

EDUCATION IN VIETNAM





COUNTRY OVERVIEW

And education reform overview in Vietnam

COUNTRY OVERVIEW

Geographic

South-East Asia Country, bordering the Gulf of Thailand, Gulf of Tonkin, and South China Sea, alongside China, Laos, and Cambodia



Population

98,168,833, the world's 13th-most-populous country



54 ethnic groups
90% Vietnamese majority group
Official language: Vietnamese

Economics

A developing planned economy and market economy. Manufacturing, information technology and high-tech industries now form a large and fast-growing part of the national economy.

VIETNAM'S EDUCATION OVERVIEW

One of Vietnam's strategies to achieve further economic growth is the modernization of its education system, which is considered to be lagging behind other Southeast Asian countries by outside observers.

Education features prominently in Vietnam's current "socio-economic development strategy for 2011-2020", which seeks to advance human capital development, boost enrollments in higher education, and modernize education to meet the needs of the country's industrialization in a global environment.



VIETNAM'S EDUCATION

: OVERVIEW OF VIETNAM'S EDUCATION PROBLEMS

Most students progress through the academic streams of secondary education. The system fragmented and characterized by an overloading of subject offerings. Students received instructional programmes in up to 13 subjects in a school day that amounted to around 4 hours, 5-6 days a week. The education system enabled high enrolments and strong literacy rates but also high levels of overage enrolment, early dropout and uneven access and participation rates.



VIETNAM EDUCATION HISTORY TIMELINE

FEUDAL AND
COLONIAL PERIODS
(207 B.C.-1945)

THE PERIOD OF WARS
(1945 - 1975)

REFORM AND MODERN
(1975 - PRESENT)



IDENTIFICATION OF KEY
ISSUES AND
CHALLENGES

EDUCATION REFORMS

Vietnamese education needs to be modernized
to thrive the Vietnamese economy further



The bold reforms lead to 4 resolutions

1. Teaching quality will be improved by requiring almost all higher education instructors to hold masters or doctoral degrees by 2020.
2. Labor force development is being prioritized with large-scale investments in applied, employment-gear training.
3. 70 to 80 percent of the student population should be enrolled in applied programs by 2020
4. The secondary education system is also undergoing major reforms, most notably with regards to high school graduation examinations and university admissions.

Another goal of the current reforms is
the internationalization of Vietnamese education system



To expand English-language education in Vietnam, and
promote transnational cooperation



Also acceded to international education agreements



Trying to promote studying abroad of Vietnamese students
and scholars and increase the number of foreign students
and researchers in Vietnam.

OUTBOUND STUDENT MOBILITY

Vietnam is currently one of the most dynamic outbound student markets worldwide



The shortcomings of its education system

Common outbound mobility drivers are prominent in the country.

Projected to grow to anywhere between 33 and 44 million people by 2020
Tertiary enrollments, meanwhile, tripled between 1999 and 2015.

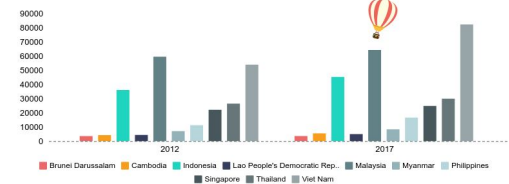
The number of youths seeking higher education in Vietnam has increased significantly

Student mobility is bound to increase in the years ahead

OVERSEAS VIETNAMESE STUDENTS



Number of outbound tertiary-level students in ASEAN countries



Source: UNESCO Global Flow of Tertiary-Level Students



Top 5 destination countries for Vietnamese students



Japan

USA

Australia

China

United Kingdom

Source: <https://e.vnexpress.net/news/perspectives/to-many-vietnamese-us-still-a-top-overseas-study-destination-in-spite-of-donald-trump-3641892.html>

INBOUND STUDENT MOBILITY

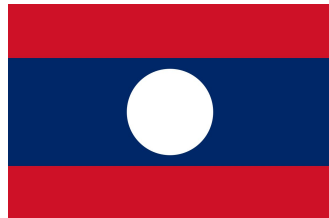
Vietnam is currently **NOT** a major destination country for international students

To attract more foreign students and researchers

The government has removed some obstacles

Allowing universities to set their admission standards for international students, instead of requiring Vietnamese-language entrance examinations

The largest numbers of foreign degree students in Vietnam presently come from



TRANSNATIONAL EDUCATION (TNE)

TNE in Vietnam continues to face some challenges

Quality problems, high taxation, lengthy approval processes and a difficult regulatory environment

Growing numbers of questionable foreign schools and diploma mills started to proliferate in the country

The number of government-approved TNE programs has increased significantly in recent years growing by 45 percent

The government further tightened these restrictions and required foreign institutions to front a minimum investment of USD \$45 million

2010

2011

2012

2017

Imposed restrictions on foreign institutions

The French accreditation agency HCERES in 2017 granted accreditation to four Vietnamese public universities.



IDENTIFICATION OF MAIN
DEVELOPMENT OF
STRATEGIES/POLICIES

EDUCATION DEVELOPMENT

First reform

From Independence Day to the Victory of the First Resistance War

1. No.146-SL: The new education system is built on three fundamental principles: national, scientific, and social, and aimed at serving the national ideals and democracy
2. No.147-SL: Identification of the structure of the new educational system (a) First level, i.e. the basic education level, in 4 years. (b) Second level, with two sub-sectors: (i) general (ii) specialization, (c) Third level, with universities and specialized colleges of at least 3 years.

Second reform

Years of Temporary Separation (1955-1975)

12-year and 9-year general education systems in newly liberated and freedom areas respectively were combined into a 10-year system

Consist of

Primary education : 4 years,
Lower secondary education : 3 years
Upper secondary education : 3 years

Third reform

10 Years of Pre-Reform (1975-1985)

- Education was newly described
- “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,”
- Educational principles included learning together with practice, education and work, and the school and society linkages were strengthened.
- The structure of the education system was revised

Fourth reform

Twenty Years of Reform (1986-2005)

- The reform orientations for general education
- The reform orientations for vocational education
- The reform orientations for higher education



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.

- ✓ Children are provided with nurturing care and education for the physical and overall development that is appropriate to their age.
- ✓ Children are provided with free primary health care and treatment in public medical units.
- ✓ Children are provided with a fee reduction for entertainment and play activities.

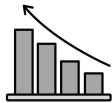


PRIMARY EDUCATION

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” as a strategy to increase 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



1. Basics
2. Natural science (and mathematics)
3. Social sciences and foreign languages.

These fields include important subjects including basic knowledge for the minimum requirement and a supplement subject that can serve the diversity interest of children. For the school that choose the Basic field, they can also teach some advanced classes from another field to widen student options.

VOCATIONAL EDUCATION



War invalids and social Affairs (MOLISA) manage over vocational institutions and professional secondary schools.

In 2001-2005, Vocational education was developed under the controls of MOLISA. In that time there are 1,688 vocational training institutions which can be separated into

- 236 vocational schools
- 404 vocational centers
- more than 1,000 vocational training classes across all provinces.

In 2010, the objective was to make 100% of districts to have vocational training centres and to enhance vietnamese people to meet high demand of socio-economic development.



CONTINUING EDUCATION



Goals of continue education

Focuses on increasing knowledge to improve job creation, life quality and equality. This education 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 character.



Continue education programs can be liaise at district continuing centers and community learning centers. Moreover, general schools, vocational or higher education also consist of educational programs.

The image features a minimalist, abstract geometric design. A large, dark grey triangle points downwards from the top center, occupying the right half of the frame. To its left, a light grey triangle points upwards from the bottom left corner, meeting the dark triangle at a diagonal line. The remaining space is white. The text 'LESSONS LEARNED' is positioned in the lower right area, within the dark grey triangle.

LESSONS LEARNED

THE REFORMING OF VIETNAM'S EDUCATIONAL SYSTEM



The Period of wars

First educational reform - 1950s

- Lack of qualified teachers
- Popular education & vocational education system is poor quality
- Lack of facilities and textbooks

Second educational reform - 1954s

- Improve linkages between theory and practice
- Focus on spiritual, intellectual, physical, and aesthetic aspects
- Create more equal partnership between teachers and students
- Development activities into schools as an important way to form personalities



Reforms and Modern

Third education reform - 1980s

- Laying the initial foundations from early childhood to adulthood
- Easy access to study immediately with forethought
- Unified national education system with the country's national construction strategies and growth.

Later until mid - 1990s

- Educational was adjusted for greater growth in general secondary education
- Reducing vocational education systems
- Teaching standard was poor
- Excessive focus on academic delivery of subject material.



CONCLUSION

Under France Colony

Education system to serve France capitalism

North and South unify

- Improve quality of book and teacher
- Centralized education system

Before 1858

Influence from China education and belief : Confucianism, Taoism, and Buddhism

After Independent from France

- Separate to North and south Vietnam
- Enhance the literacy rate of overall population
- Build more Primary and secondary schools

1986 Modernize education system

- Doi Moi Reform
- More Modernize
- Boost economic growth

