

**A STUDY ON EDUCATIONAL AND TRAINING DEVELOPMENT
IN VIETNAM**

By

Dao, Lan Thi Huong

THESIS

Submitted to
KDI School of Public Policy and Management
In partial fulfillment of the requirements
for the degree of

MASTER OF PUBLIC POLICY

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ABSTRACT

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Education is at the heart of development. The greatest progress in economic development and reducing poverty is made in countries that combine effective and equitable investment in education with sound economic policies. Education enables people to develop, use and extend their capacities; to lead healthier and more productive lives; and to participate in decision making and in the transformation of their lives and societies.

The education and training system has developed since 1986 as a result of renovation process in Vietnam. The educational and training size has widened with educational socialization and non-state sector participation. However, during its development, there are some issues that need to be addressed. Although there is an increase in size, the effectiveness and the quality of education are still low as a result of some policy issues. The question here is how to improve the quality and effectiveness of educational and training in order to adapt to the industrialization and modernization cause in the coming years?

This study will trace the process of educational and training development in Vietnam over fifty years, current situation, major policy issues and constraints, challenges of ongoing reform as well as to give some policies and recommendations for the educational and training development in Vietnam in the future.

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LIST OF ABBREVIATIONS

MOET	Ministry of Education and Training
MOLISA	Ministry of Labour, War Invalids and Social Affairs
UPE	Universal Primary Education
NER	Net Enrolment Rate
VLSS 93	Vietnam Living Standard Survey 1993
VLSS 98	Vietnam Living Standard Survey 1998
HDI	Human Development Index
GDP	Gross Domestic Product
VND	Vietnam Dong (1USD = 14,500 VND)

INTRODUCTION

Education and training play an essential role in the preservation, development and continuation of human civilization. In the era of scientific and technological revolution, education and training are becoming the main force for the development acceleration and considered as a determining factor for the success or failure of a nation's competitiveness and for the success of each individual in his life. Thus, the Government and people of every nation highly appreciate the role of education and training.

In Vietnam, Article 35 of the current Constitution issued in 1992 stipulates: Education is the first priority of the national policy. The Second Plenary Session of the Central Standing Committee VIII has issued the Resolution on the strategic orientation for the development of education and training during the period of industrialization and modernization. Article 86 of the Educational Law stipulates the framework of government management of education, including firstly the formulating and guiding, scheming and planning strategy and policy for educational development.

Educational and training strategy plays a very important part in human resources development strategy. Manpower with good knowledge is the most important resource of the modern industry. Thus, to improve the quality of human resources is the main conditions for economic growth and social development. Vietnam is developing the strategy for education and training development while the country is step-by-step integrating into the world. However, while the developed countries have achieved high level of development in science and technology and are moving towards a knowledge

economy and an information society, Vietnam is still a backward agricultural country with narrow land, big population and few natural resources. Therefore, education and training must be the key to narrow such a gap, push up the industrialization and modernization, make the economy grow and improve the people's living standards.

Education and training has developed the over fifty years in Vietnam. The country's education and training base has been expanded and developed. Vietnam recognizes the importance of education and achieved very creditable progress, particularly in access, over the last decades. In the course of the *doi moi* process (renovation process), new forms of education and training have been developed. The trend of expanding private and semi-public schools does not only occur in basic education, but several dozens of universities and colleges of this kind have been established as well. Hence, the people's choice to form and use their capabilities has been broadened significantly.

While Vietnam has achieved an impressive result in education and training, there are still a number of big concerns. The quality and effectiveness of education and training is very low in Vietnam. This is related to major policy issues, which constraint the educational and training development. Study and analysis are very necessary.

This thesis would tend to trace the process of educational reforms, current situation of educational and training system in Vietnam and discuss about the major policies issues and constraints, challenges of ongoing reform facing in the immediate future. An important aspect of the development process is the gradual establishment of a policy and legislative framework that enable dramatic reform process to be considered.

This thesis would also try to give some policy recommendations, which may help for the educational and training development of Vietnam in the future.

Thus, the thesis will include four chapters. The first chapter will give an overview of educational and training development in Vietnam during over fifty years. The second chapter will describe the current situation of education and training in Vietnam: the educational and training size, quality and effectiveness. The third chapter will discuss on policies to educational and training development, its problems and how they are implemented. The final chapter will take a look at the context, opportunities and challenges and give some policy recommendations for Vietnam's educational and training development in the future.

Chapter I

OVERVIEW OF EDUCATIONAL AND TRAINING DEVELOPMENT IN VIETNAM

1. SOME FEATURES OF THE HISTORY OF VIETNAMESE EDUCATION SYSTEM BEFORE 1945.

Studies conducted on the history of the Vietnamese education system show that the Vietnamese people are traditionally fond of learning. During 2,700 years of its existence as a state, however - of which nearly 1,200 years under foreign domination - to 1945, Vietnam's educational system had significantly been plagued. *Vietnam had no national education.*

1.1. The period under domination of China (from 111 BC to 938 AD)

The dominating governments set up public schools and allowed private schools opened largely to serve their children, who would latter serve in the ruling bureaucracies. They practiced the policy of *si toc* under which only children of distinguished families were recruited and educated to a certain level - and then appointed in positions of mandarins. Only long afterwards could some children of elite families enter these Chinese-erected schools. No document on education system in Vietnamese has ever been found.

1.2. The period of national independence (from 938 to the beginning of the 19th century)

Under the dynasties of Ngo, Dinh and Le, schooling was conducted at private and pagoda-sponsored schools, but it was far from developed. It was only until the Ly dynasty (11th century) that the royal learning, centered in the capital city of Thang Long (Hanoi), was given due attention: the Quoc Tu Giam (National University) was founded in 1076 to educate children of royal families. In general, there were two kinds of schools during this period with one being the Quoc Tu Giam in the capital city that was directly managed by the King. There were few public schools in the provinces and districts where the most typical type were private schools. The education system during 10 years under dynasties was primarily confined to training mandarins at all levels.

1.3. The period of colonialism (the second half of the 19th century)

Vietnam was a French colony from 1858. Since then, the education system adapted to the French one. Under this system, elementary schools that included the first grades at primary level were allowed to open in a few highly populated villages; some villages and small towns had six-year-learning primary schools; some large towns and cities had high schools (equivalent to today's upper primary schools); only three biggest cities: Hanoi, Hue and Saigon each had a three-year-learning secondary school.

From the beginning of the 20th century, the French colonial government began to develop some professional schools. In the first three decades of the century, most of these schools are vocational (training workers) and professional (training technical engineers of intermediate level). In 1908, some of these schools were merged into what was later called the National University but only until 1919 did it recruit the first pre-university class on mathematics - chemistry - and natural sciences (latter called mathematics -

chemistry – biology); the class, training doctors was recruited in 1923; law and agricultural departments were established in 1942; and the school training sciences of bachelors was set up in 1941. These schools were merged to become the University of Indochina. The total number of students in the school year of 1939-1940 was only 582.

The Vietnamese education system during the period of French colonialism was thus built horizontally rather than vertically with the emphasis being the opening of elementary schools, which educated the first three grades at primary level.

Table 1. General education in Vietnam, school - year 1941-1942

Level	Public		Private	
	Schools	Students	Schools	Students
Secondary schools	3	652	49	11,203
Upper primary schools	16	5,521	234	29,573
Primary schools	503	58,629	906	48,675
Elementary schools	8,775	486,362		
Total	9,297	551,164	1,189	89,451

(Source: Indochina Statistical Yearbook)

The figures show us that the scale of education system at that time was very small: it recruited only three percent of the population (the population then was 22 million). This is the source of education for foremen, clerks and low-ranking officials who served in the colonial bureaucracy. There is no evidence to talk about of an

educational system. Instead, these are only a few schools for credulous people who believed in the so-called civilization policy of the colonial government. Due to the obscurantist policy pursued by the colonial regime, over 95 percent of the 22 million people were illiterate.

2. THE PROCESS OF EDUCATIONAL REFORMS IN VIETNAM

2.1. The first round of educational reform (1945-1954)

After the proclamation of independence in 1945, the Vietnamese Government undertook a major initiative to expand the public education system. Right in October 1945, the Government set up Council of Consultants to come up with an education reform program. But because from September 1945 in the South, and from December 1946 in the North, Vietnamese people had to wage a war of resistance against the French colonialists, it was only in July 1950 that the Council of Government approved the education reform project and decided to carry it out. Under the project, the education system was formally proclaimed that of the people, by the people and for the people with education direction: study going along with action, theory being closely combined with practice.

The general school system included three cycles (**nine years**): first cycle, four years (from first grade to fourth grade), replacing the former six - year primary education; second cycle, three years (fifth - seventh grade), replacing the former four - year secondary education; and third cycle, two years (eighth - ninth grade) replacing the former three - year secondary education. Seven-year-old children began to be admitted into the first grade.

Besides the general school system, popular education, vocational education and higher education were also promoted.

- *Popular education for adults* included three levels: (1) elementary: four months of duration to erase illiteracy; (2) preparatory: four months of duration, equivalent to the second and third grades of the first cycle of general school; (3) complementary: eight months of duration, equivalent to the fifth grade, the first year of the second cycle of general school; and (4) secondary: 18 months of duration, equivalent to the eighth grade, the first year of the third cycle of general school.

- *Vocational education* included: (1) elementary vocational, consisting of a course in trade to graduates of the fourth grade of an adult complementary class, (duration of course: 1-2 years); (2) secondary vocational enlisting graduates of the seventh grade of general school or of secondary popular education to train them as medium-grade technicians (duration of course: 2-4 years).

- *Higher education system* included at that time: (1) Medical School; (2) Teachers' Training College; (3) Civil Servant Higher School reuniting graduates of the third cycle (ninth grade). Duration of course: from two (teachers' training college) to six years (medical school).

The reform of education was carried out in the liberated areas in 1950. In the temporarily-occupied zone, the schools continued to teach according to the number of general school years from the primary to the secondary levels (12 years) with contents and programs remaining basically the same as prior to 1945.

2.2. The second round of educational reform (1954-1975)

Up to the Liberation and the Restoration of peace in the North (1954), from the 17th parallel northward, there were two systems of general education in Vietnam: 9 years (in the liberated zone) and 12 years (in Hanoi and the temporarily occupied zone). This situation required an urgent unification of the two education systems. In May 1956, the Government approved the second draft education reform and entrusted its unfolding to the Ministry of Education. In August 1956, the Government promulgated "The General Education Policy of the Democratic Republic of Vietnam" in which education direction was from link theory to practice, school to social life.

The *educational content* had a comprehensive character that included four aspects: ethics, intellectual knowledge, physical culture and aesthetics; ethics was to be taught on the basis of a systematic dispensing of knowledge. With regard to *education methods*: they are to strengthen practical studies, to increase the time devoted to productive labor, to pay greater attention to the application of practical know how to life.

The *general education system* had its duration of from **nine to ten years** and included: first cycle: 4 years from the first to the fourth grade; second cycle: 3 years from the fifth to the seventh grade; third cycle: 3 years from the eighth to tenth grade. Children from the age of 7 were admitted into the first grade; subsequently as from 1974 children from the age of 6 were admitted to the first grade.

2.3. The third round of educational reform (1975- 1986)

In 1975, Vietnam gained independence, unity and peace. At the threshold of a new period of national construction and defense, reassessing the past few decades of education development. In spite of very significant achievements, education is still of low quality and not commensurate with the development of society, science and technology; it failed to meet the new requirements of the period of post - war reconstruction. The two zones, South and North of Vietnam had two different systems of general education with duration of 11 years in the North and 12 years in the South. For this reason, the Politbureau of the CPV Central Committee issued Decision N^o14 (1979) on an education reform.

The reform of education lays down the task of caring for and educating the younger generation from childhood to maturity; gradually attracting all children at the proper age into kindergartens and infant classes, striving to enable the young generation from the age of 6 years to maturity to attend the whole program of upper secondary school (12 years). In the vocational training schools and establishments of higher education, production is linked to vocational training, scientific research and experimentation. This reform implemented the change on education structure, contents and methods.

This educational reform started in 1981. Major achievements are as follows:

1. An integrated system of national education has been built, which includes all study levels: pre-school programs, and those for primary, secondary, higher education and post-graduate level. From now on, Vietnam actually has a people's national education.

2. Following many years of war-time education development, unified secondary education system of 12 years was achieved in the whole country (1993), comprising primary education: 5 years (grades 1-5), junior secondary education: 4 years (grades 6-9), senior secondary education: 3 years (grades 10-12). In the 1992-1993 school year, all senior secondary schools in the country were endowed with the 12th grade (in the past, only 11th grades existed in the North); for the first time, the graduation examinations for the senior secondary schools took place with a single set of tests at a single level.

3. A new program was worked out for grades 1 to 12 and a collection of new textbooks printed along a basis, modern and practical orientation. In the 1981 -1982 school year, the new text books (called reformed books) were introduced into the first grade; subsequently, each year witnessed the use of an additional book, and in the 1992 -1993 school year, the text books were replaced in the 12th grade. Then for the first time in several decades, in all general schools of the country, teaching was dispensed according to a single program and with a single set of textbooks.

4. Diversifying the forms of training in establishments of higher education, in secondary vocational training schools, to expand the training scale, to resort to both state scholarships and contracts with receipts for the budget; to establish in-service training centers; to boost the training of post-graduates within the country. Eight private colleges have been established besides the public establishments of higher education. Those students who can afford to cater to their own sustenance and school fees may go abroad for studies.

5. Positive changes occurred in the understanding of the role of education in socio-economic development; the influence of the socio-economic crisis on education was

grasped. There was a more correct appraisal of the weaknesses in education. The Sixth Congress of the Communist Party of Vietnam put forward the line of renovating education.

2.4. The renovation of educational reform

Vietnam conducted a renovation process since 1986, initiated by the Communist Party of Vietnam at its VIth Congress (December 1986). The renovation line is expressed by the shift from the subsidy-based mechanism to the market oriented one, the development of an open multi-sector and socialist - oriented economy under State management. It has brought the country to a new development stage. This is a period of development of education along the renovation line (which may also be called a period of adjustment of the third round of educational reform).

2.4.1 Guiding viewpoints on the development of education

Since 1991, education has been considered as a national priority for both social and economic development and a vehicle for supporting renovation process. Educational reform in Vietnam is described as a process of renovation. In official literature: “renovation in education and training is an important part of the renewal of the state. The basic task of renovation in education is to shift from meeting the needs of a subsidized, centrally planned economy to meet the needs of a multi-sector, state-managed, socialist oriented market economy... Investment in education and training must be regarded as one of main target for development investment.”¹

¹ MOET, Vietnam Education and Training Directory, 1995, p 14

- ***Law of Universalisation of Primary Education.*** In August 1991, the National Assembly of the Socialist Republic of Viet Nam organized the 9th session of the 8th term. This session adopted the Law of Universalisation of Primary Education. This was the first law of the Viet Nam State on education, especially on the basic level.
- ***1992 Constitution of the Socialist Republic of Viet Nam.*** In the training and education terms of the 1992 Constitution of the Socialist Republic of Viet Nam, there were stipulations as follows: "Training and education have been the first of the national policies. The State has developed education aiming at increasing people's intellectual standard, training manpower, bringing up the gifted persons... " and also "The State has unitedly managed the national education system on the objectives, curriculum, contents, plan of education, criterion of the teachers, examination regulations and degree system. The State has proportionally developed the education system: pre-school education, general and professional education, university education and post graduate education, universalization of primary education, illiteracy eradication, development of the public and private schools, and other educational forms"².
- ***Law on Education, 1998.*** The Educational Law which was approved by the National Assembly of the Socialist Republic of Viet Nam, the 10th session, in December 1998, stipulated: "Investment for education is an investment for development. The state shall give priority to investment for education and shall

² 1992 Constitution of Socialist Republic of Vietnam, articles 35 and 36, chapter II

encourage organizations and individuals in the country, overseas Vietnamese, foreign organizations and individuals to invest into education”³

2.4.2. Major achievements of educational renovation

Thanks to the renovation line, which has launched the country into a new era, and thanks to the education renovation policy, the education and training work has made progress in the past period (1986 - 2000). General assessments of these achievements and the subsequent work are done here. Data and tables on education and training development will be expounded in the following chapters.

1/ Generally speaking, the education system has been consolidated and has begun to develop.

2/ Schools and classes are opened everywhere in diversified forms: family nurseries, private infant schools, all - day primary classes, evening class centers, vocational centers, flexible classes to universalize primary education, evening literacy classes.

3/ The number of pupils has stopped declining and begun to increase. There is a marked reduction in the number of class-repeating pupils and of dropouts. There has been significant growth in student enrolment since unification. This growth accelerated again during the 1990s when the enrolments in lower secondary school grew substantially with a 100 percent increase from the 1991/92 to 1997/98 academic year (see table 2).

Table 2: Comparative baseline data on schools and enrolments.

³ Law on Education; 1998; article 12, chapter I

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

Sources: MOET (1998).

4/ Education in ethnic minority areas has been developed. Studies of the education for these areas have been carried out. A system of new boarding schools for ethnic minority pupils has been built.

5/ Socialization of education has enabled everybody to be involved in this work. This policy has been widely unfolded by the trade unions at various echelons of the education branch, in coordination with schools, education management boards and various branches. Congresses on education have been held in about three fourth of the 11,000 communes all over the country and in various districts. Through these congresses, coordination has been strengthened between school, society (the Party, the administration, mass organizations, and various branches...) and family; the education environment has been markedly improved and favorable conditions created for the good education of children. The sense of co-responsibility between the contingent of teachers and other education forces has been established. Thanks to the socialization of education, the school has become more democratic. In some communes or districts, people's contribution to education is equal to or greater than the funds earmarked for this purpose from the State budget.

6/ With regard to the quality of education, there is a continued polarization (some schools are very good, others are very bad. The gap between them is enlarging). However, on the whole, there is some improvement, which is most clearly seen, in primary education.

However, many problems of education and training are still a matter of concern. Broadly speaking, this is a concern about the objective and content of education, both at school and at home. There is existence of seven hard problems such as:

- The inadequacy of education and training with regard to society in the period of transition;
- Ineffective utilization of economic resources for education and training;
- Quantitative and qualitative decline in all cycles of learning
- Weak liaison of technological and vocational training with production and employment;
- Inadequate supply of resources to college education, inappropriate network of college education, weak liaison between research, production and utilization;
- Weaknesses and difficulties on the contingent of teachers;
- Inappropriate system of organization, management and legislation in education and training.

Over the recent years, Vietnam has managed to overcome partly these shortcomings. It is advisable now to continue pondering over these seven conclusions. The next chapter will present about the current situation of education and training system in Vietnam.

Chapter II
CURRENT SITUATION OF EDUCATIONAL AND TRAINING SYSTEM
IN VIETNAM

As a result of the renovation process, the educational and training sector has developed during the last 15 years both the legal framework and the quantity and quality. The educational and training size has increased both the enrolment rate and form of education as well. However, the educational effectiveness and quality are still very low. This chapter will show the structure, management of present education system, the educational size, the effectiveness and quality of educational and training system in Vietnam.

1. STRUCTURE AND MANAGEMENT OF PRESENT EDUCATION SYSTEM

1.1. Structure of present education system

1.1.1. Levels of education

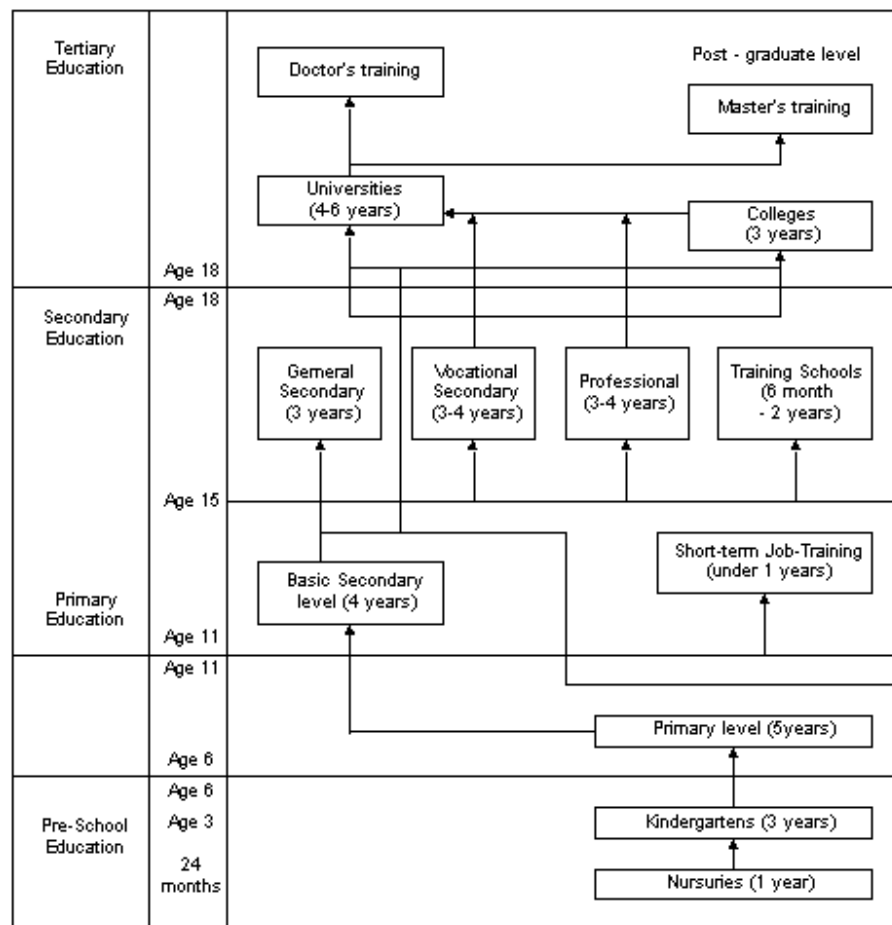
The national educational and training system includes 4 levels as follows:

1. Pre-school education with nurseries and kindergartens;
2. General education with two levels of primary education and secondary education; secondary level consists of two sub-levels of lower secondary education and upper secondary education;
3. Professional education with professional secondary education and vocational training;

4. Undergraduate education with two degrees of college and university education; post-graduate education with two degrees of master and doctor.

Figure 1. **Structure of the national education system**

(Decree No. 90/CP dated 24 November, 1993)



1.1.2. *Types of school*

- *Public schools.* Founded and organized by the State, these schools are subject to the direct management and ownership of the State. The State invests in the infrastructure and grants funds for frequent expenditures.

- *Semi-public schools*. Organized by the State and subject to the direct management of the State, these schools are self-financed and self-accounted. They are under the State's ownership.

- *People-founded schools*. Founded by social institutions as the legal entities, these schools are subject to the direct management of these institutions. These institutions invest in the infrastructure and are self-accounted. The schools are under social and collective ownership of shareholders. Social institutions as the legal entities are permitted to establish people-founded schools at all levels provided that they meet all the requirements set forth by the State.

- *Private schools*. Privately organized by individuals, these schools are subject to private management and control. Individuals invest in the infrastructure and are self-accounted and self-financed. These schools are under private ownership. Individuals are allowed to establish kindergartens, general secondary schools, colleges and universities

By far, the greatest part of provision is in public schools. A small, but increasing element is in semi-public schools where government provides the facilities, but parents meet the operating costs, including salaries. The private sector remains a small-scale provider.

1.2. Management of present education system

In Vietnam, the State carries out the uniform management of the national education system in terms of goals, curriculum, contents, teacher standards, examination regulations and academic accreditation. The MOET is the main body responsible for

educational and training affairs nation-wide. Management of educational level is as follows:

- For the pre-primary school, primary and secondary levels, the MOET only issues documents on objectives, plans of education and training, curriculum, textbooks, testing and examinations.
- For vocational and training schools, the MOET issues lists of profession to be trained, curriculum, and testing and standard assessment. Other fields such as personnel, finance and job training- are under the direct management of people's committee of provinces and districts, and of enterprises, companies, other ministries and localities.
- For colleges, the MOET manages directly on such fields as personnel, finance and job training. Some teacher training colleges include the Music and Painting College, the Teacher Training College of Gymnastics and Sports and teacher training colleges on technology are under direct management of MOET. Other teacher training colleges are under the direct management of provinces and cities.
- For universities, the MOET manages directly on all fields. The two national universities of Hanoi and Ho Chi Minh are under restructuring process. There are three regional universities of Thai Nguyen, Hue and Danang. However, there still remains 25 universities, which are under the direct management of the other ministries such as Hanoi Medicine University (Ministry of Medicine); University of Irrigation (Ministry of Agriculture and Rural development); University of Cultural Issues (Ministry of Culture and Information)...

2. EVALUATION OF VIETNAM EDUCATIONAL AND TRAINING SYSTEM

After 15 years of renovation process since 1986, Vietnam's education and training has made a number of efforts and achieved initial success and have created some necessary impetus for future development. The educational and training size has increased both the enrolment rate and form of education. However, the educational effectiveness and quality is still very low.

2.1. Educational and training size

The educational size is increasing rapidly both the trend of enrolment and types of schools, classes and educational models

2.1.1. Trend of enrolment

The enrolments have been rising rapidly at all levels: primary, lower secondary and upper secondary. Net enrolment ratio in primary education has increased from 87% in 1993 to 91% in 1998 and up to 92% in 2000. The post primary enrolment ratios have risen substantially. The net enrolment ratio in lower secondary education has increased from 30% in 1993 to 62% in 1998 and up to 74% in 2000. Table 3 shows the evolution of participation ratios especially for upper secondary education, the net enrolment ratio has increased more than five times between 1993 and 2000.

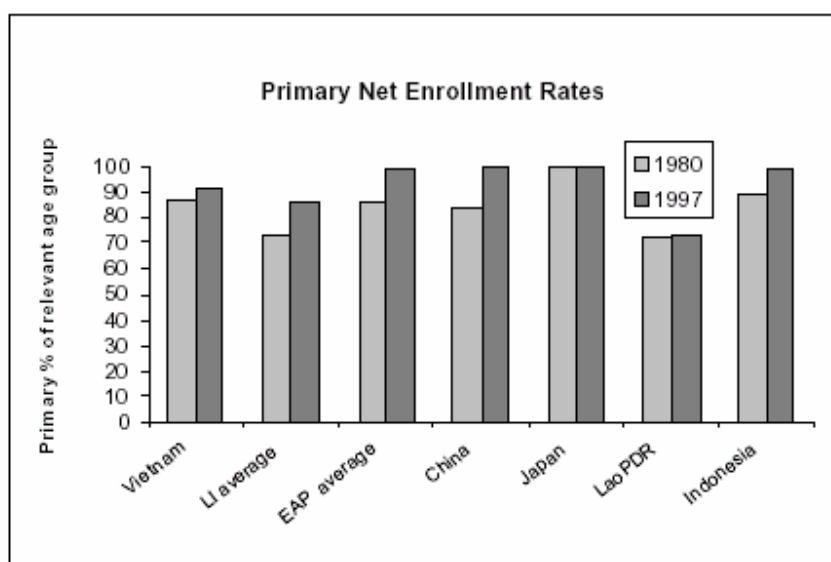
Table 3. Net enrolment ratios in Vietnam (1993-2000)

	1993	1998	2000
Primary	87	91	92
Lower secondary	30	62	74
Upper secondary	7	29	38

Sources: VLSS 93, VLSS 98 and MOET (2000)

Vietnam has high enrolment ratios for primary education compared to countries of a similar level of economic development. Figure 2 shows that Vietnam has achieved a high primary net enrolment rate, particularly when compared with other low-income countries.

Figure 2. Primary Net Enrolment Rates for selected countries, 1980 and 1997.



Source: World Development Indicators, 2001.

Note: Data for Vietnam from VLSS93 and VLSS98

The gender composition in primary and lower secondary education enrolments is given in the Table 4. There is a fairly even balance between male and female enrolment in primary and lower secondary education and girls' shares in upper secondary participation are rising. Gender inequalities in education have narrowed. Vietnam has achieved success in gender equality at the level of schooling, particularly compared with other lower income countries. However, the gender gap is still significant at higher levels of education in spite of some improvement between 1993 and 1998 as shown in the table 4. The gender gap is wider amongst the poor and in rural areas.

Table 4. Gender difference of school enrolments

(Unit: %)

		1993	1998
Primary	Male	49.8	50.4
	Female	50.2	49.6
Lower Secondary	Male	51.8	49.7
	Female	49.2	50.3
Upper Secondary	Male	57.9	52.3
	Female	42.1	47.7
Higher education (University, college)	Male	59.0	56.3
	Female	41.0	43.5

Source: VLSS 1993 and VLSS 1998.

2.1.2 Literacy rate and Universal Primary Education (UPE)

In September 1989, the Vietnamese Government has issued the Decision 173/HDBT to establish the National Committee for Literacy. The Committee has responsibility for organizing the “ Year of Literacy- 1990” and proposing Government programs and projects in the UPE and Literacy in the period 1990-2000. The national program has set the objective of reducing the number of illiterates to fewer than 6% at the beginning new century, the year 2000. As a result of this program, based on the data from MOET, the rate of adult literacy is 94 percent in 2000. Vietnam has achieved in reducing adult and youth illiteracy and gender inequality by illiteracy both compared with the low-income country average and with several neighboring countries. Vietnam, a nation with more than 90 percent of its population illiterate in 1945, reduced its illiteracy rate to 12 percent by the end of 1990s and reached the high literacy rate of 94 percent in 2000⁴.

The promulgation of the Law on UPE in August 12, 1991 marked a new step in development of Vietnam’s primary education. By the end of 1998, 47 provinces (out of 61 provinces), 504 districts (out of 597 districts), 9,285 communes and wards (out of 10,299 communes and wards) or 77 percent of provinces, 89 percent of districts, 91 percent communes and wards respectively, were recognized as achieving the National standards on UPE and literacy. In particular 11 out of 18 mountainous provinces achieved the national standard on UPE and literacy. In 2000, all of provinces and cities have achieved the national standard for illiteracy eradication and primary education universalisation. Some advantaged cities and province have been progressing to the universalization of lower secondary school.⁵

⁴ MOET, Vietnamese education and training development strategy; 2001; p 4

⁵ Pham Minh Hac, Education for all in Vietnam (1990- 2000); p 85; 1998

There are 117 students per 10,000 people in the academic year of 2000-2001. About 8 million laborers who make up 18.3% of total 43.8 million laborers nationwide have been trained.

2.1.3. Forms of education and training

In the course of the renovation process, new forms of education and training have been developed. Before renovation process, there were only State –owned schools with class learning. Meanwhile, new systems have been put in place such as private and semi-public schools and distance learning, particularly with regard to foreign languages and information science. The trend of expanding private and semi-public schools does not only occur in basic education, but several dozens of universities and colleges of this kind have been established as well. Education and training abroad on a self-financing basis is also encouraged. Hence, people choices to form and use their capabilities have been broadened significantly.

The number of public and non-public schools in the schooling year 2000-2001 is presented in Table 5. In pre-primary education the number of non-public schools is higher than public schools. The number of the non-public schools to general education is 692, which accounted for 2.8 percent of general education schools and higher education is 22, which accounted for 12.4 percent of total. There is a trend of increasing the non-public institutions. However, there is no non-public school to professional secondary education and vocation.

Table 5. **The number of public and non-public schools in school- year 2000- 2001**

	Public	Non-public	Total
Pre- primary education (crèche, kindergarten)	4,224	5,417	9,641
General education (primary, lower secondary and upper secondary)	23,983	692	24,675
Upper secondary technic and vocation	253	0	253
Higher education (college, university)	156	22	178
Total	28,616	6,131	34,747

Source: MOET, 2002

As a result of diversify of different types of schools, classes and educational modes, including all types of public and non- public, formal and non- formal education, the school network covers almost all residential areas providing convenience to the learners. Education for ethnic minority people has made some positive changes. There have been more than 100 boarding ethnic minority schools.

The socialization of education has brought preliminary results. There is a widespread movement of learning in the whole nation, especially in information and foreign languages. The social forces are involved more and more actively in encouraging children to attend schools, building schools infrastructure and contributing finance resources to education and training under various forms. The rate of students in non-

public units/institutions is increasing. In the school year 1999-2000, this accounted for 51 percent of pre-school children, 0.3 percent of primary children, 3.5 of lower secondary students, 33.9 percent of upper secondary students and 13 percent of higher education students.

In short, the educational size has increased rapidly during the last decades. There has been a rise in the trend of enrolment, literacy rate and the diversification of different types of schools, classes and educational modes. Thanks to the education and training achievements especially adult literacy rate and combined enrolment ratio and other social policies, the Human Development Index (HDI) of Vietnam in the classification table of UNDP has raised considerably in the last 10 years. For instance, from 0.456 ranked at position 121 st in 1990, it went up to 0.671, ranked at 108 th out of 174 countries in 2000 and went up to 0.682 ranked at 101 in 2001⁶.

2.2. Effectiveness of education and training

Although having gained in size, Vietnamese education and training sector is still low in its effectiveness. This is shown by completion rate, dropout rate and student- year as well.

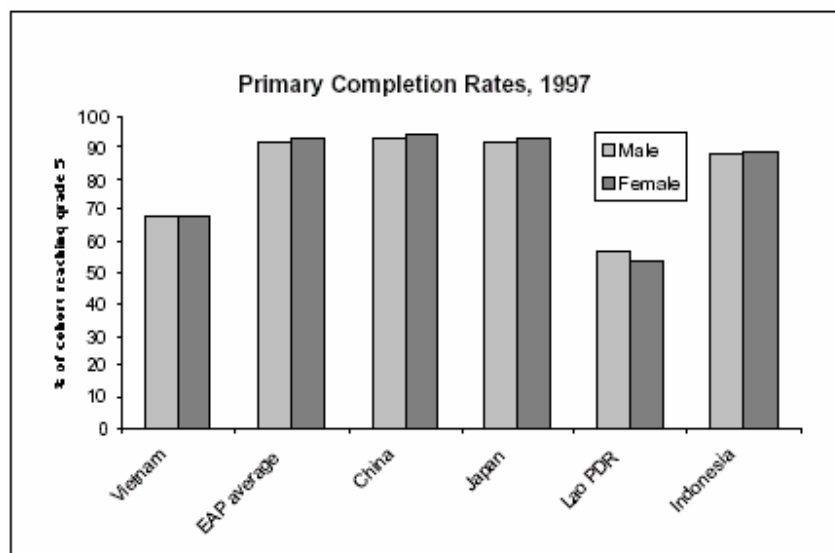
2.2.1 Completion rate

The rate of graduates at the end of each educational level in comparison with the initial enrolment is low, especially in mountainous, remote and isolated areas. In the school year 1998 - 1999, completion rate at primary level was 69.6 percent; lower

⁶ Vietnam Human Development Report, 2001, p 30

secondary level was 68,8 percent and 86.0 percent for upper secondary level. Figure 3 show that the primary completion rate in Vietnam is lower when compared with other countries. While primary enrolment ratio is high (92 percent in 2000), many children do not stay in school to reach grade 5. The fact that approximately one third of children do not complete primary education represents a large waste of resources and talent and denies these children the opportunity to develop their literacy, numeric and essential life skills. The primary school completion rate is 66 percent in 2000.

Figure 3. **Primary Completion Rates for selected countries and region, 1997.**



Source: World Development Indicators, 2001

2.2.2. Trends of drop-out rate, repetition rate and student- year

There is improvement in dropout rates at all education levels. Among primary schools students the rate declined by almost one-third falling from near 12 per 100 students in 1990 to about 8 in 1997 and 5.84 in 1999. Improvements among secondary

school students were sharper, starting at above the rate for primary school students and falling to nearly the same level as primary school students by 1997.⁷

Similarly, there is also improvement in repetition rate. The improvements in repetition rates have been largest among primary school students. In 1990 more than 10 percent of all students enrolled in primary school were repeating their grade. By 1997 this rate dropped to 4 per cent and 3.5 per cent in 1999 or less than one-half the 1990 level. Repetition rates among secondary school students were lower at the beginning of the period compared to primary school, and while these have also improved, changes have not been as large. However, these rates are still very high as compared to other countries, especially in the mountainous areas of Vietnam. Therefore, in order to improve the educational efficiency, a decline to these rates is necessary.

Dropout and grade repetition rates are components of another efficiency measure in education: student-years per graduate. The World Bank's Vietnam Education Sector Review calculated that, on average, 6.8 student-years were required to produce one primary school graduate in 1994⁸. This is 1.8 year longer than the 5-year curriculum. Equivalent estimates for lower secondary school is 5.1 student-years (for 4 year curriculum) and 3.5 years for upper secondary school (for- 3 year curriculum). The downward trends in dropout and grade repetition rates suggest that this efficiency indicator, the number of student-years per graduate, probably improved since 1990. Education sector policymakers recognized the importance of regaining the momentum towards reducing dropouts and grade repetition. They cited curriculum overhauls as one

⁷ MOLISA, Basic Social Services in Vietnam, p15, 1999

⁸ The World Bank, Vietnam Education Sector Study: A sector report (Report No.15925- N, 1996)

initiative designed to improve student ability to stay in school and complete each school year successfully.

In short, the educational and training efficiency in Vietnam during the last time is still very low. The Government should have appropriate policies and solutions to enhance educational effectiveness in order to adapt to the industrialization and modernization cause of Vietnam in this century.

2.3. Quality of education and training

In Vietnam, the quality of education at all levels is still weak. Let consider about the teacher quality, teaching and learning method, knowledge level and practical capacity of students.

2.3.1 Quality of teacher staff

Teaching staffs are insufficient in numbers, inconsistent in structure and low in quality. Part of the teaching staff is under qualified and has poor personal virtue. Table 6 shows the rate of teacher that obtained standard qualification and over the school year 1999-2000 and 2000-2001 in general education. There is an improvement the quality of primary teacher; the rate of primary teacher obtained standard qualification increased more than 5 percent during a short period of time. Similarly, there is also an improvement the standard qualification to lower secondary teachers, about 90 percent of lower secondary teacher obtained standard qualification and over. However, there is no change in upper secondary schools.

Table 6. The rate of teacher who obtained standard qualification and over

(Unit: %)

	1999-2000	2000-2001
Primary education	80.04	85.31
Lower secondary	86.32	89.53
Upper secondary	95.56	95.32

Source: MOET, 2002

In higher education (college; university), the quality of teacher staff is also very weak. The percentage of the teachers obtained master and doctor degree is very low compared to other degrees. According to table 7, there is only 5.7 percent of Secondary Technical and Vocation teachers that have the doctor and master degree, the number is higher to college teacher accounted for 20.1 percent; 45.35 percent for the university teacher. Half of teachers teaching in the university have only university and college degree. Moreover, the number of professor is limited. For all colleges in Vietnam, there are only 13 professors and associate professors. The number is higher in the universities with 310 professors and 1,131 associate professors.

Table 7. **Degree of Teacher in Higher Education in 2001**

(Unit: person)

	Total	Doctor Degree	Master Degree	Prof & disciplines	University & College	Other degree
Tech & Vocation	10,189	34	549	-	8,012	1,594
Colleges	7,843	109	1,468	56	6,083	152
Universities	24,362	4,454	6,596	544	12,422	321
Total	42,394	4,597	8,613	600	2,6517	2,067

Source: MOET, 2001

In pre-school and general education, there is a shortage of teachers at some levels, in several regions and some subjects like foreign languages, music, art and physical education. There is a critical lack of university lecturers and technical teachers, especially at universities where there is a risk of shortage of highly qualified lecturers in the next few years. Therefore, it is necessary to increase the percentage of teacher having standard qualification on a national scale.

2.3.2 Teaching and learning method

The majority of teachers still use very old and out-of-dated teaching and educational methods which are heavy on imparting knowledge and do not emphasize on training students to have an independent and creative thinking methods as well as right attitudes towards learning and life.

The teaching, learning and evaluation are mainly for the purpose of driving learners to mechanical memory, paying little attention to training independent and

creative thinking abilities and applying knowledge and skill into real life. In order to be successful in the examinations, learners have to take extra lessons inside and outside schools, which cost a lot of time, energy and money without bringing realistic benefits. The physical conditions of most of students are usually weak but are not paid much attention to improve. The stressful learning activities and examinations right from the very low level of those students make them have little time for entertainment, playing games and physical training.

2.3.3 Knowledge level and graduate's adaptability to labor market

The capacity of practical training for students is very weak. The curricula and textbooks are heavy on theory, insufficient in applying knowledge and practical skills, inadequate in training thinking methodologies and do not make their active contributions to the formulation and development of necessary abilities for people in real life. Student's creativity seems to be frozen because of period after period repeating the same things written in textbooks while business realities are not as simple as they were a few years ago. Student's knowledge of computer science and foreign is limited because they have had little chance to work on computer to solve different kinds of simulation exercise and communicating with other.

The manpower training structure is not reasonable in terms of qualifications, careers and regions. The learners see that there is only one way to go, which is to continue with studying in universities, that the choice to study in vo-tech training institutions at other levels is still limited. Learners are not provided with sufficient information to choose their future careers. The increase of training size in higher

education is mainly dominated by learners' taste and does not orient towards society's demands.

According to a survey, there are four million people of working age in the city, but only 20 percent of these have undergone vocational training, and just 10 percent are regarded as highly skilled. On average, about 5,000 people are trained at city vocational schools and State- run technical training schools each year. The survey also found most of the schools failed to attract large numbers of high school graduates and many registered for job training courses only because they failed university entrance exams. About 12,3 percent of vocational school students survey said that they were taking the course because there were no other choices available to them. Only 4,4 percent of students that really want to obtain job skills achieved –high marks at high schools, while many said that they were attending the course while they waited to take new university entrance exams. Meanwhile, 61 percent of the student's parent said it was better for their children to complete a university degree before they learnt job skills. Because of this type of thinking, more and more unemployed university graduates are staying at home.

The region- and studying field-based allocation of technical and university students is not appropriate with the objective needs and thus it causes the fact that those areas and fields experience the redundancy and shortage unevenly. There haven't been effective solutions to human resource training with a view to enhancing competitive capacities of the economy, rural development and serving for economic and labor structure transition.

Chapter III.

THE MAJOR POLICY ISSUES IN EDUCATIONAL AND TRAINING DEVELOPMENT IN VIETNAM.

The achievement in educational and training development recently is due to policy system, which is issued by Vietnam Government and educational and training sector. However, in the period when Vietnam is transitioning from a central command economy into a market one, education and training sector has been slow in developing strategic directions and macro policies to approximately deal with some big correlation in education and training such as supply-demand, cost-benefit, centralization-decentralization, etc... and confused in providing guidance on several specific policies. It does not address very well the relations between quantity and quality in education and between the diversification of educational delivery modes and the improvement of assessment and monitoring to ensure quality and efficiency. It also does not combine and use effectively the State and society's resources for education and training. Some renovation policies have been carried out without a sound base and experience in both implementation and finalization, which causes instability in education and training and confusion in the society. Legal documents for State management of education and training have not been issued promptly. Educational inspection activities have been so weak.

Thus, this chapter will discuss about the major policies, which are given during the renovation process of education and training. Management policy, financing policy, educational socialization and non-state sector participation and policy emphasizing on the

hinterlands will be the subject of this chapter. It is very necessary for recommending the appropriate policies on educational and training development in the future.

1. EDUCATIONAL AND TRAINING MANAGEMENT POLICY.

The quality and efficiency of education and training are still low as previously mentioned. This is due to the inappropriate policy or the lack of the policy as well. The Government strategy and policy do not address very well the relations between quantity and quality in education and between the diversification of educational delivery modes and the improvement of assessment and monitoring to ensure quality and efficiency. In here, management of quality, curriculum and textbook will be discussed.

1.1. Quality management of educational system

1.1.1 National standard of educational service

Presently, the Government strategy does not define a clear national set of service standards for basic education that can be guaranteed to every pupil or specify a minimum performance levels for each school. Instead, the system relies on a long tradition of excellence for a few, with very high performance targets for talented students (a tiny proportion of the total learners). It places emphasis on monitoring inputs. In Vietnam, the enrolment rate is quite high, but the completion rate is still low as were mentioned in chapter 2 as a result of these policies. The regular measurement of the performance of the education system against such standards would result in an improved quality of services provided.

Therefore, these standards should therefore reflect outputs rather than inputs of the education system. The system now needs to move from monitoring inputs to outcomes to define these outcomes in term of expected level of performance for the majority of learners and to ensure that such standards are revised and updated regularly. It needs to put in place monitoring and quality assurance activities that will ensure that such standards are consistently met in all institutions.

1.1.2 Teacher staff management

Teaching staffs are insufficient in numbers, inconsistent in structure and low in quality. Presently, Government still does not have an appropriate policy system in order to reduce the shortage and improve the quality of teachers. Right now, Vietnam's educational system – primary, secondary, tertiary and vocational needs extra 60,000 teachers. The shortage is concentrated in central highlands provinces, mountainous regions and southern areas where education is underdeveloped.

One of the greatest barriers to improving a child's education in Viet Nam is the lack of qualified full-time teachers, which is seriously affecting the quality of primary and secondary education. Many current teachers, although they may meet minimum standards, are having a difficult time teaching different classes of different levels. This is especially the case for the large number of primary school teachers who were inadequately trained when the country was at the War. Teachers in this group, popularly called "resistance teachers," have only a grade 5 education.

There is still lack of training centers for teachers in the provinces. Many districts, with a great demand for training of primary school teachers, have in service training

centers for primary school teachers. Many other provinces, like Tra Vinh or NinhThuan as the result of a provincial split four years ago (from Cuu Long and Thuan Hai), still lack these schools. The whole province of Tra Vinh has no teacher training school. This is problematic since there are few arrangements for provinces and districts to cooperatively use other resources.

Improving the quality of existing teachers also needs consideration. One minor immediate change could help: revamp the system of educational "*inspectors*". This system at the primary level merely checks on whether teachers have completed specific segments of the curriculum within a certain time frame under the nationally unified curriculum. Currently, the inspectors are under the direction of provincial educational offices.

Although a common criticism of this system is that since they are under the education department they are "both players and referees at the same time," criticism should be directed more at the game they are playing: referees only checking up to see if schools are carrying out the mandated policies of the education department. In reality, the main function of the "*inspectors*" should be to provide more program support to schools within a district, especially if further progress is to be made in decentralization. More emphasis on the latter would likely lead to greater individual teacher initiative and thus improve the quality of teaching.

1.2. Curriculum and textbook

Textbooks are an essential means for teaching and learning that every nation appreciates. They have great and complicated influences on humans, society and the

economy. Whether education is stable, progressive or is backward and disordered largely depends on the conception of textbook compilation. Presently, Vietnam has some policy issues on curriculum and textbook and the relationship between the textbook and curriculum.

1.2.1 Curriculum

The curriculum in Vietnam is not based on a prescribed syllabus that sets out such criteria as student learning objectives and outcomes, approaches to learning and teaching strategies and scope and sequence frameworks setting out a plan for coverage of content, skills and problem solving tasks. Rather, the curriculum is based on students and teachers working their way through a large number of textbooks in a lock- sequenced series of lessons, which are numbered to coincide with each section of the textbook. In this respect the structure, sequence and content of a textbook provide the content and flow of the syllabus for each subject. Student in Teacher Training College are also trained to deliver instructional programs based on the content of textbooks. To this end, students are trained in both the academic (content) aspects of a subject and also the particular methodology for delivering the subject. The textbook bind teachers to a rigid pattern of delivering each lesson, this in itself reduce flexibility in teaching and restricting student exposure to such activities as a problem solving and integrated learning. Under these circumstances a student being trained to teach science will be trained in a separate methodology for delivering each of these streams of science: biology, physics and chemistry which in effect entails being taught how to deliver textbook content in prescribed sequence.

As a result of this approach both students and teachers find curriculum overly academic and theoretical. The approach also makes the national curriculum very congested in terms of a number of subjects, the curriculum becomes fragmented and congested and driven by end of year examinations that determine or reflect how well the textbook is being taught. The overall textbook/examination system is therefore gridlocked and rigid. Teachers are locked into the practice where the textbook provides the subject content and this cannot be varied owing to the tight test and examination regime put in place for each grade. This system results in Vietnam having a very strong academic school system but it also creates significant inequities. These inequities are experienced in classrooms where students can struggle with a highly academic program and throughout provinces where provisions for education are neither uniform nor adequate.

1.2.2 Textbook

A core problem is that too many different textbooks are required, reflecting the overly complicated and ambitious curriculum. Currently, there are up to 556k titles of textbooks of which 251 are designed for pupils. In primary education alone, there are five different sets of textbooks. The number of textbook titles for secondary education has risen five times. Pupils in each class use up to 45 titles on average. This is a factor leading to pupils' excessive class-hours and uncontrolled extra curricular teaching, starting right from the first form.

The present textbook compilation process relies on the principle of dividing textbooks into different groups: primary education, lower secondary education, upper

secondary education, tertiary education and post-tertiary education. It is not based on an overall design of all sets of textbooks for the whole educational system. For an illustrative example, let's imagine the construction of a five-store house without an overall design and a manager responsible for general instructions and the construction is assigned to many building groups. Will the house be a complete and strong structure? Everyone can find the answer.

Lack of textbook access also is another problem. Due to fast changes of textbooks, up to hundreds of millions of copies need to be printed annually. In Vietnam, 42 per cent of the pupils use newly printed textbooks. This rate is among the highest in the region. Whereas many pupils do not have textbooks; some even have to drop out of school because of lack of textbooks. According to the data from the Ministry of Education and Training, in primary education only, 200,000 pupils do not have the textbooks on the Vietnamese Language and a bigger number do not have Mathematics textbooks. The number of pupils who lack textbooks on other subjects is even many times larger. Despite our efforts and measures, in fact we do not have enough textbooks, an essential means of teaching and learning.

Instability in education chiefly originates from continuous inconsistent reforms. Many important policies, not being elaborated thoroughly, have already been issued. Hence the rise of experimental curricula and new textbook trials. The experiments that are not carefully considered may cause adverse effects on education. A new type of business: textbook writing printing selling has come out in the wake of textbook instabilities in the past years. Hence, policy on curriculum and textbook reform should be more stable and consistent.

1.3. Management information system

Information systems remain rudimentary in education. Indeed it is very difficult to analyze the problems in education, for example, field visit reports often mention the stark absence of girls in primary schools, the MOET offers no desegregated data on gender.

Even though they may be supplied with computers, most district education and training offices still use manual methods to collect and analyze data. Although schools play an important role in ensuring the effectiveness and reliability of information collection, they have little room to use it. Principals perform this task simply because they are requested by the district education offices. Schools seldom use education information because local authorities (wards, communes) have little power in allocating financial and human resources for local education. There should be improvements, which facilitate the use of information not only at the central level but also at the local level. Thus, efforts should be made to providing training in data analysis for teachers and school administrators.

2. EDUCATIONAL SOCIALIZATION AND NON-STATE SECTOR PARTICIPATION POLICY

As a result of renovation process in education and training, educational socialization and non- state sector participation is a big government policy. This policy has contributed to widen the national educational size and reduce the burden to government budget expenditure for education and training. However, the implementation of this policy still has some concerns, which needed to adjust to be suitable to the current context.

2.1. Educational socialization

The Law on Education in 1998 stipulated: “ All the organization, families and citizens have the responsibility to care for the educational work, build the movement of learning and a sound educational environment and coordinate with the school in achieving the goals of education. The State holds the key role in the development of education, carries out diversification of types of school and the forms of education, encourages mobilizes and creates conditions for organizations and individuals to take part in the development of education” (article 11). During the last years the educational socialization has contributed to the achievement of the education sector.

The socialization of education has brought preliminary results. There is a widespread movement of learning in the whole nation, especially in information and foreign languages. The social forces are involved more and more actively in encouraging children to attend schools, building school infrastructure and contributing finance resources to education and training under various forms. The rate of students in non-public units/institutions is increasing as was mentioned in chapter 2. However, we still have some concerning problems which needs to be solved with appropriate solutions and policies.

The Government’s present policy requires high levels of financial participation from households in basic education but do not contain a mechanism to protect the poor from a disproportionate financial burden. This is a cause of high dropout rate in Vietnam as mentioned above.

Studies show that in Northern Vietnam it is common to collect VND 25,000 to 40,000 per a pupil for construction funds. In Quang nam-Da nang province, primary pupils are asked to contribute VND 47,000 for a full school year, so the province can accumulate VND 77 billion from 1993 to 1999. Moreover, a high contribution level in Ninh Thuan province for children in grades 2-5 at VND 60,000 per student per year. This is really a burden to the poor families. Although the Law on Universalization of Primary Education prohibits school from requiring pupils to pay into these funds referred to as “contribution”, children often face a different reality. In fact, pupils who do not pay can be barred from year-end exams, or even from class. Indeed, there are countless methods, in which providers of “free” service have at their disposal to oblige children to pay a contribution.

In the interest of allowing for local flexibility, some level of local contribution is warranted. However, collection needs to be reasonable so as to not lose pupils because of them. It should be clear to local leaders and principals that pushing pupils out of primary schooling now will mean greater costs later in either special literacy or alternative basic education classes for these pupils, or in the social costs that low levels of education entail.

2.2. Non- state sector participation

The socialization connects with the non-state sector participation in education and training. The number of non-public schools has increased during the reform process as shown in table 5. The rate of students in non-public units/ institutions is increasing. In the 2000-2001 year, 27,490 out of 9,751,413 total primary pupils were at non-public schools, and 186,336 out of 5,918,153 lower secondary pupils as well as 755,438 out of 2,199,814

upper secondary pupils, 104,265 out of 918,228 higher education students.⁹ However, Vietnam has not created a harmonized system of management between the state schools and non-public schools. We did not have a fresh regime for private school and for ordinary teachers and kindergarten teachers who switches to teaching at private schools.

Let us take people-founded universities as an example. In recent years, the people-founded university in Vietnam had been growing very fast. In 1997 alone, seven people-founded universities were established. To 2001 the number is 17. It has created a springboard for Vietnam tertiary education. The formation and effective operation of such universities have proved the soundness of the State's policies on educational socialization and development as well as ascertained the possibilities to mobilized the great potential of the people in developing its branch. The establishment of people-founded universities that enroll from 17,000 to 18,000 students a year helps to reduce the pressure on State universities. However, a preferential mechanism regarding capital, land, tax exemption and reduction, tax drawback for a unit expanding its production and making re-investment have not been realized effectively by many branches. Major obstacle in recent years is lack of experience and inadequate awareness of the objective, model and ownership of people-founded universities. The MOET have requested the Government to introduce preference policies and mechanisms on land rental for building people-founded universities and on granting long-term soft loans to such universities so that they can build their classrooms and buy equipment for teaching.

It would be useful to introduce a clear and categorical statement on the role of the State (central / local government) and the private sector in education and training.

⁹ [http:// www.edunet](http://www.edunet)

Government's strategy welcomes private financing of the sector (both the Education Law and decrees on foreign owned investment in education provide for an increased financing role for the private sector). However, in practice the attitude to private provision of education and training is mixed. What is missing is the enabling environment that promotes private sector provision of education and training. With a clear statement on the roles and responsibilities of the state and the non-state providers of education, several actions would become clearer. If the state passes greater responsibility to private and public sector employers to provide technical and vocational training to their workers, through alternate training / work-experiences courses, in services and related practical training (in effect asking both private and public sector business to provide vocational training for the labor force they need), then the state could focus its own efforts on providing literacy and basic education and ensuring that equity and performance target is met through the system.

3. POLICY EMPHASIZES ON THE HINTERLANDS

In Vietnam, the Government has given priority to the hinterlands “ The State shall give priority in enabling children of ethnic minorities, children of families in areas with extreme socio- economic difficulties, target groups of social policies, disable persons and beneficiaries of other social policies to realize their learning rights and obligation” and “ the rights of pupils to equal treatment”¹⁰. In the last years, the educational and training in the mountainous area has developed. However, still some problems about the equity, access and participation and infrastructure.

¹⁰ Law on Education 1998, article 75

3.1. Equity, access and participation

Major inequities remain in access, quality, spending and learning outcomes. Ethnic minorities face multiple challenges of poverty, remoteness and language. Enrolment and performance are lower than the majority Kinh population. A significant number of children living in rural areas and ethnic minority girls do not enroll in or complete primary education. Lets take an example. The net primary school enrolment rate for ethnic minority children - 82 percent in 1998 is still significantly lower than the 93 percent of majority Kinh people, according to the Vietnam Living Standards Survey II (Table 8). At the lower secondary level, the disparity is much more pronounced: in the same year, the lower secondary Net Enrolment Rate was only 36.5 percent for minority children compared to 66.2 percent for the majority Kinh. Overall, of the children currently not enrolled in primary school, about 50 percent are from ethnic population groups, even though ethnic minorities account for only 14 percent of the total population. Presently, poor parents are prevented from enrolling their children in mainstream basic education because of their inability to afford the private costs of participation. Redistribution of education resources needs to be improved, to ensure basic education for poor communities, including many ethnic minority areas.

Table 8. Trends in education enrolment rates, by ethnicity

	1993	1998

	Majority people	Ethnic minorities	Majority people	Ethnic minorities
Primary school	90.6	63.8	93.3	82.2
Lower secondary	33.6	6.6	66.2	36.5
Upper secondary	7.9	2.1	31.9	8.1
Post secondary	3.2	0.8	10.5	1.4

Sources: VLSS 93 and VLSS 98

The Government's past policy response has been to provide a reduced 120-week curriculum for children from the remote areas or ethnic minorities (the normal primary curriculum runs for 165 weeks). A small number of these children gain entry to well-funded primary and secondary boarding school for the ethnic minorities. This fortunate few children get a much better education than their neighbors or siblings. The Government is reviewing its policy towards ethnic minority education, and the shortened curriculum is being phased out. However, other problems have yet to be tackled, such as the lack of native language teachers and incentives for Kinh-speaking teachers to work in remote and ethnic minority areas, and the supporting structure that would ensure provision of high quality, high performance teacher for all students.

There are 53 ethnic minority and minority languages in Vietnam. Some language communities are very small and only 24 have written scripts. The valuing of children's mother tongue is an additional challenge to those already encountered by many ethnic minorities. The provision of primary education in Vietnamese only, often by Kinh teachers with a little or no understanding of the local languages, adds further burdens to ethnic minority children's chances of a successful primary education. The consequence of

language barrier is very high repetition and dropout rates and a lower level of scholastic achievement compared with Kinh majority children. Significant flexibility in the literacy materials has been achieved in terms of producing learning material in Vietnamese and some ethnic minority languages. However, the curriculum is quite traditional and lacks of life skills components.

3.2. Infrastructure for education and training in hinterlands

Although the Government has policy to increase investment in education in hinterlands and areas inhabited by ethnic minorities, expand boarding schools, and work out a scheme for the training of State employees and intellectuals with ethnic minority origin, the infrastructure in mountainous areas is still very weak.

Although the reform process is geared towards strengthening the infrastructure for education and training, there exists throughout Vietnam a situation where the actual infrastructure for reform is very poor. Let's take Can Tho as an example. Annually, tens of billions of *dong* are funded by Can Tho province to build new schools, to eliminate schools made of bamboo, to eliminate 3-shift classes, to upgrade and restore school, to provide more technical and prepare teaching and leaning equipment, to train thousands of teachers at all level. However, the province still lack of schools and have to use 3-shift classes. "In Vietnam there still exist a large number of 3-shift classes; more than one thousand for general education; especially for primary education more than seven hundred and almost in the mountainous areas"¹¹

¹¹ Report of MOET, 2001

In some areas, to deal with the shortage of teachers and textbooks, classes for different grades have to be held at the same classroom. “ There were two blackboards and two rows of students- one for the first grade students and the other for the second grade, and one teacher. She and textbooks look like they were in different places at the same time, constantly moving from one row to the other. Almost all the students do not know the Vietnamese language. They must be taught in their own language and then introduce in Vietnamese language bit by bit. Such difficult communication issue added to the poor living standards of local people have made the teacher’s duty heavier...”¹²

The problem of access, participation and infrastructure to education and training in hinterlands requires more incentive policies from the Government.

4. FINANCING POLICY FOR EDUCATIONAL AND TRAINING DEVELOPMENT

4.1. Educational expenditure

The Government has given priority for educational and training development. The Law on Education has stipulated, “ Investment for education is an investment for development. The state shall give priority to investment for education and shall encourage organizations and individuals in the country, overseas Vietnamese, foreign organizations and individuals to invest into education” (Article 12). During the renovation process, the investment for education has increased but still plagued by problems.

4.1.1 Level and trends of educational expenditure

¹² Asian Development Bank, 1999, p11

As a result of the renovation process, the budget for general education and training increased sharply since 1991. The State spending on education as a percentage of GDP has more than doubled from 1.6 percent in 1991 to 3.8 percent in 1998. Total education sector spending increased from VND 1,256 billion in 1991 to VND 11,757 billion in 1998 as was shown in the table 9.

Table 9: Education and training budget, 1991-1998

(Unit: VND billion)

	1991	1995	1998
GDP	76,707	222,840	313,437
Total State budget	11,465	63,080	89,976
State budget allocation to education and training	1,256	6,915	11,757
Of which *			
Pre-school education budget	61.4 (4.9%)	290.5 (4.2%)	635.0 (5.4%)
Primary education budget	475.3 (37.8%)	2,234.1 (32.3%)	4,147 (35.3%)
Lower secondary budget	192.0 (15.3%)	1,352.5 (19.6%)	2,279 (19.4 %)
Upper secondary budget	45.0 (3.6%)	594.2 (8.6%)	979.0 (8.3%)

* *The % of total State budget allocation to education and training at each level of schooling is given in brackets.*

Sources: MOET 1999 b

The share of education expenditure in national output in Vietnam is lower than other countries. Let's make a comparison. A ratio for international comparison is the average expenditure per pupil in relation to per capital GDP. In 1998 the average expenditures per pupil and primary, lower secondary and upper secondary levels as a ratio to per capital GDP in Vietnam were 6.8; 8 and 15 percent respectively. In East Asia in 1990 the average for primary per pupil expenditure was 8 percent, with Korea reaching 12 percent and Malaysia 15 percent. The average for Sub-Saharan Africa was 14 percent and for Latin America was 11 percent (expenditure). There are many reasons for the variations, including, for example, high salary costs in Sub-Saharan Africa as a percentage of per capital GDP.¹³

Taking the primary and lower secondary Gross Enrolment Rate into account, as well as the need to increase total instruction time and raise real salaries, it is likely that the share of national output allocated to education will have to increase. An appropriate target over the next ten years would be to raise the share of education in GDP to 4 percent.

4.1.2 Composition of educational expenditure

Sub-sectoral shares of allocation

The proportion of education sector resources spent at pre-primary level (including nursery schools and kindergartens) has remained relatively stable, changing only slightly from 4.9 percent in 1991 to 5.4 percent in 1998 (table 9). In proportional term, spending on primary school education takes up to 35.5 percent of total education and training expenditure in 1998. In 1991, 37.8 percent of education sector resources were spent on

¹³ World Bank, Better management of public resources, 2000

this level. This high proportion was maintained in 1992, when emphasis on adult literacy and pre-primary school levels was reduced. Since 1992 the proportion of state education spending devoted to primary school levels has declined as the shares of post primary expenditure have risen, although it seems that pre-primary education is also competing for a greater share. In 1995 it was 32.3 percent and has risen to 35.3 percent in 1998.

Among the education level, lower secondary education has accounted for an increasing proportion of sector expenditures, from 15.3 percent in 1991 to nearly 20 percent in 1998. Upper secondary education spending has increased from almost 3.6 percent of the total to more than 8 percent, while higher education spending has declined from nearly 17 percent of total education spending to 13 percent. The proportion of resources devoted to vocational education has changed – 16 percent of total sector spending in 1998.

The composition of educational expenditures

The composition of expenditures refers to the relative shares of salaries and wages, recurrent operational, and capital expenditures. There is a large proportion – roughly 80 percent of the basic education budget is spent on teacher's salaries. The highest proportion of recurrent spending allocated to teacher's salaries is observed at the primary school level. It is normal in education sector, particularly at the lower levels, for expenditure to be dominated by salaries, because education is very labor-intensive industry. Developing countries typically spend over 95 percent of their primary education, and 60-80 percent of upper secondary recurrent budgets, on salary costs. However, According to World Bank, this is a lower than in many countries and should provide

adequately resources for non-salary inputs. Generally, there appears to be an increasing trend in the proportion of recurrent spending allocated to salaries at all other levels as well, with increase being steepest at upper secondary level. Such increases may be positive development, as teachers' salaries in Vietnam are considered to be relative to salaries in other countries. On the other hand, these increases erode ability to invest appropriately in other important input.

Moreover, the composition of non-salary recurrent is important. It can include administrative costs, and costs more directly related to teaching and learning. In Vietnam most construction of new primary schools and the cost of teaching- learning material are financing by funds raised at the household level, along with textbooks, basic school supplies, uniforms and various fees and contributions. Altogether, these costs are very significant, and is an important factor leading to poorer parents taking their children out of school. Regional budgetary norms designed to redistribute financial resources from wealthier to poorer provinces do exist, but such mechanisms have been insufficient to cover the shortfall in funds for basic education in poorer areas.

Therefore, international comparison suggest that to sustain the development of the education sector planned by the Government, education spending should continue to rise over the period to 2005 to around 4 percent of GDP and action is necessary to ensure that the higher salary that are planned and necessary do not squeeze out non-salary and investment expenditures.

4.1.3 Norms of expenditure in education and training

There is large number of norms referred to in the budgetary process for the allocation of education funds to (transfer norms and allocation norms) provinces. The main transfer norm is based on population, rather than the actual or potential number of students. Therefore, there is an argument to look at the points of view of efficiency, effectiveness and equity; the present norm based system may not be achieving the objectives off all the stakeholders in the allocation system. The population-based formula clearly has the intention towards distribution.

4.2. Teacher’s salary policy

It is widely accepted that the current level of teachers’ salaries is not sufficient to adequately remunerate and motivate teachers. The problem is reflected in short teaching hours, and teachers’ various entrepreneurial activities. A comparison of salary levels in terms of ratio to per capita GDP is given in table 10.

As the table shows, average teachers’ salaries in Vietnam expressed as a multiple of GDP per capital, have been low relative to other countries. The Government has raised the basic minimum wage from VND 144,000 per month to VND 180,000 (25 percent). However, the scales for teacher’ salary system is inappropriate and very low as compared to other sector.

Table 10. Teachers’ salaries as a multiple of per capita output

Country/Year	Teachers’ salary as multiple of per capital GDP
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	Primary	Secondary
<i>High Performance Countries</i>		
Japan	2.1	2.1
Rep of Korea	3.2	3.3
Singapore	1.9	2.0
<i>Other Asian Countries</i>		
Bangladesh	3.1	3.6
China	1.5	2.7
India	2.9	3.1
Indonesia	2.7	3.1
Malaysia	2.5	3.2
Thailand	2.4	2.3
<i>Asia Mean</i>	2.4	2.7
Vietnam (1998)	1.7	2.4

Sources: Mingat, Table 16, p 45.

Government has priority policy to teacher's salary system. The Resolution No 2 of the 8th the Party Central Committee on "orientations for education and training development in the course of national industrialization and modernization" considers education the country's top priority. It point out "Teachers' salary should be the highest among the salaries of administrative, and public service personnel. Allowances should be given to teacher's according to the characteristics of their job and regions where they work, as stipulated by the Government". However, after five year's implementation of the Resolution, many deficiencies of the system need to be cleared away.

Though the new salary system gives priorities to building a reasonable scale for the educational branch, it fails to conform strictly to the instruction of the above-mentioned. The branch's salary scale still ranks fifth among those for the administrative

and public services, behind those for the court, judicial, State inspection and economic arbitration branches. For example, a teacher salary is 1.79 times the minimum salary while that of an economic arbitrator; inspection or customs officer is 2.01 although they all have a university degree.

The existing salary system for teachers is different from that stipulated in Decree 25/ CP and its scaling remains irrational. For example, a junior university lecturer with a salary 3.37 times the minimum salary will get a lower salary (3.35 times the minimum salary, or a 2 percent decrease) when he is promoted to the grade of senior lecturer.

According to the surveys of 309,130 teachers in 30 provinces and 44 universities and colleges, 98 percent of them can earn their income from their salary and other allowances. The fact that the salary systems of different educational levels contain too many scales has exerted negative influences on the livelihood of teachers and educational officials. This is also one of the causes of the shortage of teacher staff for general education.

Chapter IV

FUTURE CHALLENGES AND POLICY RECOMMENDATIONS

1. CONTEXT, OPPORTUNITIES AND CHALLENGES TO VIETNAMESE EDUCATION AND TRAINING.

1.1. International context

1.1.1 The acceleration of modern scientific and technological revolution and the formulation of knowledge economy and information society.

The revolution of modern science and technology, which started in mid 19th century, is increasingly developing with its lightning steps. The applications of scientific and technological achievements have rapidly and deeply the society's physical and spiritual life. *Science has become a direct and core production force.* It is the basic motive force for socio-economic development. The way from science to technology and production is shortening. The higher technology is, the greater knowledge content is. The development of information technology and automation has changed the correlation between direct and indirect labor in the direction of reducing manual labor and increasing intellect labor and putting the role of science and technology and education and training research activities into the first priority.

The achievements of scientific and technological revolution have led to a direct consequence of *the formation of knowledge economy.* Instead of the natural resource- and labor-based production, knowledge economy will mainly rely on people knowledge.

Knowledge economy will change the economic and labor structure. Labor in industrial and agricultural production will be reduced and that in service and office areas will increase. Knowledge enterprises will be set up with white-collar workers.

Together with elemental development of information technology and other related areas, an *information society*, which bases on the national and global information infrastructure, is being formed. In the information society, traditionally organizational structures in the pyramid shape with very strict top-down order, which are normally cumbersome and bureaucratic, will be replaced by a network organizational structure in which creative people are placed at the central position next to advantaged conditions in order to maximize their intellectual capacity.

1.1.2 *The trends of globalization*

The widespread application of modern technologies is speeding up the globalization process.

In terms of economy, a non-border economy is being formed. 'Micro' economic structures (i.e. enterprises, national economy) are being linked with the 'macro' system, which is global economy. Many multi-national companies have been established and are playing their increasingly decisive roles in the development of the world economy. Foreign investment and international trade are mushrooming. Especially, thanks to e-commerce, household economy and small businesses can be linked with global market. The circulation of investment capital and money across borders has helped the world resources allocate and combine effectively.

In terms of culture, communication means, telecom networks and Internet as well as population movements facilitate the cultural exchanges and integration among nations. A hard struggle is taking place in order to preserve weak cultures that might be overtaken by stronger ones. International Committee on Education for 21st century remarked 'The current people are experiencing stunned feeling when they are torn between the globalization which they are witnessing and being affected on the one hand and a trace of the original identity on the other hand'. To overcome such situation, the Committee has recommended 4 core issues of education among which there is one on learning to live together.

The globalization process requires human beings to put efforts together to address *global issues*, which relate to the existence and non-existence of an individual, a social class or a nation. Those are the issues of peace keeping, war and racial/religious conflict avoidance, environment protection, limiting the population explosion, AIDS, drug and criminal prevention. Education and training plays its key role in raising the awareness and sense of responsibility of present and future generations to gather together to address these common issues.

1.2. National context

1.2.1 Pushing up industrialization and modernization of Vietnam

The VIII Congress of the Vietnamese Communist Party has asserted that, on the basis of two strategic tasks of building socialism and defending the country, Vietnam will have to make efforts, from now to the year 2020, to become an industrial one with modern technical infrastructure, appropriate economic structure, advanced production

relationship which is in line with the developmental level of the production force, high level of material and spiritual life, unshakeable national defense and security, wealthy people, powerful nation and a democratic, just and civilized society.

The overall target of the economic development in the coming 10 years is to reach over 7 percent of the annual GDP growth rate, which will stay stable in the long run. By 2010, GDP will increase at least twice in comparison with that of the year 2000. The savings rate drawn from the internal economy will reach 30 percent. To achieve this, industrialization and modernization needs to be accelerated. In terms of production aspect, there will be a basic shift from using mainly manual labor to using advanced technology and modern production tools and control system. In terms of social aspect, our country will gain a number of modern and common civilized values of human beings nowadays, ensuring conditions for sustainable development for both nature and people.

Vietnam's industrialization and modernization implementation has been carried out with the starting point from an agricultural country with 76 percent of the population living in rural areas (1999 population census) and agricultural production accounted for some 26 percent of GDP (1998). During industrialization process, there will be a basic shift in the economic and labor structure in the direction that the contribution ratio of agriculture, forestry and fishery out of GDP will go down to 16-17 percent by 2010 while increasing the proportion of industrial contribution to 40-41 percent and of services to 42-43 percent. By 2010, the ratio of agricultural labor force will be decreased to 50 percent and of industrial and constructional labor will make up 24 percent and service labor 26 percent.

In the process of industrialization and modernization, modern and high technologies will be used in the key fields. On the other hand, those technologies, which require small investment and attract intensive labor, will also be widely used to create more jobs, especially for redundant laborers in rural areas. Education and training system will be instrumental for training manpower to use modern technologies and also manpower for traditional technologies in order to change labor structure. The service sector will also require the training of more and more laborers.

1.2.2 Consistently formulate a socialist- oriented market economy in Vietnam

The industrialization and modernization and infrastructure construction process in Vietnam has been carried out in the condition of experiencing the existence of a variety of ownership patterns and economic components, which operate in the light of market mechanism.

When goods production system is developing, labor market is established. Learners will bear a part of education and training fees if they see the possibility of return when entering the labor market later on. Therefore, learners, families and education and training institutions will be faced with the cost-benefits problem. If that problem is solved correctly, it will create motivation for development. However, the transition process in Vietnam is still continuing in the near term and the market mechanism has not been finalized yet. Thus, values received from training have not been accurately evaluated, appropriately used and reasonably paid. In the market economy, economic effectiveness has been highly appreciated and therefore money has been of public manifestation and had a direct impact on the formation of value system. All of those have a determining

influence on the learning motivation, career choice and the relationships inside schools and society. Therefore, in the process of synchronous establishment of socialist-oriented market economy mechanisms, the State is responsible for orienting education and training development in both macro aspect such as development investment, strategy planning and implementation assessment and monitoring as well as in micro one such as giving orientation to the development of learner personality.

The development of market economy and free competition have classified the rich and poor and borne a risk of increasing inequalities in opportunities to receive education and training. The State should have regulating policies to narrow the gaps among social classes, regions and residential communities and ensure the provision of basic education for everyone as a part of people's welfare.

1.3. Opportunities and challenges to Vietnamese education and training.

The international and national development contexts have placed Vietnam's education and training in front of great opportunities and challenges.

1.3.1 Opportunities

The acceleration of modern scientific and technological revolution and formulation of knowledge economy and information society in the coming decades as well as the cause of industrialization and modernization to be taken in the first 20 years of 21st century are placing requirements and facilitating the development of education and training.

Vietnam has plentiful of young human resources that have abilities to quickly acquire scientific and technological knowledge and skills and has potential for intellectual development, etc... in accordance with present requirements of labor force and social organization and management methods. Vietnamese education and training has its opportunities to provide people and labor force with appropriate knowledge, skills and attitudes and to turn population burden into an advantage for development.

The process of international integration of economy, culture and other activities is a new opportunity for Vietnam's education and training to meet regional and international standards and promote the rapid improvements of human resource quality as well as at the same time create additional resources of information, specialists, finance to quickly improve national education and training qualifications and narrow the gaps with advanced countries.

1.3.2 Challenges

Challenges caused by national economic situation

A big challenge to Vietnam's education and training is the poverty and national backward economy. GDP per capita only reached about US\$400 (in 2000) and therefore investment in education and training per capita is too low (US\$11 per capita in 1998 and this equals to approximately 1/100 of that in Japan). The risk of falling behind in terms of economic development and the lack of conditions for the development of other social fields is still high. Economic institutions and social management order that was formed in the subsidiary period still continue to cause barriers to the development of education and training, especially the human resource training.

Challenges in social development

Together with economic growth, there is a risk of increased unemployment, the rich and poor gaps between social classes and regions, more seriously polluted environment, widespread social evils, little attention to the preservation and promotion of national cultural identity and the strong competition of outside digitized and network-based cultures. Education and training therefore must contribute to overcoming the challenges of inequalities between economic growth and social development and environmental protection.

Challenges to the continuation of stronger renovation and keeping relative stability of education and training

Education and training is required to experience strong and basic reforms to respond to demands of the era and country in the coming time. On the other hand, Vietnam's education and training nowadays has become a broad and sensitive social activity that has its impact on tens of million people and will place a long-term influence on a number of socio-economic fields. Therefore, it is needed to be very careful to carry out reforms. The task of both keeping relative stability and needed reform implementation is a great challenge to Vietnam's education and training in the coming decades.

Entering the 21st century, Vietnam is facing vital challenges. The world is now moving forward like a lightning in the aspects of material and spiritual production. Knowledge economy and information society are being formed while Vietnam is still left behind in many aspects: it is an agricultural country with narrow land but big population,

low productivity, GDP per capita and investment in all areas which are tens of times lower than average countries and hundreds of times lower than the advanced ones. Aiming at overcoming those challenges, Vietnam needs to make use of its basic advantage, which are human resources. Vietnam's education and training must bring into play the intellectual potential of the whole nation in order to overcome present vital challenges and risks of falling behind and catch up with development pace as well as come up with other countries in the World.

2. POLICY AND SOLUTION RECOMMENDATIONS TO EDUCATIONAL AND TRAINING DEVELOPMENT IN VIETNAM.

Based on the current situation of Vietnam's education and training and the analyzes of major policy issues in order to develop the education and training overcome the future challenges, some necessary policy and solution recommendations are as follows:

2.1. Improving education and training management

The Government should redefine the functions, responsibilities/tasks of education and training management bodies in the direction of emphasizing on developing and guiding the implementation of educational procedures. Strengthen the functions of *inspection and assessment of policy* and regulation implementation. Finalize the system of legal documents, which concretize Education Law and consolidate legal environment for education and training activities.

The Government also should promote forecasting activities and development of direction plans for education and training development. Put education and training into the master plan of socio-economic development of the country, each area and locality. Issue policies on regulating training size and structure to be in line with demands of socio-economic development and overcome the existing imbalance.

The Government has to complete the organization of education and training management mechanism from ministerial to local and education and training institutional levels. Define and institutionalize the roles, functions of management levels. Strengthen *inspection mechanism* of education and training process to ensure the inspection activities in accordance with legal regulations.

The Ministry of Education and Training should conduct training and continuing in-services training of knowledge, management and planning skills for educational managers. Strengthen long-term training and intensive in-service training programs and institutions with regard to educational management. Use appropriate technical means and equipment to improve the efficiency of management activities. Promote research activities and apply research findings on education and training management.

2.2. Basic and comprehensive reform in curriculum, content, teaching and educational methodologies

In order to improve education and training quality and efficiency, the following solutions will be implemented in time:

- To design general education curriculum to be relevant to each educational level. To ensure the comprehensive, basic and modern but simplified, appropriate, practical focused, realistic, locally relevant characteristics of curriculum which involves student in learning activities inside and outside the classes, train students' activities, helps them apply what they learned to create good behaviors and habits in their lives and improve self-learning abilities of student. Change assessment method to assess regularly with a view to motivating students' learning fondness and providing them learning instructions. The end of lower and upper secondary level assessments will contribute to guiding students to choose the paths for their future.

- In educational and training curriculum, attention should be given to the physical and aesthetic training.
- Set up standards for curricular, teachers and school facilities and have assessment in the light of those standards.
- Write a set of new secondary textbooks to meet the reforms of content and teaching and learning methodologies.
- Encourage and facilitate ethnic minority student to have their own scripts, learn ethnic minority languages as well as improve the quality and efficiency of learning the common languages. Strengthen and improve secondary boarding schools for ethnic minority people.
- In technical, professional secondary and college-level education provide students with knowledge and basic skills inside the institutions in conjunction with

professional skill training in the workplace of production units and businesses.

Attract specialists working in production units and businesses to participate in developing undergraduate and technical training curricula and content.

- The Government should reform the enrolment in combination with streaming policies to reduce the pressures on and increase the efficiency of the enrolment especially in higher education.

2.3. Developing teaching and lecturing staff

In order to have sufficient teaching staff in terms of quantity, quality and structure, the following solutions should be implemented:

- Promote pre-school teacher training to meet the demands of public and non-public pre-schools. Training enough general teachers according to defined norms. Supply more university teachers in order to reduce current average student/teacher ratio of 30, which is very high to 20.
- The Government should have the plan to improve the quality of teaching staff. Increase step by step the percentage of primary teachers holding college degrees. All lower secondary teachers will have college degree upwards. And also increase the percentage of lower secondary teachers holding university degree and upper secondary teachers holding Master degree. Increase the percentage of professional secondary teachers holding postgraduate degree. Strengthen master and doctoral training to supplement staff with high qualifications for universities and research institutes.

- Improving the training capacity of existing teacher training institutions. Upgrade teacher training schools to teacher training colleges, moving forward to training pre-school and primary teachers at college and higher levels. Establish pedagogical faculties and teacher training centers inside other universities and college. Build two leading pedagogical universities, which both provide high quality teacher training and advanced educational science research.
- Attract good graduates from universities and college to join the lecturing staff. Priorities should be given to sending university and college lecturers overseas for training by a variety of funding sources. Attract high qualification scientists from national research institutes and Vietnamese scientists in foreign countries to involve in teaching in universities and colleges.
- Improve pre-service and in-service teacher/lecturer training methods to respond to changes in the content and education and training methodologies in schools at all levels. Proper attention should be made to training and preserving teachers moralities and qualities.
- Finalize working norms and regime of teachers. Gradually develop salary payment policies based on workload and teaching quality. Increase regional and pedagogical allowance in difficult areas to make the total amount of allowances in these areas equal to some 2-3 times of basic salary.

2.4. Improving national education system

Although Vietnam education system has been relatively complete, there are still inappropriateness and waste of time and human resources. To overcome such situation, the following solutions should be carried out in the coming period.

- Implement streaming at upper secondary level on the basis of ensuring the knowledge to be popular, basic, comprehensive and career-oriented with further content in several subjects in order to develop abilities and live up to student's expectation as stated in the Education Law. Consider the streaming by some subjects to inherit the achievements made by specialized schools and classes and of national and international examinations. Quickly establish streaming subjects of industrial technology or agriculture, forestry and fishery according to each residential location. Develop technical upper secondary schools, which provide students with both upper secondary level knowledge and technical skills to contribute to carrying out post-lower secondary streaming. University and college enrolments will basically base on the general knowledge standards for all streaming areas and at the same time issue incentives to encourage students to further study their specialties, which they were already, prepared in secondary schools.
- Closely link comprehensive technical and vocational centers with upper secondary schools in different locations, increase student learning time length at those centers in the process of bringing schools to two-shift – per –day ones.
- Carry out post-secondary streaming to gradually increase the number of students entering professional secondary and technical schools with appropriate ratios.

Professional secondary school will only select lower secondary graduates. Develop post-secondary training patterns including undergraduate, college-level training as well as others to carry out post-upper secondary streaming.

2.5. Developing the network of schools, classes and education and training institutions

The Ministry of Education and training should have a plan to develop a network of general schools nationwide. In each commune location or places with small population, a group of communes should have at least one primary school and one lower secondary school, which are permanent, or semi permanent with a part of modern equipment. Build in each province high quality upper secondary schools as a model for other ones.

The developing of networks of schools, classes in mountainous areas are very necessary. The Government should invest more to improve facilities for education and training in disadvantaged areas give more access to the poor people attend the basic education and higher education.

The Ministry of Education and Training should have a policy to strengthen the network of professional secondary schools, especially the ones that are attached with communities and provide training areas, which are appropriate with the labor demands in localities and non-state schools. Facilitate to upgrade the existing professional secondary schools that provide the training of technicians and professional staff with post-upper secondary qualifications to colleges. Establish community colleges in the province that have relatively big population and high human resource demands.

2.6. Increasing financial resources for education and training

The State should give priority investment to education and training sector to be proportional to other sector. Government should increase spending share for education and training in State budget. The Government should expand the loans for education sector with priority interest rate from WB, ADB, international organizations and the other countries. Draw expenditures from State budget to provide investment to build some high quality education and training institutions, support the implementation of lower secondary universalization and assist difficult localities and people.

Beside that, the mobilizing of other financial sources is very necessary. This depends on educational levels and regions. Collect tuition fees, which equal to 3-25 percent of the educational expenditure for one learner. The Government should have a policy to reduce or exempt the school fee to poor families. Reasonably increase the number of non-public schools, especially post-lower secondary ones. Mobilized the contributions to education and training from enterprises, especially the ones that use human resources training by institutions. Develop enterprises inside universities, colleges, professional secondary schools and research institutes. Apply research findings into production and generation of incomes for those institutions.

2.7. Improving the teachers' salary system

The teachers' salary system needs to be improved in order to attract the teacher staff and reduce the situation of lack of teacher especially in the mountainous areas. The Government should have some appropriate policies and solutions.

Firstly, teachers' average salary should be higher than that of officials of administrative, public services in order to attract more intelligent, capable people enter to the education and training sector.

Secondly, the salary system should be redesigned so that all education levels have three scales of salary: the first one for junior teachers, the second for major ones and the third one for senior ones. Seniority allowances and allowances for teachers in disadvantaged areas and specialized schools should be restored so as to attract more teacher to these area and schools.

Thirdly, exams for teachers who wish to be promoted to a higher rank should be renovated and put under the management and supervision of the education-training branch and relevant agencies.

Fourthly, teachers especially those working in the remote, far-flung areas should be provided with accommodation.

Finally, the State should have legal documents specifying preferential treatment towards teachers of non-State schools. Such document should point out that these teachers monthly salary must not be lower than the minimum salary and that the State shall contribute 50 percent to the salary, of teachers of non-State schools in rural and mountainous areas and social and medical insurance should be offered to them.

CONCLUSION

Education and training plays a key role to development of each country. In the era of scientific and technological revolution nowadays, education and training are becoming the main force for the success or failure of a nation in international competitions and for the success of each individual in his life.

Education and training system has developed during the previous years. Before 1945, Vietnam had no national education. After independence, the Vietnam Government undertook a major initiative to expand education and training. Over fifty years, the educational and training system has developed both in quality and quantity. The educational size has enlarged with the educational socialization and non-public sector participation.

However, during its development, there are some issues that need to be addressed. Although rising in size, the effectiveness and the quality of education is still low as a result of some major policy issues. The Government and the Ministry of Education and Training have issued many policies over the years; however, these policies were not implemented well in practice. It does not address very well the relation between the quantity and quality in education and between the diversification of education delivery modes and the improvement of assessment and monitoring to ensure quality and efficiency.

Experiencing 15 years of renovation, Vietnam has made extremely important changes and achieved a high growth rate for a long time leading to an increase in GDP

and improvement of people's living standards as well as the expansion of the relationships between our country and others. In such a process, education and training has prospered. The State and people's investment in education and training has increased. The number of learner has dramatically increased. International exchanges have become diverse. Information sources have become richer and richer. However, the process of socio-economic development as well as education and training development is facing vital challenges in promoting internal capacities to gain its place in the international scene. In order to overcome those challenges, the socio-economic and education and training development strategies will focus on two points:

Firstly, there must be a strong reform in economic and administrative management in order to appropriately address the use of labour and salary payment, financial and personnel management as well as other administrative procedures to free all capacities in which there is the capacity of trained people. This will serve a determining factors, which create motivation for learning, training, career choice of the learners as well as the attitudes, and working efficiency of graduates.

Secondly, the education and training system itself must change principally in terms of management and organization methods, content, education and training methodologies. It is needed to make full use of modern technological achievements, especially information technology to enhance the efficiency and expand education and training scope as well as make the learning activities present everywhere and every time in the life of each individual and community and quickly create a learning society inside an information one.

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