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Education in Vietnam

GROUP X

Members

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Overview

Vietnam is a long stretched country along the eastern coast of the Indochinese Peninsula and borders China in the north, Laos and Cambodia in the west. The nation is bordering the South China Sea in the east. The country shares maritime borders with Indonesia, Malaysia, Philippines, and Thailand. Capital city of Vietnam is Hanoi. In 2016, Vietnam had a population of around 92.6 million people which is the 13th most populous country in the world. Spoken language is Vietnamese. However, English is increasingly used as a second language.

Vietnam's education system has been enduring and despite long periods of war throughout the 20th century and has proven to be resilient and self-sustaining. Some studies have been struck by the high priority given to education by the government Nam and the high esteem in which it is held by the people (Can, 1992; UNFPA, 1995; World Bank, 1993, 1996). Currently, majority students in Vietnam progress through the academic streams of secondary education. The national curriculum, in taking account of those horizontal and vertical organizational structures for primary and secondary education, also became fragmented and characterized by an overloading of course offerings. During the day, Students are required to receive as much as 13 topics in a school, and that amounted to no greater than 4 hours, 5 or 6 days a week. This education system enabled high enrollments and strong literacy rates. However, disguised additionally excessive ranges of overage enrollment, however, disguised also high levels of overage enrollment, early dropout and uneven access and participation rates.

The Vietnam education was reformed in 1950, 1956 and once again in 1970. But it was not till 1975 when the two separate education systems of North and South Vietnam have been unified under the same national system. There has been a great increase in student enrollments since the unification. This growth accelerated again during the 1990s when enrollments in lower secondary school grew significantly with a 100% growth from the 1991 to 1997 academic year (see Tables I and II).

TABLE I. Comparative baseline data on schools and enrolments

Period	Primary school education		Lower secondary school	
	Schools	Students	Schools	Students
1942	737	62,300	65	16,700
1991	7124	8,856,986	3129	2,678,350
1994	10,137	9,040,955	4616	3,101,483
1998	12,058	8,865,305	6321	4,860,709

Source: MOET (1998).

TABLE II. Baseline education data

Description	1991/92	1993/94	1995/96	1997/98
<i>Primary education</i>				
No. of schools	724	10,137	11,685	12,058
No. of classes	262,686	288,367	309,942	316,968
No. of students	8,856,986	9,040,955	8,806,598	8,865,305
No. of 6–10 year	9,105,104	9,725,095	10,218,169	10,377,830
% going to school	103	108	116	117
No. of teachers	263,215	275,640	298,407	310,264
<i>Lower secondary education</i>				
No. of schools	3129	4616	5900	6321
No. of classes	73,027	80,027	104,294	116,663
No. of students	2,678,350	3,101,483	4,312,674	4,860,709
No. of 11–14 year	6,147,933	6,352,203	6,935,671	7,226,836
% going to school	43.6	48.8	62.2	67.3
No. of teachers	130,431	132,722	154,416	166,552

Source: MOET (1998).

During the 1980s, there were several unsuccessful attempts at Vietnam educational reform by virtue of curriculum reform. In Vietnam, the curriculum program is mainly textbooks and the tutorial programs based on the content material of a textbook. Accordingly, access to textbooks is a key challenge for students wishing to acquire a quality education. By the 1997 academic year, the required quantity of textbooks was around 50 for each year. Teacher training is also based on training students to deliver instructional programs based on textbook content in the textbook material. Strategies to rationalize a heavy subject number dominated curriculum reform had been put in place in 1981 and once again in the 1986 academic years. The next attempt was in 1994.

Identification of key issues and challenges

Educational issues and challenges in Vietnam have been intensely addressed by the government. There are three points concerned which are education reform, outbound and inbound student mobility, and transnational education (TNE).

Focusing on the first element, the education system needs to be modernized in order to thrive the Vietnamese economy further. The educational system in Vietnam is considered to be lagging behind other Southeast Asian countries, which can be seen from statistical evidence accumulated by the World Economic Forum (WEF). Education gives prominence to Vietnam's current "socio-economic development strategy for 2011-2020", which attempts to move human capital development forward, enhance enrollments to be a better education, and bring the education up to meet the necessity of placed down in a government command from 2005 on the "Comprehensive Reform of Higher Education in Vietnam, 2006–2020".

At present, among the strong changes ordered are the creation of new accreditation and quality assurance mechanisms, the establishment of a public capabilities structure, and a huge expansion in advanced education enrollments by 125 percent, from 200 students per 10,000 people in 2010 to 450 students per 10,000 people by 2020.

1. Teaching quality will be enhanced by requiring practically all advanced education teachers to hold masters or doctoral degrees by 2020.

2. Workforce advancement is being focused for with enormous scope interests in applied, business outfitted preparing.

3. 70 to 80 percent of the students should be enrolled in applied programs by 2020.

4. The secondary education framework is likewise going through significant changes, most remarkably with respect to secondary school graduation assessments and university admissions.

Another objective of the current reforms is the internationalization of Vietnam's still isolated advanced education framework. The public authority is attempting to extend English schooling in Vietnam, and advance transnational participation and trade with nations like Australia, France, U.S., Japan, and Germany. Vietnam has additionally acquiesced to worldwide instruction arrangements, for example, the Asia-Pacific Convention on the Recognition of Qualifications in Higher Education. Studying abroad of Vietnamese students and scholars is indisputably advanced, while the public authority at the same time looks to expand the quantity of foreign students and researchers in Vietnam.

The second issue is outbound and inbound student mobility. For outbound student mobility, currently, Vietnam is possibly the most unique outbound understudy market around the world, following super-sending nations like China and India just in sheer size. Between 1999 and 2016, the quantity of outbound Vietnamese certificate understudies detonated by completely 680%, from 8,169 to 63,703 students (UNESCO Institute of Statistics). Outbound degree portability in China, by examination, developed by 549% during a similar period, while the quantity of outbound Indian degree students expanded by just 360%.

This drastic increase in Vietnamese mobility mirrors the country's quick monetary development, just as of the deficiencies of its schooling framework. Basic outbound portability drivers, for example, an arising working class ready to manage the cost of study abroad and fast massification of schooling combined with restricted admittance to great instruction, are conspicuous in the country. Vietnam has the quickest developing working class in Southeast Asia, projected to develop to anyplace somewhere in the range of 33 and 44 million individuals by 2020, depending on the estimate. Tertiary enlistments, then, significantly increased somewhere in the range of 1999 and 2015. The quantity of adolescents looking for advanced education in Vietnam has expanded fundamentally, growing the positions of possible versatile students. Given Vietnam's monetary development projections, understudy portability will undoubtedly increment in the years ahead, particularly as the nation looks to internationalize its economy and training framework.

For inbound student mobility, Vietnam is not a significant destination country for international students. To attract more foreign students and researchers, the public authority has taken out certain impediments, for example, by permitting colleges to set their affirmation principles for global international students, rather than requiring Vietnamese-language selection tests. Vietnam's absence of top quality colleges and few English-encouraged projects imply that Vietnam is certifiably not an undeniable objective decision for worldwide students beyond students studying Vietnamese culture and language. The biggest quantities of foreign degree students in Vietnam presently come from neighboring Laos (1,772 students) and Cambodia (318 students). (2016, UIS). The two nations have sizable Vietnamese-speaking minorities.

For the last issue that is transnational education (TNE), it is flourishing in Vietnam despite the fact that not many legitimate foreign institutions have set up real branch grounds in the country up until now. Australia's RMIT University is among the couple of foreign-owned universities in Vietnam. Other foreign-backed universities incorporate the Vietnamese-German University, Vietnam-Japan University, and the Fulbright University Vietnam, a non-benefit college as of late set up by Harvard University.

At the program level, the quantity of government-affirmed TNE programs has expanded essentially lately developing by 45% somewhere in the range of 2010 and 2011 alone, with universities from nations like France, UK, and Australia being the primary accomplices in twinning arrangements and transnational degree programs. Likewise important is that the French accreditation office HCERES in 2017 conceded accreditation to four Vietnamese state funded universities.

TNE in Vietnam keeps on confronting a few difficulties, including quality issues, high tax assessment, extensive endorsement measures and a troublesome administrative climate in which the Communist party looks to keep up command over foreign institutions, while at the same time attempting to draw in more foreign providers to Vietnam. Lately, developing quantities of questionable foreign schools and diploma mills began to multiply in the country. Accordingly, the Vietnamese government in 2012 forced limitations on foreign institutions, for example, a base beginning venture volume of USD \$15 million for advanced education foundations, least educational expenses of USD \$7,500 per annum, and enlistment covers that restricted the quantity of Vietnamese students at foreign high schools to 20 percent of the student body.

Identification of main development of strategies and policies

Education development

First Education Reform: From Independence Day to the Victory of the First Resistance War (1945-1954)

In 1946 Vietnam tried to establish the legal framework for its educational policies by issuing two decrees: A. No.146-SL: The new education system is built on three fundamental principles: national, scientific, and popular, and aimed at serving the national ideals and democracy. B. No.147-SL: Identification of the structure of the new educational system, i.e. after the pre-school level, there are three levels of education: (a) First level, i.e. the basic education level, in 4 years. (b) Second level, with two sub-sectors: (i) general, including two sub-levels of 4-year general education and 3-year specialized education; (ii) specialization, including two sub-levels of 1-year experiment and 1-3-year vocational education). (c) Third level, with universities and specialized colleges of at least 3 years. In parallel with three levels of education, there were three levels of pedagogy (teacher education), namely elementary,

intermediate and advanced. In 1950 the Government officially passed an education reform. General education consisted of three levels with a total of 9 years: (1) Primary education of 4 years (2) Lower secondary education of 3 years (3) Upper secondary education of 3 years. Due to the temporarily condensed general education curriculum, students had to follow pre-university courses at the completion of Grade 9 before entering universities.

Second Education Reform: Years of Temporary Separation (1955-1975)

Through the second education reform, the 12-year and 9-year general education systems in newly liberated and freedom areas respectively were combined into a 10-year system (primary education: 4 years, lower secondary education: 3 years, and upper secondary education: 3 years).

At the end of the 5-year plan cycle (1961- 1965), most of the communities had primary schools; every two or three communities had one lower secondary school; and most districts had upper secondary schools. Industrial schools in cities, agriculture schools in rural areas, and boarding schools in mountainous provinces were all founded to provide both academic and technical education.

Third Education Reform: 10 Years of Pre-Reform (1975-1985)

The third education reform started in 1981-1982 school year. The important characteristics of this reform were: a) Education was described as: (i) providing care and education for the younger generation from early childhood to adulthood with the goal of laying the initial foundations for all-round human development; (ii) universalizing education to promote the implementation of three revolutions (of productive relationships, science and technology, and culture and ideology); (iii) training and fostering — in line with the requirements of labor division-- an increase in the size of the working staff. b) “Improving the standard of comprehensive education and creating a new form of workers who were masters and willing to shoulder the cause of people's socialism construction,” was the aim of education material. c) Educational principles included learning together with practice, education and work, and the school and society linkages were strengthened. d) The structure of the education system was revised; the 12-year system in the South and 10-year system in the North were replaced by a new 12-year general education structure, in which primary and lower secondary schools were merged and the preparation was made for streaming in upper secondary schools. A number of specialized universities were established and grew as a result of this.

Twenty Years of Reform (1986-2005)

The reform orientations for general education were: (1) to continue to carry out and make changes to curriculum goals and content, textbooks, and education-related perceptions; (2) to progressively achieve comprehensive quality in a manner appropriate to each type of student, teacher, school, and community; (3) to connect general education with vocational education; (4) and to link general education with vocational education. to continue reiterating the State's obligations and putting in place educational socialization

The reform orientations for vocational education were to: (1) turn human resource training that had traditionally been oriented toward the state-owned and collective sector to training that was oriented toward the needs of the business economy.

The reform orientations for higher education were to: (1) training was given for different economic components and to meet the varied learning needs of society, rather than training for public institutions and a part of the collective.

Law and policies development

Early Childhood Care and Education (ECCE) - Implementation of Children's Rights

The Vietnam government policy assisting ECCE institutions to make sure that Education law and Law on child protection and care are stipulated.

- a) Children are provided with nurturing, care and education for the comprehensive physical, emotional, intellectual and aesthetic development that is appropriate to their age psychology.
- b) Children are provided with free primary healthcare, medical examination and treatment in public medical units.
- c) Children are provided with a fee reduction for entertainment and play activities.

The foundation of kindergartens points to assisting moms by giving a safe and reliable place to take care of their children while they work or have social activities. By assisting kindergartens, it also supports gender equality by giving women more opportunities.

Primary Education

The primary Education Universalization Law in 1991 stated that every child must complete primary school at the age of 14 at the latest. Vietnam set the 5th of September as the “Day for bringing children to schools” to promote families to enroll children to school. The enrollment rate in 2000 for 6-11 years old was 95% and increased to more than 98% in 2004-2005 school year.

Secondary Education

Upper secondary curriculum plays an important role in education reform. The upper secondary curriculum in 2006 to 2007 was divided into three important fields: Basics, Natural science (and mathematics), Social sciences and foreign languages. These three fields include a lot of important subjects including basic knowledge for the minimum requirement and a supplement subject that can serve the diversity interest of children. For each school they have an opportunity to choose which field they would apply to but it has to be approved from the Director of Provincial Department of Education and Training. For the school that chooses the Basic field they can also teach some advanced classes from another field to widen student options.

Vocational Education

Minister of Labour, War invalids and social Affairs (MOLISA) manage over vocational institutions and professional secondary schools. Elementary, intermediate and college will be provided a training by the MOLISA under the education law. In 2001-2005 vocational education was improved and developed under the controls of MOLISA. In that time there are 1,688 vocational training institutions which can be separated to 236 vocational schools which doubled the size compared to 1998, 404 vocational centers and more than 1,000 vocational training classes across all provinces. Under MOET management professional secondary schools have changed to college this explains the increase in vocational training institutions. In 2010 their objective was to make all 100% of districts to have vocational training centres. The objective of vocational education is to enhance vietnamese people to meet high demand of socio economic development.

Continuing Education

For a long period of time Vietnam tried to improve adult education step by step. Begin with the anti illiteracy classes, then through complementary education and to continuing education. Millions of Vietnamese people have improved through complementary and in service training classes but the government still tries to elevate it to the next level by continuing education. Continuing education focuses on lifting up people's knowledge to improve job creation, life quality and create a contribution to society. This education also tries to make people have an opportunity to work and study at the same time which will not only improve their knowledge but also their personal characteristics. Continue education programs can be liaise at district continuing centers and community learning centers. Moreover, general schools and vocational or higher education also consist of educational programs.

Lessons learned

In light of globalization, Vietnam's educational system serves as an effective model for future planning. According to the studies, it is possible to divide the reforming of Vietnam's educational system into three levels. In the 1950s, the first educational reform was implemented. The reform's key goals were to change the framework of general education and to shift the relationship between different components of the educational system to make it compatible with such a change. Facilities and textbooks, as well as a lack of qualified teachers and a school superintendent, were all challenges during this period. Furthermore, curriculum material in "popular education" and "vocational education" systems is of poor quality, putting vocational schools at a disadvantage. Following the North's liberation and restoration of peace in 1954, there was a pressing need to unify the two educational systems. A second education reform is underway. The aim of education is to train and nurture young people to become "people who had all-round growth in all respects, and were good citizens and officials to the nation" in developing countries in particular, central building, and the battle for the country's reunification. With the motto of "linkages between theory and practice, school and social life," the educational content is more detailed (with a focus on spiritual, intellectual, physical, and aesthetic aspects). The abolishment of the command education system began a more equal partnership between teachers and students, the introduction of extra-curricular activities, and eventually development activities into schools as an important way to form personalities, according to the lessons we learned from this time. The third education reform was discovered in the 1981-1982 school year, when the government implemented a unified national education system that was in line with the country's national construction strategies and growth. The aim is to lay the initial foundations for all-round human growth for the younger generation, from early

childhood to adulthood. As a result, the third educational reform teaches us how to address immediate issues with forethought. Later, until the mid-1990s, the national education system was divided into four tiers which are pre-school education, general education, technical education, and higher education. This system has since been adjusted to allow for greater growth in general secondary education while rationalizing and reducing vocational education systems. Generally speaking, the teaching standard was considered to be poor, with an excessive focus on academic delivery of subject material. However, there are significant challenges that Vietnam, as a nation, must address in order to enhance education plans in the future.

Moving on to the findings of the study, we discovered that there was substantial variation by region. Rural children performed worse than urban children, despite the fact that enrolment rates are high. It is clear that primary education, particularly in poor areas, is of poor quality. Without intervention, a substantial number of children tend to be on the verge of failing to graduate from primary school with sufficient numeracy and literacy skills. In general, Vietnam's growing fascination with "star performers" leads to a disregard for overall government service efficiency. Authorities in communes – the lowest level of government – are vying to create as many model schools or classes as they can. As teachers compete to develop large numbers of excellent students, little attention is given to enhancing teaching practices or the learning environment. Instead of creating new teaching and learning approaches to improve children's imaginative and analytical skills, excellence is pursued through reviewing old exam papers. Furthermore, it is the children's psychosocial well-being and household income – not extracurricular activities – that decide academic performance. Reading and numeracy skills are often affected by household income, with children from wealthy families being more likely to read and calculate correctly. Children who take additional lessons after school are more than twice as likely to be able to read correctly as children who do not, although this advantage is due to their relative income rather than involvement in private tuition. A new education law passed by Vietnam's parliament in September 2005 establishes a standardized national curriculum, but does not take into account children's diverse life experiences, language skills, or local contexts. Children from ethnic minorities are marginalized and refused bilingual education. Poor children find it difficult to attend school on a regular basis or to complete the whole academic year due to the costs associated with doing so, as well as the opportunities that poor families miss as a result of doing so. This is particularly true for children from the lower quintiles in higher secondary school. According to Participatory Poverty Assessments (PPAs), children's

labor is much more valuable than school attendance for several poor families. Training is not seen as having a long-term economic advantage that outweighs short-term economic losses.

All of the above factors indicate that Vietnamese policymakers and donors should invest more in early childhood development (ECD)—particularly for rural, poor, and ethnic minority children—and support research to assess ECD effect and progress in reducing gender, ethnic, and income inequalities. Improving the standard of education in deprived rural and highland communities, as well as developing context-specific strategies to close achievement gaps and training teachers to use engaging learning approaches in a child-friendly educational environment. Additionally, change student evaluation processes, as the current framework evaluates achievement based on the completion of a specific grade but fails to assess students' ability. More accurate evaluation approaches may detect a child's difficulties sooner, allowing for pragmatic change, as well as foster an atmosphere and curricula that encourage innovation rather than rote learning.

Conclusion

Vietnam is a nation that has passed through many historical events and is dominated by many powerful nations in culture, mindset, and national terms. If we look back in history we will see that Vietnam's education system was firstly dominated by Confucianism from China which was a powerful nation in that ancient time. When the time of colonialism came, Vietnam was colonized by France which is also one of the world hegemony nations at that time as well. France has done many policies in the education system of Vietnam at that time so that France can easily rule Vietnamese to serve the colonial trade system. Then after world war II Vietnam won France and became independent in 1954. Vietnam split into two nations which is North Vietnam and South Vietnam ruled by communism and democracy respectively. In North Vietnam, Ho Chi Minh is the leader of the government. Which very much gives attention to education problems. He cleared the France education system out and enhanced the education system for every citizen to learn at every level of school. This policy continues to encourage people to increase literacy levels even after the unification of North and South Vietnam in 1975 but there is the problem as well.

From what we have mentioned above we can separate the stage of development of Vietnam's education system into 4 stages. The first three-stage it quite similar to each other in terms of building and improving the infrastructure and fundamentals of the education system. For example, the government tries to build more schools to improve the quality of textbooks and teachers, and courses that will increase the literacy and work skill level of citizens so that they

can help the government build the nation. However, in the fourth round it was different. This round government tries to decentralize the authority and modernize the education system to become international education. The main goal is to serve the needs of the private sector that demand skilled and educated labor that can work in modern jobs. From this demand, the labor market has changed people's need to adapt their skills and study more. Hence, the government announces many policies and reforms to meet the need. For example, support the English language by including it in the curriculum or inbound and outbound students. In terms of course structure also has changed it becomes longer to finish the study from primary school until upper secondary or university with more choice of subject which individual can choose from their interest it flexible and meet the needs of the student. In terms of attracting the parent to send their child to school, the government has policies that support medical care and food or kindergarten for kids so that parents can do their duty without worry about the income and condition of children. Not only support teenagers but also adults who already work, they can go to the district continuing center and community learning center to gain more knowledge which will improve their working skill and fulfill their interest. Even Though, many policies and support seem to be reasonable and think the government should do but we will clearly see that things are not going well for every student. Students from the rural area which are mainly poor compared to a student in an urban area they perform poorer. The problem comes from many directions, for example, the poor family parent has to work harder to survive, sometimes children have to help the parent work in the farm which consumes study and playtime. Surely a poor family does not have enough money to send their child to study after school time which the richer children can. And also the low quality of education and teacher. Hence, this makes the inequality gap even wider and makes students from rural areas serve the modern job not productive and efficiently lower than they should be in the future if the government does not fix the problem and the right point. This is not yet the top of the mountain but it is just the base camp on the way to the top of the Himalayan. Nevertheless, this is a good start to reform the education system of Vietnam.

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Introduction Overview of Vietnam -Significant Achievements -Purpose of the Report Lê

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