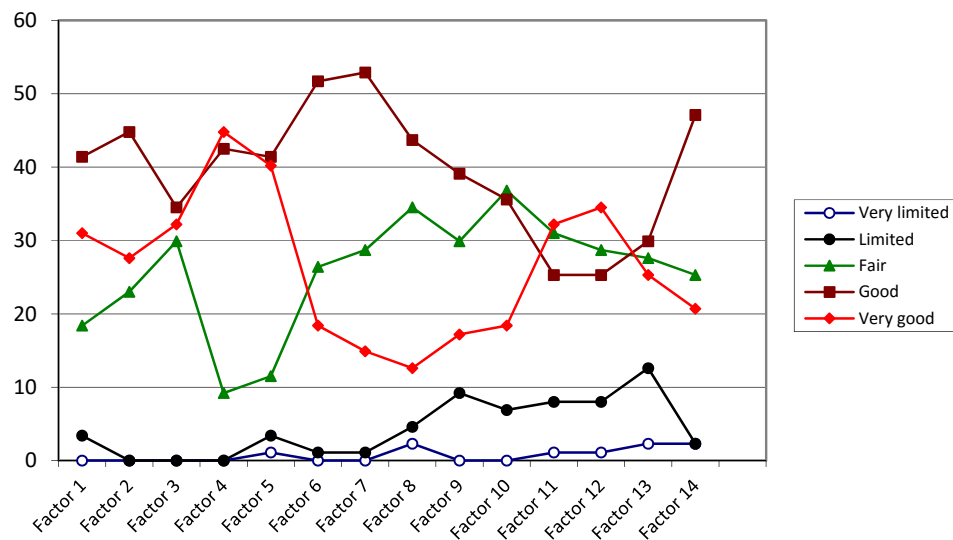
Factor 11: Materials and reference books for students in school library

Factor 12: Materials and reference books for teachers (supplied by or lent from the school library)

Factor 13: Computer labs with Internet connection to support teaching and learning

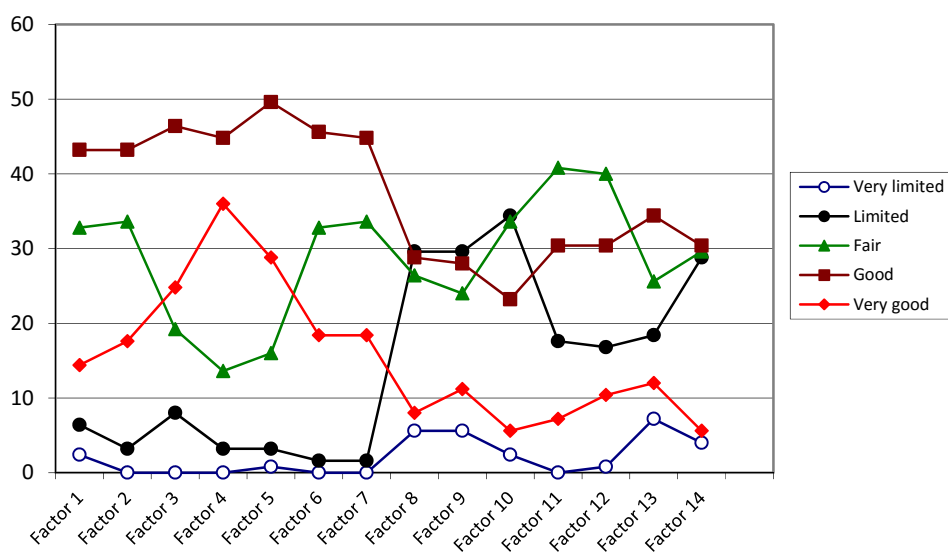
Factor 14: Other material facilities of schools (e.g., function rooms, playground, school garden)

Figure 8. Judgements by lower secondary teachers on responsiveness of key factors to competency-based teaching and learning



Source: Results from field surveys in three provinces

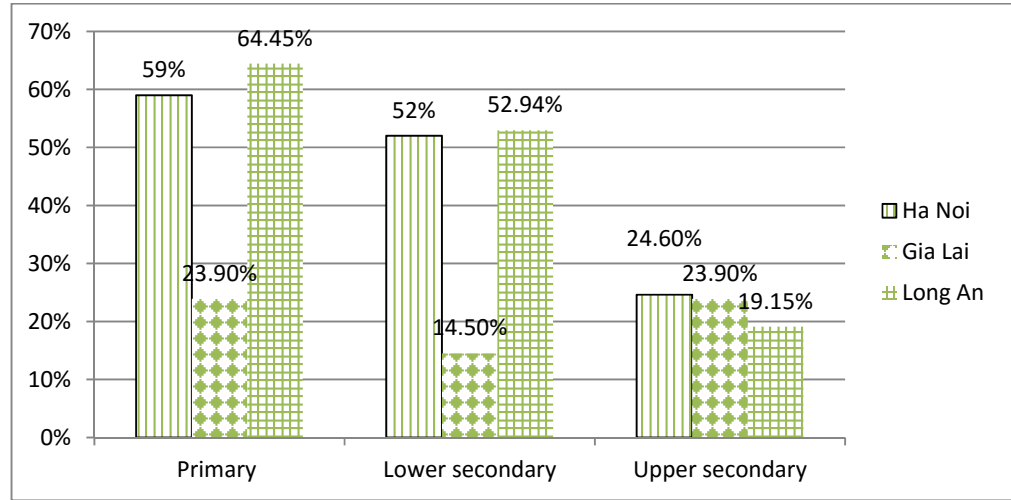
Figure 9: Upper secondary teachers' assessment of the some factors, satisfying the competence-based teaching requirements



Source: Results from field surveys in three provinces

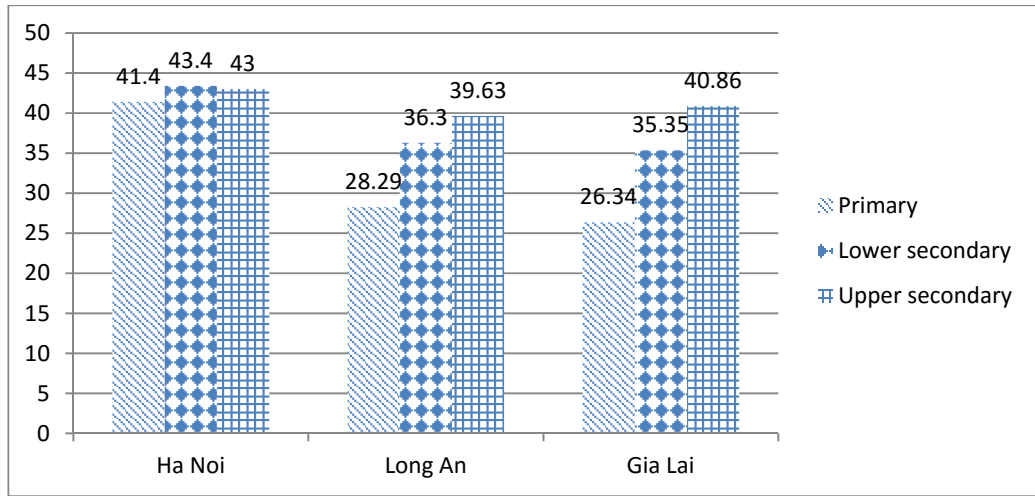
Annex 11. Schools, recognized as having achieved national standards, and student-class ratio

Figure 1: Proportion of school, recognized as having achieved national standards, in three surveyed provinces for 2014-2015 academic year



Source: National education statistics in 2015

Figure 2: Average student-class ratios in in three surveyed provinces in the 2010-2015 period



Source: National education statistics in 2015