



Viet Nam

Education for All 2015 National Review

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**VIET NAM
NATIONAL EDUCATION FOR ALL
2015 REVIEW**

Contents

ACRONYMS.....	4
PREFACE	5
PART I: OVERVIEW OF EDUCATION IN VIET NAM.....	6
1. Background.....	6
2. Context.....	8
2.1. International context.....	8
2.2. National context.....	9
3. Overview of Vietnamese education in the period 2000 to 2012	9
3.1. Summary of achievements	9
3.2. Shortcomings, difficulties and challenges	10
4. National EFA Action Plan.....	11
5. Cooperation of stakeholders in implementing the National EFA Action Plan	11
PART II: PROGRESS TOWARDS EFA TARGETS	13
1. Goal 1: Early childhood care and education	13
1.1. Gross enrolment rate in pre-primary education.....	13
1.2. New entrants to Grade 1 with ECCE background.....	15
1.3. Enrolment in private pre-school institutions	16
1.4. Training of pre-school teachers	17
1.5. Public expenditure on pre-school education.....	17
1.6. Pupil-teacher ratio in pre-school education.....	18
2. Goal 2: Universal basic education	19
2.1. Gross intake rate in primary education.....	19
2.2. Net intake rate in primary education	20
2.3. Gross enrolment rate in primary education	21

2.4. Net enrolment rate for primary education	22
2.5. Enrolment rate of ethnic minority students in primary education	22
2.6. Enrolment rate of disabled children in primary education	23
2.7. Repetition rate for primary education.....	23
2.8. Retention of students and completion of primary school	24
2.9. GIR and NIR for lower-secondary education.....	25
2.10. Gross enrolment rate for lower-secondary education.....	27
2.11. Net enrolment rate in lower-secondary education	27
2.12. Repetition rate in lower-secondary education	28
2.13. Ratio of ethnic minority pupils in lower-secondary education.....	28
2.14. Percentage of disabled children enrolled in lower-secondary education	29
2.15. Training of primary and lower-secondary teachers	29
2.16. Pupil-teacher ratio in primary and lower-secondary education.....	31
2.17. Public expenditure on education as a percentage of GNP and GDP	31
2.18. Expenditure on basic education relative to total expenditure on education	32
2.19. Recurrent expenditure on primary education as a percentage of GNP and GDP.....	32
2.20. Universal basic education at the right age	33
2.21. Instruction in minority languages	34
2.22. Full-day schooling in basic education	34
3. Goal 3: Youth and adult skills	35
3A. Skills development at school (formal education).....	35
3.1. Non-academic skills education.....	35
3.2. Labour market skills for youth	36
3B. Education outside school (non-formal education)	37
3.3. Community learning centers.....	38
3.4. Continuing education centers	38
3.5. Foreign language informatics centers.....	39
4. Goal 4: Youth and adult literacy	39
4.1. Youth and adult literacy rates	39
4.2. Youth and adult literacy rates, by region	40

4.3. Adult completion of secondary education	41
4.4. Participation in literacy, basic education and vocational training	42
5. Goal 5: Gender parity and equality	44
5.1. Gender parity index for gross enrolment in ECCE, primary and lower-secondary education	44
5.2. Percentage of teachers reaching standards	45
5.3. Percentage of female teachers at each education level.....	45
5.4. Percentage of female chief education officers	46
6. Goal 6: Quality of education.....	47
6.1. Training to increase the rate of qualified teachers at all education levels	47
6.2. Student-teacher ratio per class.....	47
6.3. Upgrade of curriculum and textbooks, and innovation in teaching methods	47
6.4. Revision in management training and improvement in expertise	47
6.5. Development of a network and improvements in infrastructure	48
6.6. Increase in the education budget as a percentage of GNP and GDP	49
7. Evaluation of progress towards the EFA targets	50
7.1. Evaluation of results for Goal 1: ECCE	50
7.2. Evaluation of results for Goal 2: Universal basic education	57
7.3. Evaluation of results for Goal 4: Literacy	59
7.4. Evaluation of results for Goal 6: Education quality	61
PART III: EFA ORIENTATION AFTER 2015	63
1. Lessons learned in EFA implementation.....	63
2. EFA context, challenges and opportunities post-2015	63
3. The priority orientations for education until 2020	64
4. Recommendations for achieving education objectives in the post-2015 era.....	70
APPENDICES	73
Appendix 1: Policies on the implementation of the EFA Goals	73
Appendix 2: Main references.....	76
Appendix 3: Figures and tables.....	77

Acronyms

CEC	Continuing Education Center
CIDA	Canadian International Development Agency
CLC	Community Learning Center
DFID	Department for International Development (United Kingdom)
EFA	Education for All
ECCE	Early childhood care and education
ESG	Education Sector Group
FLIC	Foreign Language Informatics Center
GDP	Gross domestic product
GNP	Gross national product
GPI	Gender parity index
ICT	Information and communication technology
IT	Information technology
JICA	Japan International Cooperation Agency
MoET	Ministry of Education and Training
ODA	Official development assistance
PTR	Pupil-teacher ratio
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WB	World Bank

Preface

In accordance with commitments made to the international community at the International Forum on Education for All held in Dakar, Senegal, in April 2000, Viet Nam established the National Action Plan for Education for All (2003-2015) and the Prime Minister approved this plan on 2 July 2003. The plan focuses on three priority targets, namely: Early Childhood Care and Education (ECCE); basic education (primary and lower-secondary education); non-formal education (continuing education) for the following strategic purposes: changing from quantity to quality education; universal completion of primary and lower-secondary education; providing opportunities for life-long learning; mobilizing the full participation of the community (all for education); and ensuring effective management and better use of resources than ever before. The plan also sets out specific targets regarding access, quality, relevance and effective and efficient management of Education for All (EFA).

This National EFA Report 2015 was written in preparation for the international conference to review the achievements in terms of the EFA goals, scheduled for 2015. The Ministry of Education and Training (MoET) assumed the prime responsibility in preparing this report and coordinated with the concerned ministries and with authorities at the local level.

Deep gratitude is sincerely expressed to the UNESCO Office in Hanoi, the World Bank and other education development partners in Viet Nam for their financial and technical support in developing this report. Sincere thanks are also due to the relevant ministries and local authorities for actively coordinating with the Ministry of Education and Training to ensure the report is of a high quality and was completed according to schedule.

Ministry of Education and Training

Overview of education in Viet Nam

1. Background

Viet Nam shares a border with the People's Republic of China in the north and with the Lao People's Democratic Republic and the Kingdom of Cambodia in the west. To the east and south, Viet Nam is bordered by the Pacific Ocean. The country has an area of 331,211.6 square kilometres and a population of 90 million (national data, 1 November 2011), with 54 ethnic groups of which 86.2 per cent are Vietnamese and 13.8 per cent are ethnic minorities. Viet Nam is administratively divided into 63 provinces and cities directly under the central government; 643 districts, towns and provincial cities; and 11.145 communes, wards and towns under district administration (General Statistics Office, 31 December 2012).

Viet Nam has seen many changes in the long history of its education development. During the feudal period (from the tenth century to the nineteenth century), the education system was mainly accessible by selected classes and intellectual elites, to maintain and develop contemporary feudalism.

From the end of the nineteenth century and during the first half of the twentieth century, Viet Nam (Indochina) was a French colony. The Confucian education system built and maintained by Vietnamese people in the past was replaced by a French-Vietnamese education system, which served mainly to train personnel to serve the French colonial rulers. In this education system, French was the main language of instruction and prevailed at university level. Accordingly, 95 per cent of the Vietnamese population was illiterate.

Following independence (2 September 1945), at the first session of the Government of the Democratic Republic of Viet Nam, President Ho Chi Minh determined that the three key tasks of the government and people of Viet Nam at the time were to 'fight against hunger, fight against illiteracy and fight against enemy invasions'.

Subsequently, based on the philosophy of 'An ignorant nation is a weak nation', the government issued three important ordinances: Ordinance 17-SL Establish basic education in Viet Nam, Ordinance 19-SL Set up popular night classes for farmers and urban sailors in Viet Nam and Ordinance 20-SL Education in the national language is compulsory and free of charge for everyone. Then, at the beginning of October in 1945, President Ho Chi Minh urged the entire population to fight against illiteracy.

Implementing the policy of the government and in response to the call of President Ho Chi Minh, in less than a year nearly 75,000 people and about 96,000 teachers had begun helping more than 2.5 million people escape from illiteracy.

During the 30 years of war between 1945 and 1975, Viet Nam's education system continued growing to meet the demand for national resistance and restructuring. A national education, that aimed to be imbued with national identity, to have a high scientific value and to be accessible to everyone, was formed and developed.

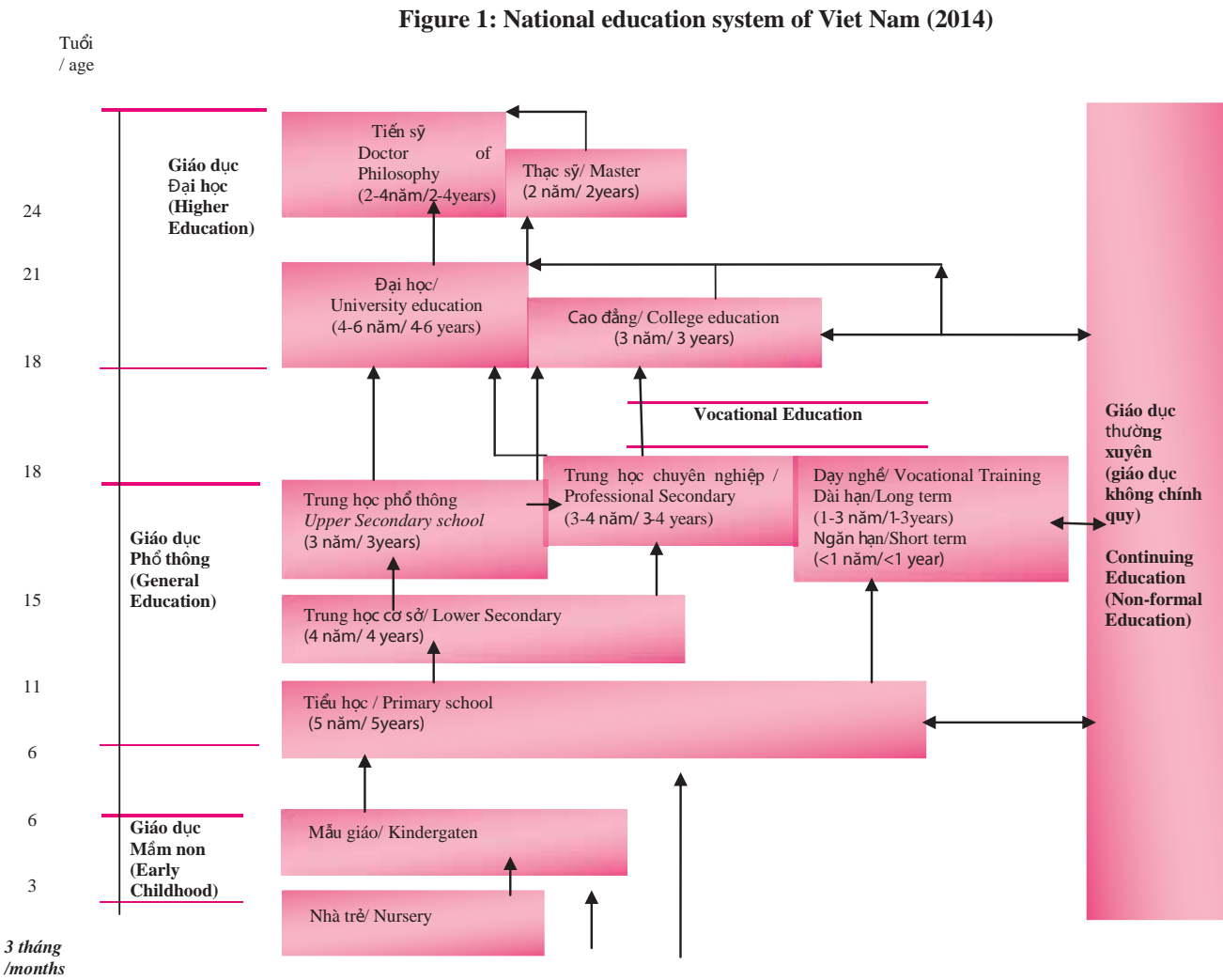
In the late 1970s and early 1980s, Viet Nam faced serious economic difficulties, a lasting consequence of war, as well as the shortcomings in economic construction.

To overcome the economic crisis, in 1986 Viet Nam implemented an innovative policy, moving from the centralized planning mechanism to a socialist-oriented market mechanism. Objective requirements were subsequently set forth to reform education.

The content and scope of the education reform focused on the following: adjust the ideas and solutions that were no longer suitable; boldly propose and implement solutions to stem the recession; stabilize the formation and consolidation of the system; create power and strength to continue

spirit of teachers and educational managers; and consider teachers and management staff to be the leading decisive factors in ensuring high quality and effective education.

Building on the long-term development of education in Viet Nam in previous periods and various innovations, there was significant educational reform during the period between 1945 and 2000. The national education system of Viet Nam is based on Article 4 of the Law on Education of the Socialist Republic of Viet Nam 2005 (amended in 2009).



developing in the direction of socialization, democratization, diversification, modernization, mobilization of all social sectors, families and schools in caring for the younger generation; make efforts to maintain, strengthen and further develop national education; care for the physical life and

The national education system of Viet Nam today encompasses formal and non-formal education and includes the following levels: early childhood education (including nursery, kindergarten and pre-school); basic education

(primary, lower secondary and upper secondary education); vocational training (professional secondary and vocational training); and university education (college, bachelors, doctor and master degrees).

The current national education system of Viet Nam is illustrated in the figure above.

The Government of Viet Nam continues to be concerned with the development of institutions, including both public and private schools, from the level of early childhood education and basic education through to vocational training, college and university. In addition, the education policies of Viet Nam are increasingly aiming towards ensuring high quality education to meet the needs of economic development of the country as well as to meet the constantly growing needs of learners and ensure relevance, while also maintaining equality of access to high quality education.

Development of education is the role of the Party, the State and the entire people. This is being achieved through implementing incentives for education, especially through investment policy and wage policy; putting budget priorities on the development of general education and special subjects; implementing social justice in education so as to improve the quality of education for all, recognizing that it is difficult to achieve a common ground. The focus is on building a learning society, creating equal opportunity for everyone to learn and encouraging lifelong learning, particularly for ethnic minorities, the poor, and children from disadvantaged families.

There has been radical and comprehensive innovation in education towards standardization, modernization, socialization, democratization and international integration, and towards ensuring the education system is adapted to the market economy while having a socialist orientation. Emphasis has been put on improving the quality of education, especially the quality

of moral education and life skills; increasing learners' creative energy; and skills practice to enable the workforce to meet the requirements of socio-economic development, while also meeting the development needs of each learner, including those who have particular talents.

2. Context

2.1. International context

In the twenty-first century science and technology continue to develop and strengthen, forming a foundation for the development of a knowledge economy. Education is the foundation for scientific and technological development, human resource development, talent fostering, improving people's knowledge and meeting the requirements of innovative development of modern society. In this context, Viet Nam has to rapidly develop high quality human resources, conduct research and apply specific technologies (information and communication technology, bio-technology, nano technology, electronics, automation, etc.) and new materials to create a foothold in the world technology market.

Globalization and international integration is a collaborative process for development, but it is a competitive process in terms of protecting national interests, especially in developing countries like Viet Nam. International economic competition is becoming increasingly fierce and intense, wealthy countries are increasingly rich as a result of their competitive advantage in training high-quality human resources and in researching and developing advanced technology.

Information and communication technology (ICT) is widely used in all areas of social life, and are beneficial in education. The education system is open; distance education is carried out anytime, anywhere, at all levels and for all, which has become a highly effective solution to meet the increasing demand for education in society. Education for all has become the commitment of each country and life-long learning has become a need and obligation of every citizen.

2.2. National context

Viet Nam has never before had such a strong position and strength as it does now in terms of the following: economic scale, economic relations, strategic relationships with the international community, and people's desire to learn and innovate. The Vietnamese abroad with potential are returning to the nation. The international situation presents both favourable factors as well as large challenges regarding peace, regional stability and foreign investment.

After 28 years of reform (1986-2014), Viet Nam is entering a period of strong growth, with a new position and outlook. Economic potential is growing and the country has overcome poverty and is no longer an underdeveloped country. Economic growth reached an average annual rate of 7.2 per cent and 5.5 per cent in the periods 2000-2010 and 2011-2013, respectively. The average income per capita has increased continuously over the past 20 years, from 377 USD in 1997 to 650 USD in 2005, then to 823 USD in 2007 and 1,168 USD in 2010, then to approximately 1,900 USD in 2013.

The development of science and technology, the explosion of the knowledge economy and the development of the market economy require employees to continuously improve their level of education and update their knowledge and information. They must be trained and fostered in terms of knowledge and professional skills so as not to be at a loss, not to become bankrupt and not to be eliminated from the productive forces in the labour market.

3. Overview of Vietnamese education in the period 2000 to 2012

3.1. Summary of achievements

Viet Nam achieved universal primary education in 2000 and been promoting the universalization of early childhood care and education (ECCE) for children at the age of 5 and universal primary education at the right age. Some parts of the

country have universal secondary education. The nation's literacy campaign has been maintained and developed over the years.

Progress has been made towards increasing the quality of education at all education and training levels, and the level of knowledge and access to knowledge capacity of pupils and students has gradually improved. Development of education and training has shifted towards better meeting the needs of economic, social, scientific and technological development, step-by-step to meet the needs of the labour market.

Social equity in access to education has been improved, especially among ethnic minorities. Particular attention has been paid to increasing access to education for children from poor families, and for girls and marginalized children.

During the period between 2001 and 2010, the net enrolment rates increased significantly. Enrolment of 5-year-old children in kindergarten increased from 72 per cent to 98 per cent, primary education enrolment increased from 94 per cent to 97 per cent, lower-secondary from 70 per cent to 85 per cent, and high school from 33 per cent to 50 per cent. Over the same period, training increased by a factor of 3.08, professional intermediate training increased by a factor of 2.69, and colleges and universities increased by a factor of 2.32. In addition, the trained employment rate reached 43 per cent.

The network of education institutions across the country expanded, thereby increasing learning opportunities for everyone, supporting efforts towards achieving a learning society. The number of communes without ECCE was decreased; all communes gained primary and lower-secondary schools in communal or inter-communal areas; and high schools were established in the districts. The provinces and districts that have many people from ethnic minority groups were provided with boarding and semi-boarding schools.



A strong network of continuing education centers and community learning centers was developed. Vocational and specialized training institutions under the MoET’s control were established in most of the highly populated localities, regions, cities and even in difficult-to-reach areas such as the North West, Central Highlands and the Mekong Delta.

The management of education has seen a shift towards overcoming the negative aspects in the sector, standardization of teachers and educational managers, innovation of financing mechanisms in the education sector; increasing decentralization of education management to increase the autonomy and self-reliance of local educational institutions; widespread application of ICT; monitoring for education quality; enhancing administrative reform in the whole sector; and expanding child-friendly education environments.

State budget investment in education increased from 15 per cent of the total budget in 2001 to 20 per cent in 2007, and has remained stable at 20 per cent since then.

3.2. Shortcomings, difficulties and challenges

The “Education development is a top national policy” and “Investment in education is investment for development” policies have not been completely taken up and practiced; and some local areas have not fully understood the Party guidelines for the development of education and have not been sufficiently concerned with the direction and implementation of education development strategy during the period 2001-2010.

Thinking about education has not been modernized. Strategic planning has not been fully recognized and human resource development has been insufficient at the national, ministerial and local levels.

In society, the focus on examinations, degrees and achievements still dominates teaching and assessment. The downside of the market mechanism has had many negative impacts on education. The learning needs and demands of people require that there are increasing improvements in the quality of education and human resources, but the education sector’s

ability to respond and the socio-economic level of development of the country are very limited.

4. National EFA Action Plan

To help overcome the difficulties encountered in the past and to implement the EFA commitments that were made at the International World Education Forum in Dakar, Senegal, in April 2000 Viet Nam developed the National EFA Action Plan, which covers the period between 2003 and 2015. This Plan was approved by the Prime Minister in Decision No. 872/CP-KG dated 2 July 2003.

The National EFA Action Plan aims to achieve the global EFA goals:

Goal 1: Expand and improve comprehensive ECCE, especially for disadvantaged and highly vulnerable children.

Goal 2: Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to, and complete, free and compulsory primary education of good quality.

Goal 3: Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

Goal 4: Achieve a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy,

numeracy and essential life skills.

The results of the implementation of the National EFA Action Plan of Viet Nam are presented in Part II of this report.

5. Cooperation of stakeholders in implementing the National EFA Action Plan

To implement the National EFA Action Plan, the Government of Viet Nam instructed the Ministry of Education and Training to establish an EFA coordinating agency: the National EFA Coordinating Committee.

The National EFA Coordinating Committee coordinated the activities of the central government ministries in developing the National EFA Action Plan and the plan for reviewing and updating the EFA plan in 2010, and has achieved good results.

The National EFA Coordinating Committee ensured effective coordination with the international donor group to identify the needs for international support to implement the plan. As a result, thanks to the efforts and close cooperation between the National EFA Coordinating Committee and the donors, projects were established with national and international support, bringing about positive results for the development of education and training in Viet Nam.

Projects included the "Provincial planning capacity building" project, implemented between 2005 and 2008 and funded by the Canadian International Development Agency (CIDA) through the Trust Fund of the World Bank; the "Targeted Budget Support for Education for All" (TBS-EFA) project, implemented with the support of the World Bank (WB), the United Kingdom Department for International Development (DFID), CIDA, the European Union (EU), and the governments of Belgium, Spain and New Zealand; the School Education Quality Assurance project (SEQAP)

project, supported by WB and DFID; the “New School Model” project (GPE-VNEN) funded by the Global Partnership for Education, with the WB serving as the supervising entity and the United Nations Educational, Scientific and Cultural Organization (UNESCO) serving as the coordinating agency.

Besides coordinating the above-mentioned projects, the National EFA Coordinating Committee has coordinated various other activities and has worked closely with non-governmental organizations, especially the Viet Nam Study Promotion Association, in the construction, operation and direction of the activities of more than 11,000 community learning centers (CLCs), following the original model proposed by the Japan International Cooperation Agency (JICA). The committee has also worked with UNESCO to extend and enhance the operational efficiency of the CLCs, and has worked with the Union of EFA institutions to implement a Global Action Week for Education every year.

The National EFA Coordinating Committee also worked with local authorities, especially

the General Statistics Office (GSO), and with international organizations such as UNESCO, PLAN, and with the Government of New Zealand in the organization of the mid-term EFA evaluation process. The committee has also collaborated with UNESCO to assess the results of the country’s efforts to eradicate illiteracy through the Literacy Assessment and Monitoring Program (LAMP) and has collaborated with UNESCO on various projects, including one relating to building a learning society.

It is clear that the success of the EFA program reflects the effective coordination between education agencies of Viet Nam and the international community. The Ministry of Education and Training received support as well as effective cooperation from the international community, both financial and technical, in the development and implementation of the National Action Plan for EFA. This coordination is maintained through regular contact, especially multilateral contact, via the Education Sector Group (ESG).

Progress towards EFA targets

1. Goal 1: Early childhood care and education

1.1. Gross enrolment rate in pre-primary education

The national gross enrolment rate (GER) for pre-primary education increased from 31.58 per cent in the 2000/01 school year to 41.39 per cent in 2012/13.

Figure 2: GER in pre-primary education, 2000-2013 (%)



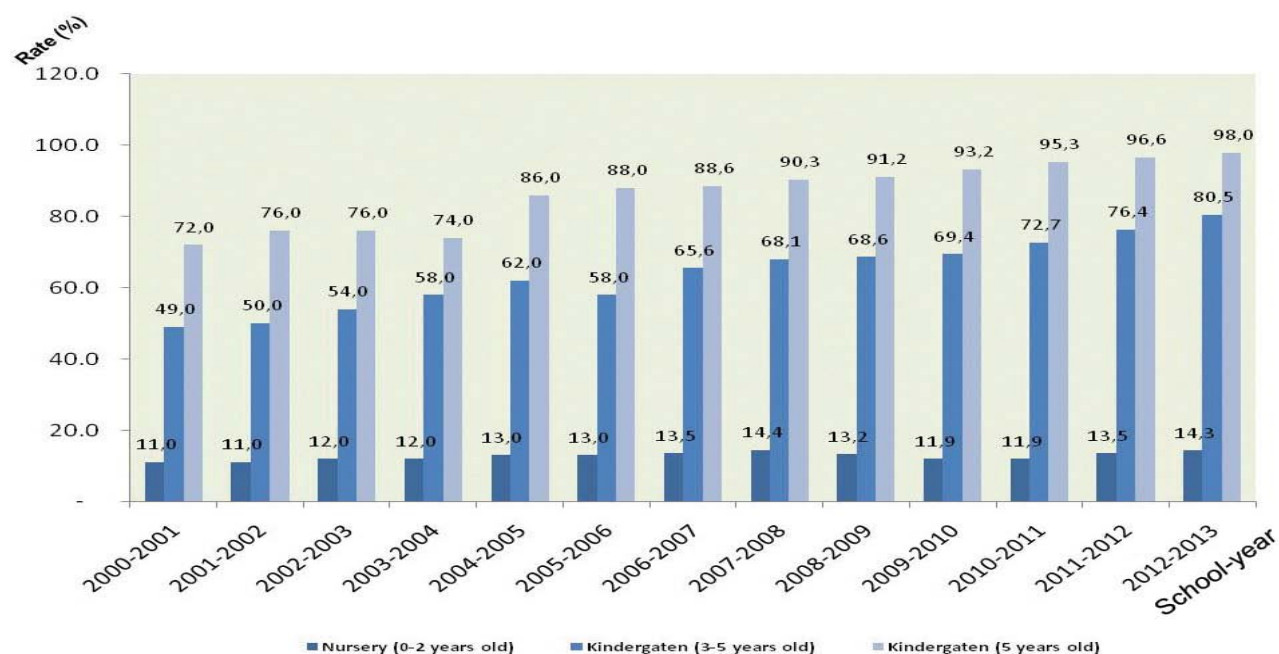
Source: MoET

As illustrated in Figure 3, the enrolment rate for children in the 0-2 age group increased from 11 per cent in 2000/01 to 14.31 per cent in 2012/13. The enrolment rate of pre-school children aged 3 to 5 increased impressively, rising from 49 per cent in 2000/01 to 80.51 per cent in 2012/13, a rise of 2.42 percentage points per year on average, and increasing by 31.51 per cent over the 13 years. The national enrolment rate for 5-year-olds increased from 72 per cent to 98 per cent over the period. The data indicates that it will be possible to reach the 2015 target of a

national enrolment rate of 99 per cent for 5-year-old children. The target rate for nursery children aged 0-2 years has not been achieved, however.

Enrolment rates vary from region to region within Viet Nam. In 2005/06, the children enrolled in pre-school institutions in the 15 provinces in the north and north-central delta areas accounted for 42 per cent of all pre-school-aged children enrolled nationwide. The 48 provinces of the six other regions of Viet Nam made up 58 per cent of all pre-school children nationwide.

Figure 3: Annual enrolment rate, by age group (%)

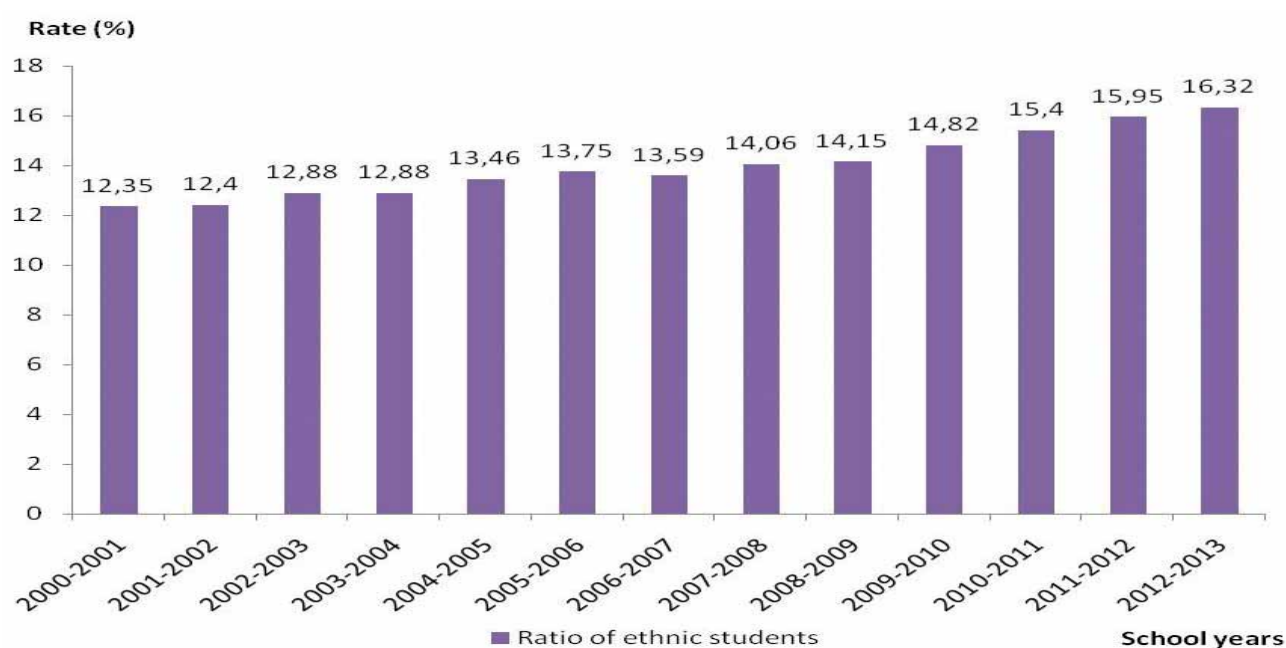


Source: MoET

Access to ECCE for ethnic minority groups has increased. In 2012/13, ethnic minority children represented 16.32 percent of all school-aged children enrolled in pre-school education. This rate was higher than the percentage of the ethnic minority population (13.80 per cent) in the total population of Viet Nam. This increase in access

to pre-school education for ethnic minorities has come about as a result of concern by the government for the right of ethnic minority children to access pre-school education services, and the government has provided ECCE services in 218 communes that were formerly labelled “communes without ECCE”.

Figure 4: Ratio of ethnic minority students to total students (%)



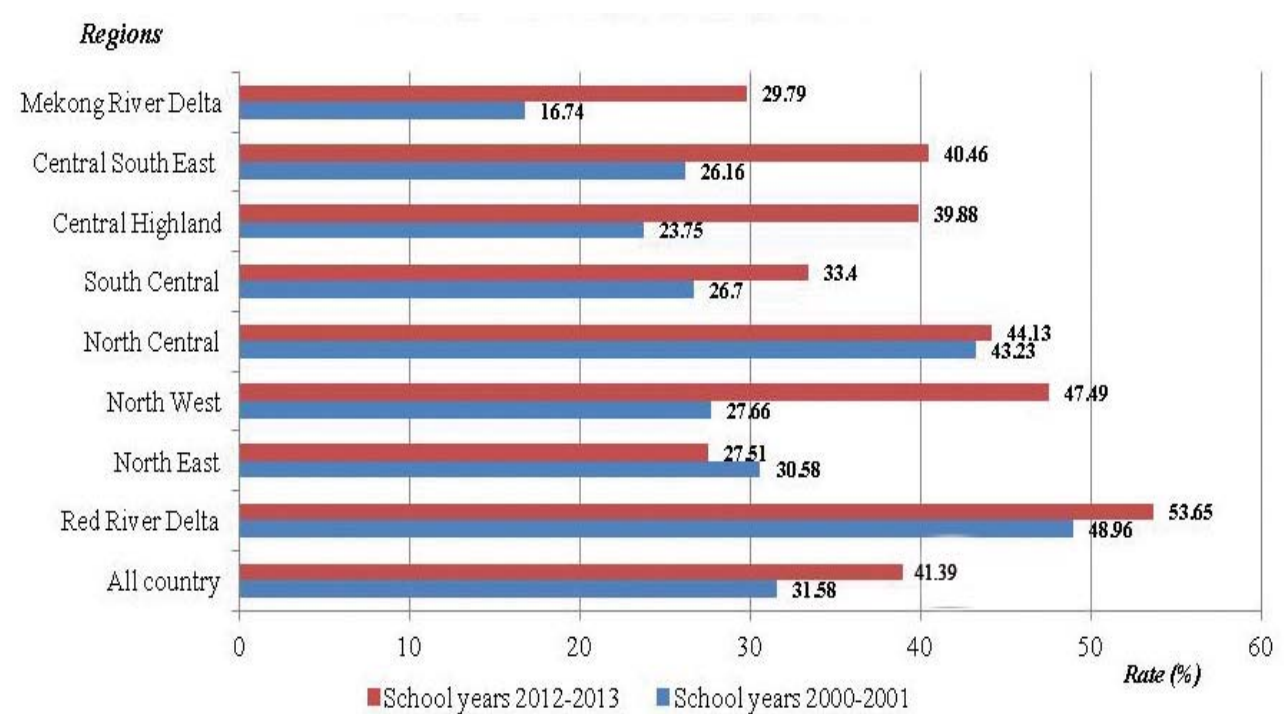
Source: MoET

After 12 years of implementation of the EFA program, the GER and the gender parity index (GPI) have both increased greatly in Viet Nam. Remarkably, in most regions the GPI is greater than 1.0. Not only has a balance been achieved between the numbers of pre-school-aged girls and boys, but the figures have remained stable.

As illustrated in Figure 5, of all the regions, the Red River Delta has the highest rate of

new entrants in pre-primary education. The disadvantaged regions, such as the Mekong River Delta, South East, Central Highlands and South Central, have nevertheless seen significant increases in the rate, with increases of 13.5 per cent, 14.3 per cent, 16.13 per cent and 6.7 per cent, respectively, compared to the 2000/01 school year.

Figure 5: Ratio of new entrants in pre-primary, by region, 2000/01 and 2012/13 (%)



Source: MoET

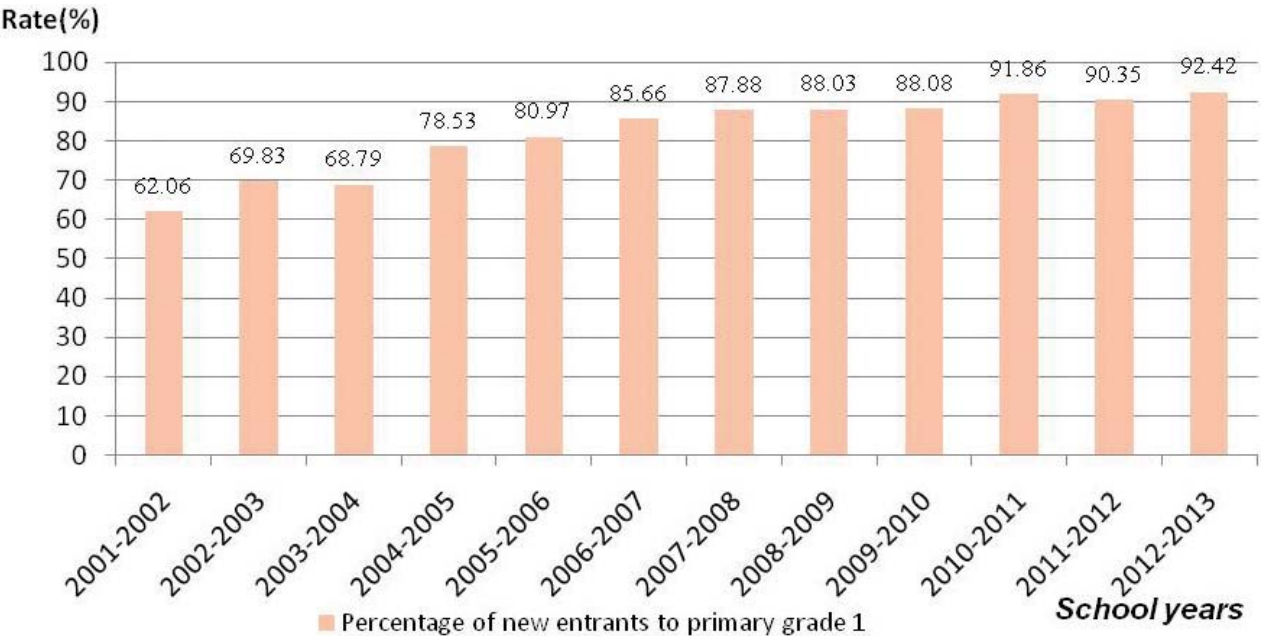
1.2. New entrants to Grade 1 with ECCE background

One of the main objectives of the pre-school education program is to ensure that all children participate in organized ECCE before entering primary education, so are prepared for school. The ECCE curriculum aims to prepare children physically and emotionally for school, so as to create favourable conditions for children to learn well from their first year at school.

Figure 6 shows the percentage of children who have participated in organized ECCE before entering primary school. The rate has increased over the past decade, rising from 62 per cent in 2001/02 to 92.42 percent in 2012/13, an increase

of 2.34 per cent on average per year. This is a positive trend, a basis for universalization of high-quality education, especially in the mountainous, isolated, disadvantaged and ethnic minority areas. This came about as a result of continuous efforts by the education sector, changes in parents’ awareness about the importance of pre-school education for their children, as well as active community involvement.

Figure 6: Percentage of new entrants to primary grade 1 who have attended ECCE

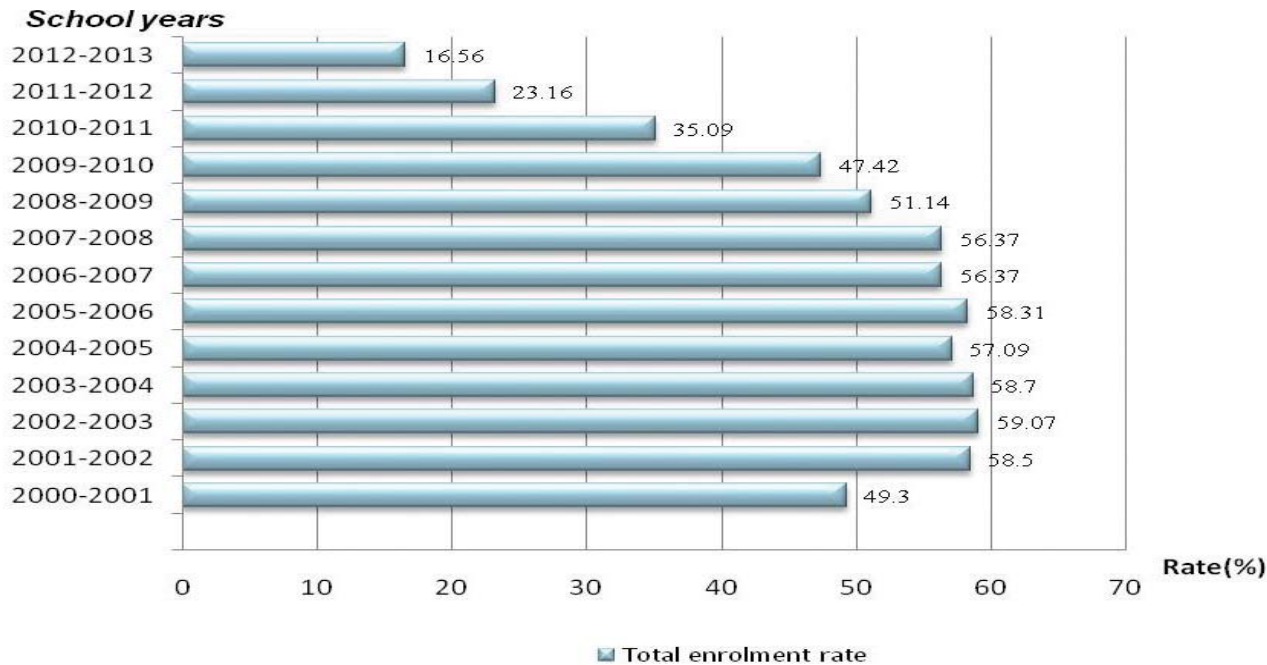


Source: MoET

1.3. Enrolment in private pre-school institutions

The rate of children enrolled in non-public (private) pre-school education has decreased since 2000/01 as a result of a government policy that seeks to promote public pre-school institutions, with the goal of achieving universal pre-school education for children aged 4 to 5 years old. The decrease also reflects the lack of good socialization of private pre-school education, which has not met expectations.

Figure 7: Enrolment rates in private pre-school institutions, 2000-2013 (%)



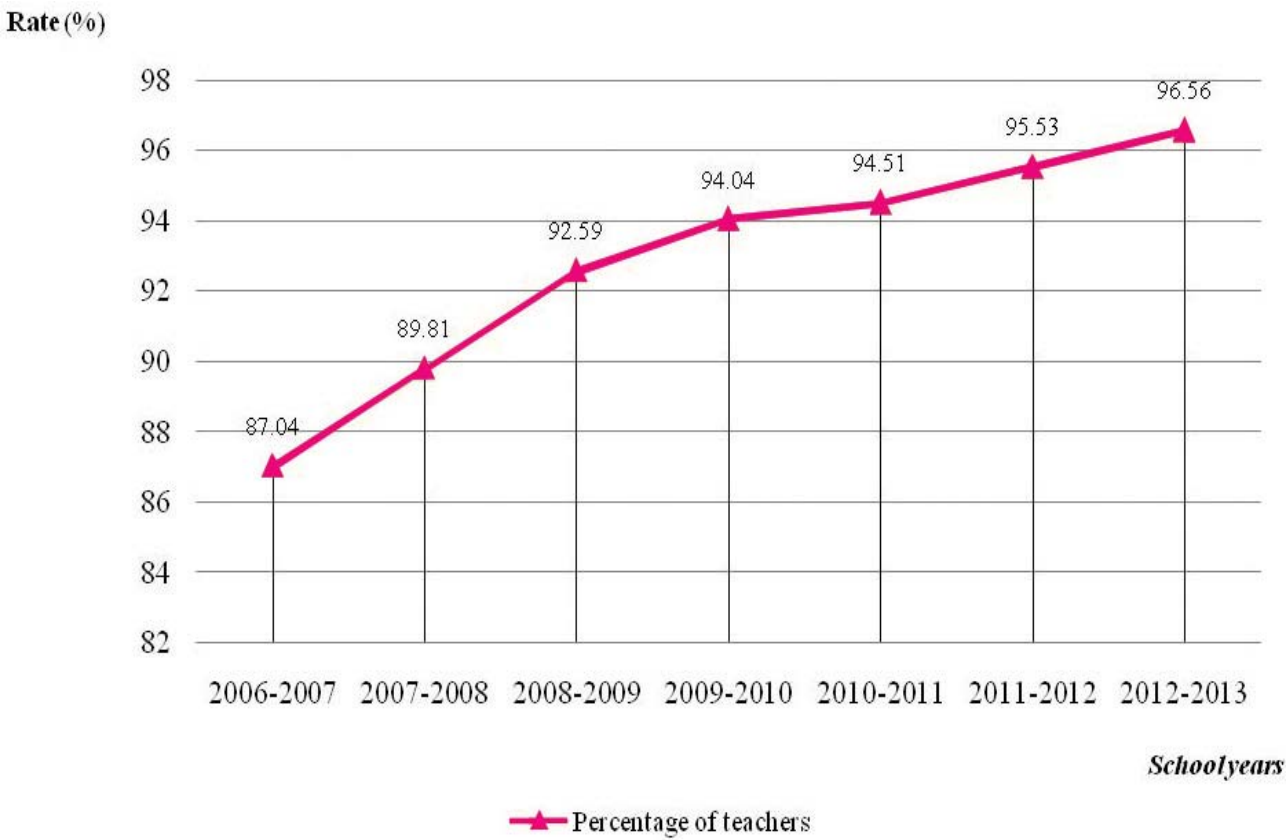
Source: MoET

1.4. Training of pre-school teachers

As shown in Figure 8, the rate of trained pre-school teachers who meet national standards increased rapidly between 2006/07 and 2012/13, rising from 87.04 per cent to 96.56 per cent. Teacher training was part of the government’s policy on universal pre-school education (2010–2015), which reviewed education and training

institutions, re-organized teaching staff, and supported training of teachers to enable them to reach national standards of expertise and professionalism, so as to enhance the quality of early childhood care and education and reach the goal of universal pre-school education.

Figure 8: Percentage of trained pre-school teachers reaching national standard



Source: MoET

1.5. Public expenditure on pre-school education

Government regulation No.05/2003/ TTLT-BGDĐT-BNV-BTC dated 24 March 2003 states that investment in local pre-school education has to be delivered reasonably through local public expenditure by 2013. Since 2005 the aim has been to reach a target of at least 10 percent of total public expenditure funding allocated for pre-school education. As of 2012, the percentage of public expenditure allocated for pre-school

education had doubled since 2000, rising from 6.96 per cent to 14.43 per cent.

Table 1: Public expenditure on pre-school education

Year	Public expenditure on education (VND billions)	Public expenditure on pre-primary education (VND billions)	Public expenditure on pre-primary education as percentage of total public expenditure (%)
2000	15,754	1,097	6.96
2001	19,304	1,358	7.03
2002	22,076	1,562	7.07
2003	28,949	2,116	7.30
2004	31,932	2,549	7.98
2005	39,430	3,488	8.84
2006	50,495	4,639	9.18
2007	64,175	6,158	9.59
2008	77,658	8,796	11.32
2009	94,370	10,660	11.29
2010	115,676	14,259	12.32
2011	136,840	18,405	13.45
2012	185,951	26,833	14.43

Source: Ministry of Finance

1.6. Pupil-teacher ratio in pre-school education

The pupil-teacher ratio for pre-school education decreased from 19.21 per cent in the 2006/07 school year to 16.97 per cent in 2012/13 as a result of the recruitment by local authorities of many teachers and the effective implementation of government policies relating to training of staff. Consequently, over the past six years teaching staff growth has been faster than the increase in the number of children enrolled in pre-school,

so the pupil-teacher rate has decreased. While the number of pre-school children has increased by 1,001,284 (a factor of 1.31), the number of teachers has increased by 80,669 (a factor of 1.49). This has been a result of the efforts of local governments to enhance the quality of care and education for young children and to achieve universal pre-school education for 5-year-old children.

Table 2: Pupil-teacher ratio in pre-primary education

School-year	No. of ECCE pupils	No. of ECCE teachers	Pupil-teacher ratio
2006-2007	3,147,252	163,809	19.21
2007-2008	3,195,731	172,978	18.47
2008-2009	3,305,391	183,443	18.02
2009-2010	3,409,823	195,852	17.41
2010-2011	3,599,663	211,225	17.04
2011-2012	3,873,445	229,724	16.86
2012-2013	4,148,536	244,478	16.97

Source: MoET

2. Goal 2: Universal basic education

2.1. Gross intake rate in primary education

The gross intake rate (GIR) for primary education (Grade 1) reflects the results of efforts to improve access to education for children of primary school age entering Grade 1 and reflects the primary education system’s ability to meet the learning needs of the children.

As shown in Table 3, the national GIR for primary education (Grade 1) is more than 100 per cent, which indicates that a number of

children over the age of 6 (up to the age of 10 years old) are entering Grade 1. The reasons for late entry to primary school include: lack of attention by some parents to their children’s school attendance at the right age; poor health of some children, which prevents them beginning school at the right age; lack of birth certificates for some children, which prevents them from accessing school; and lack of concern by local authorities in some areas.

Table 3: Gross intake rate for primary education, by sex

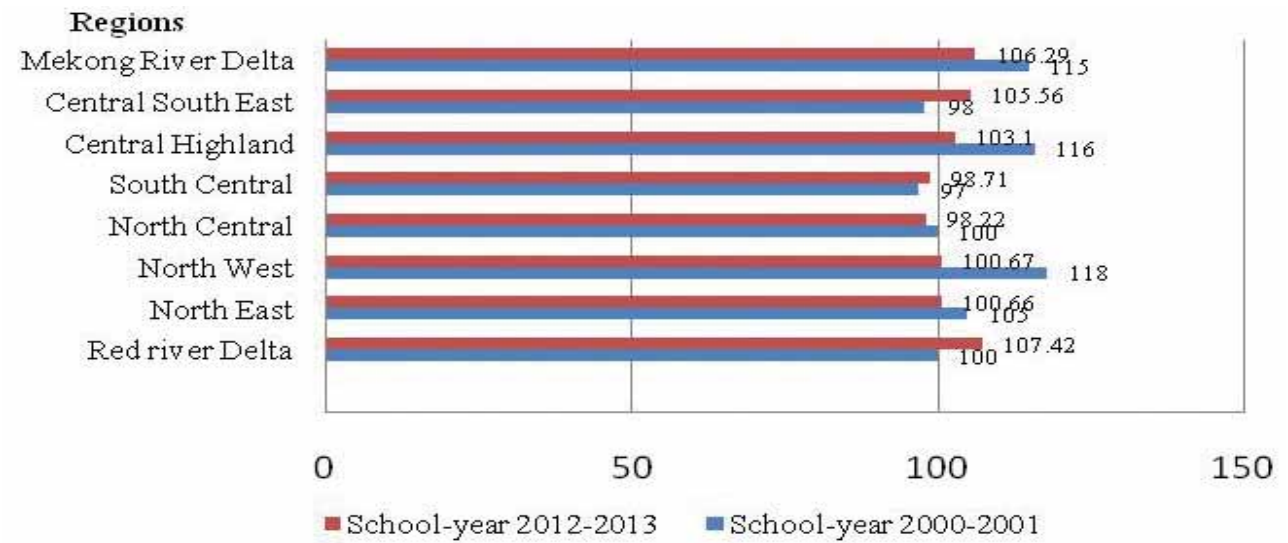
School year	Boys	Girls	Total	GPI
2000 - 2001	107.00	103.00	103.28	0.96
2001 - 2002	105.00	104.00	104.27	0.99
2002 - 2003	101.00	98.00	101.48	0.97
2003 - 2004	103.00	98.00	100.54	0.92
2004 - 2005	104.00	99.00	101.86	0.98
2005 - 2006	107.00	104.00	100.99	1.03
2006 - 2007	109.55	106.68	108.16	0.97
2007 - 2008	106.19	103.27	104.83	0.97
2008 - 2009	108.03	106.14	107.12	0.98
2009 - 2010	104.31	110.06	107.10	1.05
2010 - 2011	107.34	104.01	105.76	0.97
2011 - 2012	108.63	103.04	106.03	0.95
2012 - 2013	103.52	104.28	103.88	1.01

Source: MoET

When comparing the GIR by region, it is clear that progress has been made since 2011/12 in

the three most disadvantaged areas: North West, Central Highlands and Mekong River Delta.

Figure 9: Gross intake rate in primary education, by region (2000-2013)



Source: MoET

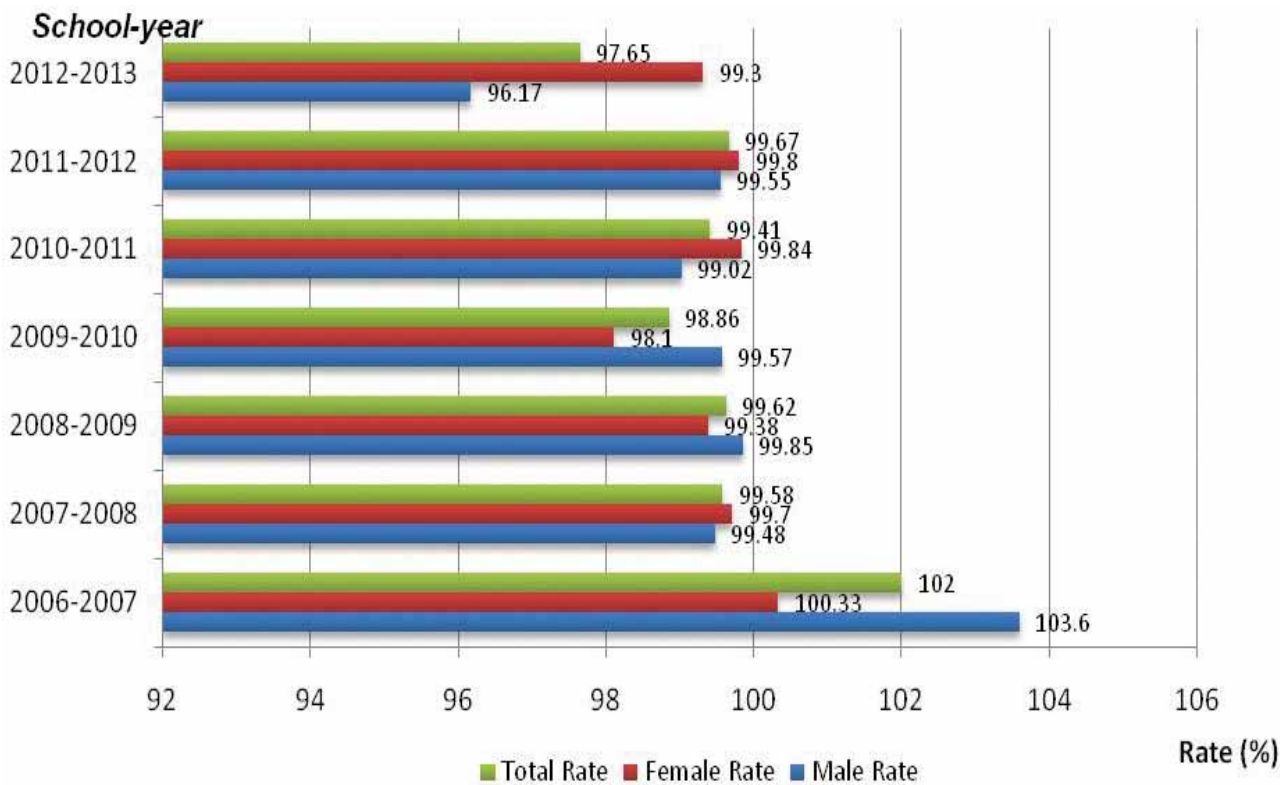
2.2. Net intake rate in primary education

The improvements in the net intake rate (NIR) for primary education reflect the results of efforts to improve access to Grade 1 for children, and also reflects the level of success of the government’s policy on universal primary education. Figure 9 presents the evolution of the national NIR for primary education over the period between 2007 and 2013. The figures indicate that Viet Nam has achieved positive results in terms of ensuring enrolment in primary education at the right age.

In the seven years between 2006 and 2013, the average NIR was 99.6 per cent, with only 0.4

per cent of 6-year-old children not entering Grade 1. This outcome was a result of efforts of the education sector to mobilize families of 6-year-old children to send their children to school; ensuring good learning conditions for 6-year-old children, especially in mountainous, remote and isolated areas and areas populated by ethnic minorities; and ensuring parents and communities understand the necessity of enabling children to attend school at the right age as a means of supporting the mental development of their children.

Figure 10: Net intake rate in primary education, 2006-2013(%)

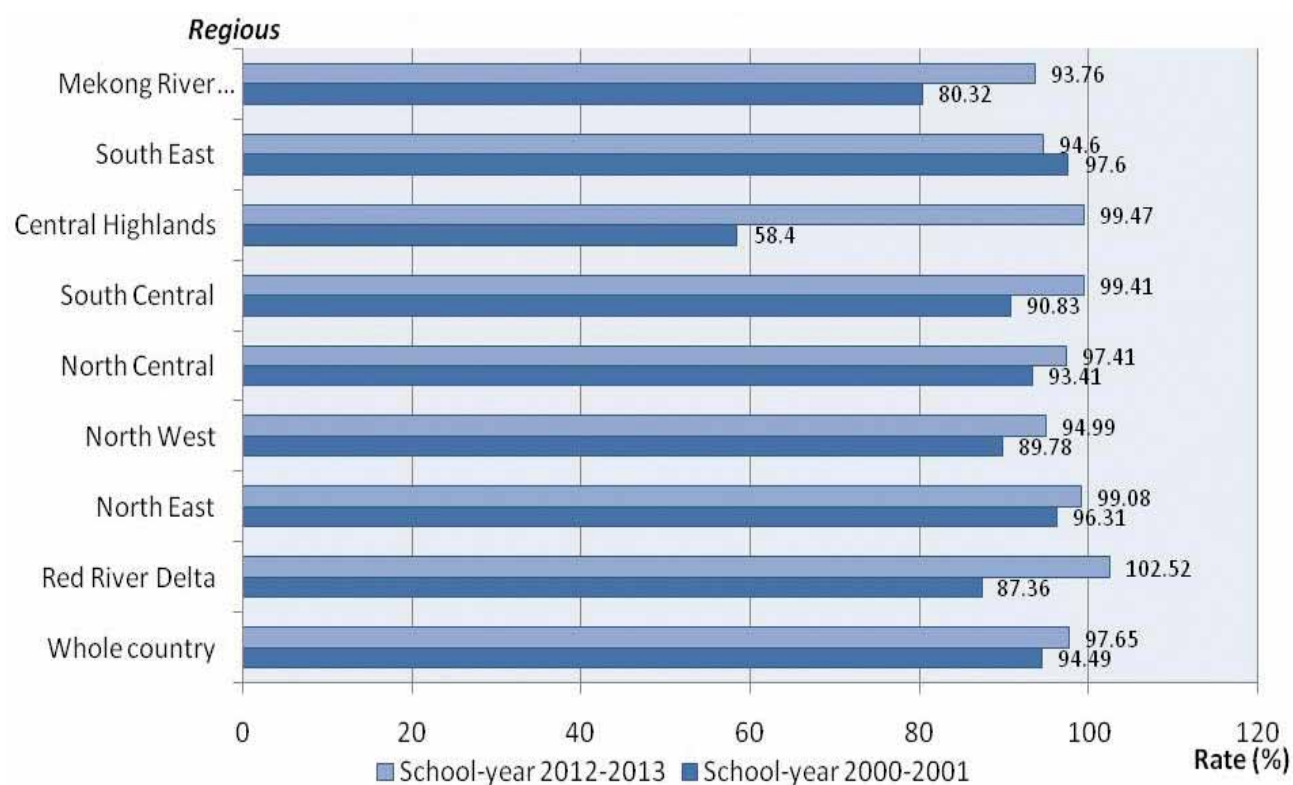


Source: MoET

As shown in Figure 11, there was a big difference in net intake rates between regions in 2001 (South-East 97.60 per cent, Central Highlands 58.4 per cent), but in 2013 the NIR was over 93.76 per cent in all regions. This change reflects Viet Nam’s effective implementation of policies targeting students in the rural regions of the country, especially in the regions in which

ethnic minorities and disadvantaged groups are concentrated.

Figure 11: Net intake rate for primary education, by region, 2000-2013 (%)



Source: MoET

2.3. Gross enrolment rate in primary education

Progress has been made in gross enrolment rates since 2000, and as of 2013 there was no significant difference between the GERs of males and

females at the primary level, indicating that Viet Nam has narrowed the gap of inequality between boys and girls at the school entrance age.

Table 4: Gross enrolment rate in primary education, by sex, 2000-2013

School year	Boys	Girls	Total	GPI
2000 - 2001	108.00	105.00	103.28	0.96
2001 - 2002	105.00	102.00	104.27	0.97
2002 - 2003	104.00	100.00	101.48	0.96
2003 - 2004	101.00	98.00	100.54	0.97
2004 - 2005	100.00	97.00	101.86	0.97
2005 - 2006	99.00	98.00	100.99	0.99
2006 - 2007	107.39	101.27	101.49	0.94
2007 - 2008	118.40	102.37	100.13	0.86
2008 - 2009	108.40	100.54	100.37	0.92
2009 - 2010	112.65	103.34	101.03	0.91
2010 - 2011	109.81	100.79	101.04	0.91
2011 - 2012	107.21	104.38	101.45	0.97
2012 - 2013	110.16	109.72	104.07	0.99

Source: MoET

2.4. Net enrolment rate for primary education

The net enrolment rate (NER) for primary education increased from 95.96 per cent in 2007 to 98.31 per cent in 2013. As shown in Table 5, there is little difference in the NERs of boys and girls at primary school.

Table 5: Net enrolment rate in primary education

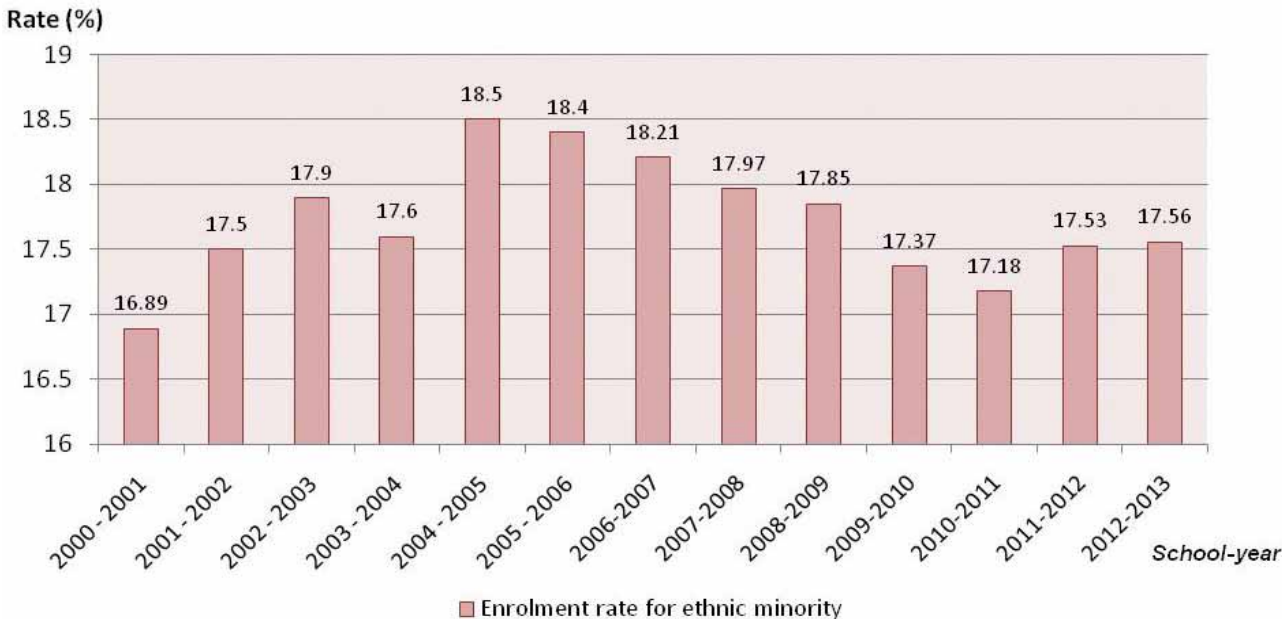
School year	Boys	Girls	Total
2006-2007	92.24	94.15	95.96
2007-2008	92.84	98.82	96.07
2008-2009	94.16	97.26	96.95
2009-2010	95.43	97.11	97.54
2010-2011	95.39	98.68	97.58
2011-2012	95.58	99.35	97.67
2012-2013	96.92	96.38	98.31

Source: MoET

2.5. Enrolment rate of ethnic minority students in primary education

Data indicate that the proportion of ethnic minority children enrolled in primary education is greater than the proportion of ethnic minorities in the total population of the country (the rate of ethnic minority people nationwide is 13.8 per cent). Even in some difficult to reach mountainous areas with large numbers of ethnic minority people, there are high rates of enrolment in primary schools. This indicates the effectiveness of preferential government policies for ethnic minorities and socio-economic development policies for mountainous areas. One such policy is the free supply of textbooks, notebooks, school supplies, books and magazines for ethnic minority students. Such policies aim to gradually narrow the gap between ethnic minority areas and more advantaged areas.

Figure 12: Enrolment rate for ethnic minority children in primary education, 2000-2013 (%)



Source: MoET

2.6. Enrolment rate of disabled children in primary education

Viet Nam has about 1.2 million children with disabilities (CWD), of which 27 per cent have intellectual disabilities, 20 per cent have movement disabilities, 19 per cent have language disabilities, 12.43 per cent have hearing impairment, 12 per cent have vision impairment and 7 per cent have other types of disabilities. Children with severe and especially difficult disabilities account for about 31 per cent of the total. Multi-handicapped children accounted for 12.62 per cent of the total. Causes of the disabilities include: innate causes (72.38 per cent), illness (24.34 per cent), accidents (3.93 per cent), and birth difficulties (2.28 per cent).

In accordance with the *Law on Persons with Disabilities* and the guidelines on this law, the Ministry of Education and Training has issued policies to support people with disabilities to

access and participate in education (teachers and students), including promoting the training and retraining of management and skilled teachers for education of children with disabilities, enhancing facilities for students with disabilities, and equipping schools with specialized teaching aids to promote and enhance the quality of education for children with disabilities.

As a result of implementation of these policies to support enrolment of disabled children in primary education, some significant achievements have been made. Learning outcomes of students with disabilities have made significant progress, the percentage of students classified as having above average learning capacity grew to 48.5 per cent, and the number of students with disabilities who repeated grades or dropped out decreased remarkably.

Table 6: Number of disabled children enrolled in primary education

School year	Specialized education	Inclusive education	Total
2008-2009	9,239	147,929	157,168
2009-2010	19,769	40,203	59,972
2010-2011	18,311	51,371	69,682
2011-2012	16,261	40,997	57,258
2012-2013	16,000	52,711	68,711

Source: MoET

Government issued Decision No. 1019/QĐ-TTg dated 5 August 2012, which approved a project to support persons with disabilities over the period 2012-2020, has set a target that by the year 2015 60 per cent of children with disabilities will have access to education and will be capable of learning. To achieve this target, there are plans

to further boost efforts to increase access to good quality education for children with disabilities. The education of disabled children is a significant challenge, requiring more attention of the State, local authorities, departments, organizations and society.

2.7. Repetition rate for primary education

As shown in Table 7, the repetition rate at primary level decreased remarkably in the five years between 2008 and 2013. In 2006/07 the entire grade repetition rate was 2.89 per cent, but only 1.02 per cent by 2013. This indicates the effectiveness of policies relating to improving the quality of primary education, especially for

ethnic minority students and students in remote and mountainous areas. It should be noted that the repetition rate in Grade 1 is higher than the other grades (2.74 per cent in 2013). The main reason because some students entering Grade 1 have difficulty in the transition from fun activities (mostly) in kindergarten to learning

activities in primary education, indicating a need to make learning at primary level more enjoyable for young children. Also, a number of ethnic minority students have difficulties in the use of Vietnamese language in elementary school. This suggests the need for better preparation of

young ethnic minority children in Vietnamese language (improving their ability to understand Vietnamese) before they enter first grade of primary school, while also improving teaching capacity in local languages.

Table 7: Repetition rate for primary education (%)

School-year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
2003-2004	3.05	1.33	0.97	0.84	0.15	1.24
2004-2005	2.58	0.97	0.65	0.42	0.07	0.89
2005-2006	2.74	1.18	0.79	0.58	0.10	1.02
2006-2007	4.88	2.84	2.61	2.4	0.99	2.89
2007-2008	5.44	2.42	2.30	2.19	0.78	2.66
2008-2009	4.57	1.76	1.33	1.23	0.37	1.90
2009-2010	3.85	1.45	1.01	0.75	0.21	1.54
2010-2011	3.46	1.21	0.83	0.62	0.15	1.31
2011-2012	3.26	1.02	0.64	0.49	0.10	1.11
2012-2013	2.74	1.18	0.79	0.58	0.10	1.02

Source: MoET

2.8. Retention of students and completion of primary school

The drop out rate at primary level has steadily decreased since 2005/06, falling from 3.33 per cent that year to 0.12 per cent in 2012/13.

The rising survival rate to Grade 5 indicates the effectiveness of the implementation of the policy for the universalization of primary education, in terms of encouraging primary-aged children to remain at school.

The primary completion rate has increased over time, rising from 83.66 per cent in 2004/05 to 92.25 per cent in 2012/13.

The transition rate to lower-secondary education has increased steadily, reflecting improvements in education effectiveness at primary schools.

Table 8: Drop-out rate, survival rate, primary cohort completion rate and transition rate

School-year	Drop-out rate at primary level (%)	Survival Rate to Grade 5 (%)	Primary Cohort Completion Rate (%)	Transition Rate (%)
2004- 2005	2,25	86,11	83,66	98,46
2005- 2006	3,33	88,21	92,41	96,81
2006-2007	2,93	88,66	85,62	97,07
2007-2008	0,47	89,42	87,89	99,10
2008-2009	0,32	89,57	89,20	98,72
2009-2010	0,24	91,94	91,47	98,66
2010-2011	0,30	92,82	92,16	99,19
2011-2012	0,22	92,52	92,08	98,94
2012-2013	0,12	92,92	92,25	

Source: MoET

2.9. GIR and NIR for lower-secondary education

The GIR for lower-secondary education has increased steadily over the years, but there are still differences in the rates of boys and girls.

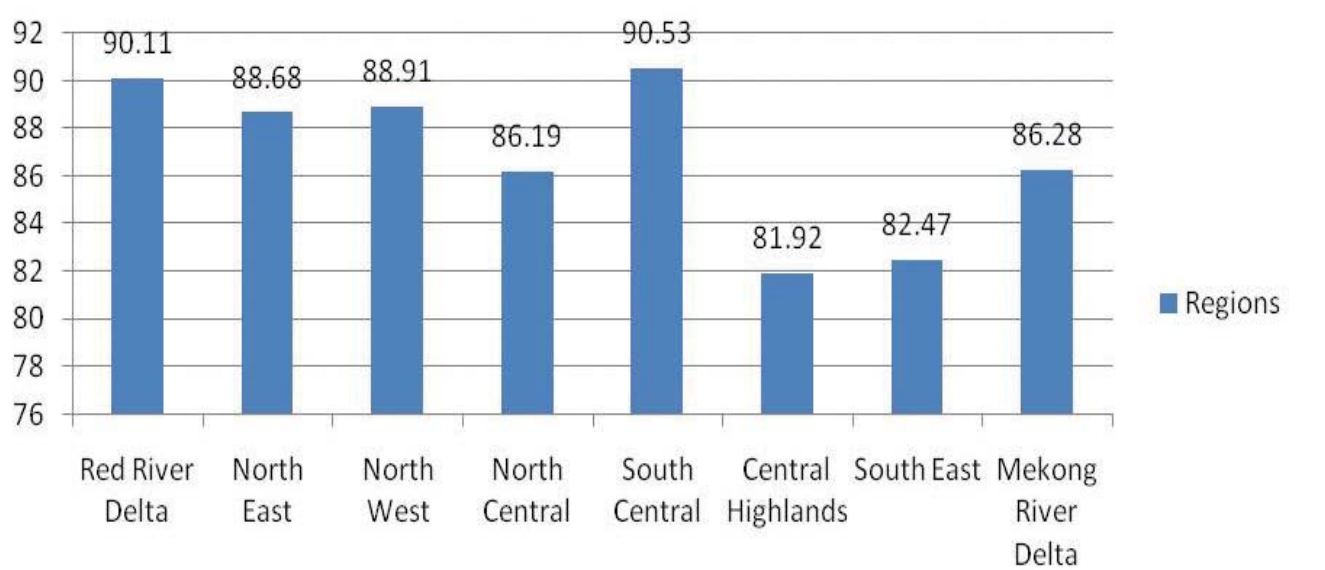
Table 9: GIR for lower secondary education, by sex (%)

School year	Boys	Girls	Total
2006-2007	84.64	86.69	85.63
2007-2008	89.83	82.30	86.19
2008-2009	91.56	87.68	89.66
2009-2010	92.45	88.69	90.62
2010-2011	93.72	96.33	94.97
2011-2012	92.80	97.47	95.00
2012-2013	98.46	95.51	96.94

Source: MoET

As shown in Figure 13, difficult-to-reach areas, such as the Central Highlands, North Central, Southeast and Mekong Delta, have low gross intake rates.

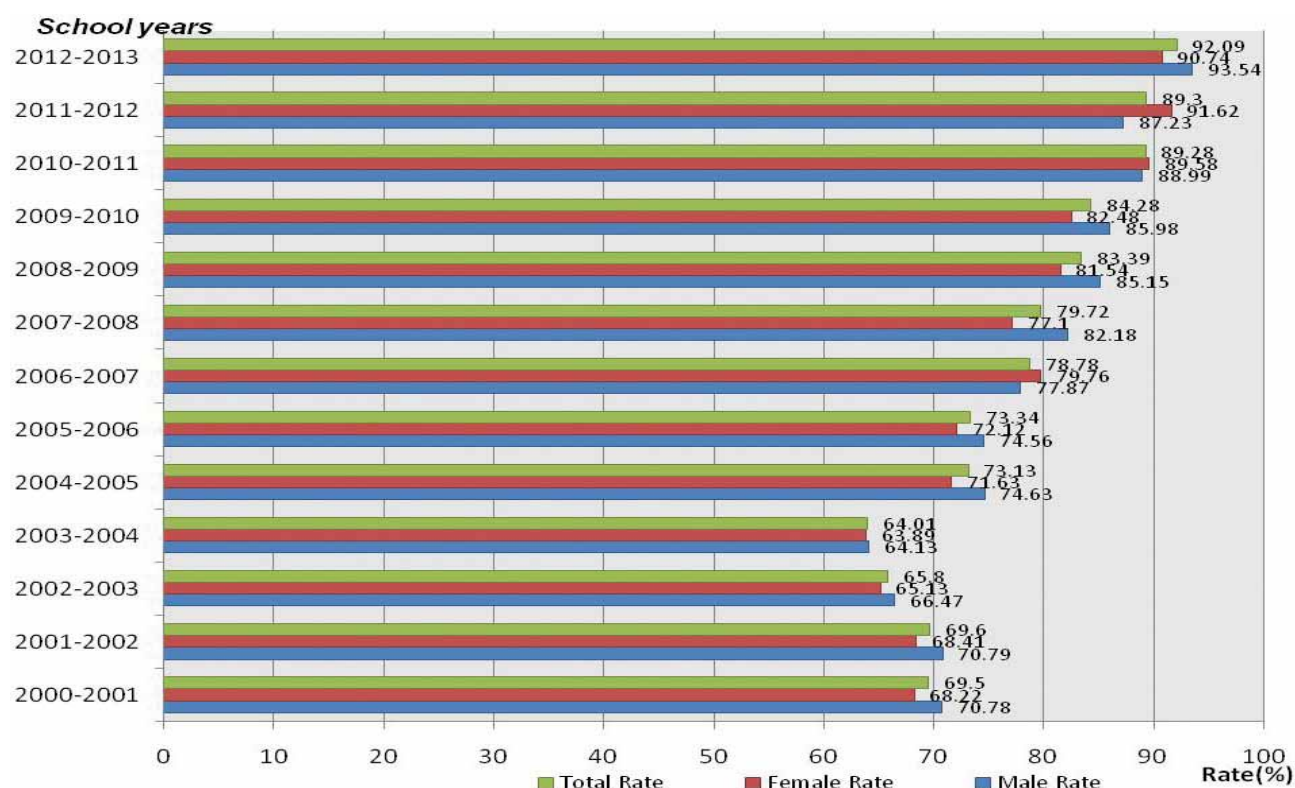
Figure 13: Gross intake rate for lower-secondary education, by region, 2012-2013 (%)



Source: MoET

As Figure 14 illustrates, Viet Nam has achieved positive results in the implementation of universal primary education at the right age, and lower-secondary education. There was a steady increase in the NIR for lower-secondary education, rising from 69.5 per cent in 2000 to 92.09 per cent in 2013, and there are relatively small differences in admission percentages of male students and female students.

Figure 14: Net intake rate for lower secondary education, by sex (%)

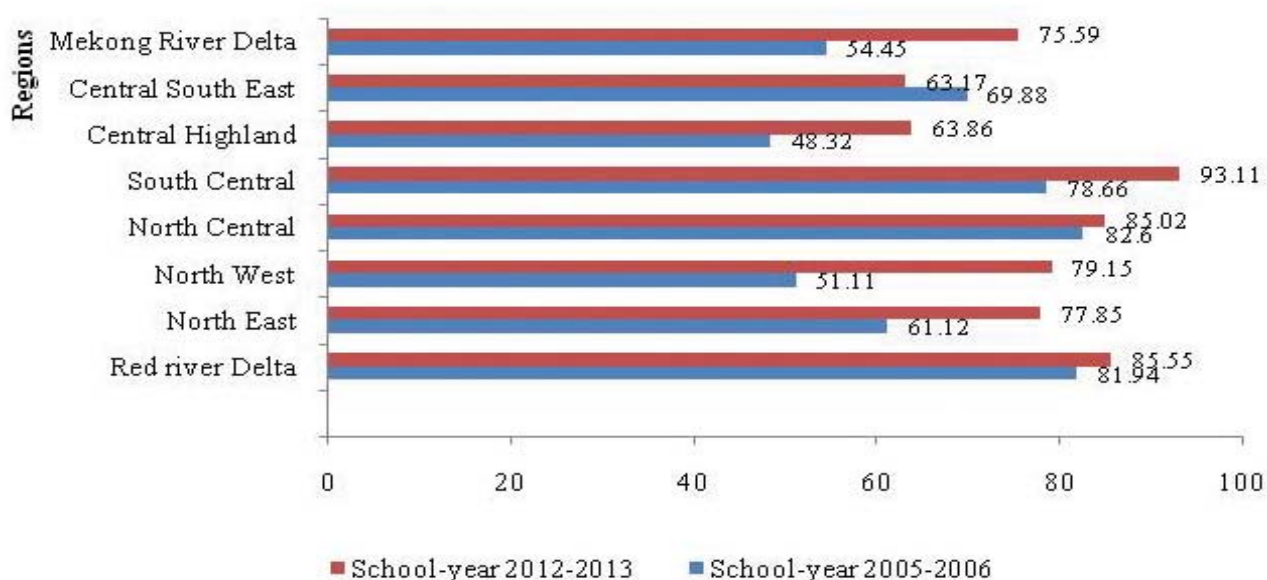


Source: MoET

The NIR differs between regions, however, as a result of differences in socio-economic conditions. In 2013, the NIR was 93.11 per cent in the coastal area of South Central, while the rates in North West, Central Highlands and Mekong River Delta were 79.15 per cent; 63.86 per cent and 75.59 per cent, respectively. In the latter three

regions the rates have increased considerably since 2005, rising from 51.11 per cent, 48.32 per cent and 54.45 per cent, respectively. This was a remarkable improvement in increasing access to lower-secondary education, indicating effective implementation of policies in these regions.

Figure 15: Net intake rate in lower secondary education, by region, 2005-2013 (%)



Source: MoET

2.10. Gross enrolment rate for lower-secondary education

Enrolment rates increased between 2000 and 2013 for both boys and girls, as shown in Table 10.

Table 10: Gross enrolment rate for lower-secondary education, by sex

School-year	Boys	Girls	Total	GPI
2000-2001	83.53	78.54	80.35	0.94
2001-2002	94.93	91.97	93.17	0.97
2002-2003	86.00	78.79	85.47	0.92
2003-2004	68.66	52.63	87.81	0.77
2004-2005	97.96	93.29	87.57	0.95
2005-2006	89.53	85.42	87.92	0.95
2006-2007	89.37	86.68	88.05	0.97
2007-2008	89.81	88.06	88.95	0.98
2008-2009	96.70	82.43	89.31	0.84
2009-2010	90.39	88.95	89.66	0.98
2010-2011	90.01	91.74	90.84	1.01
2011-2012	97.05	87.93	92.41	0.90
2012-2013	94.02	91.03	92.51	0.97

Source: MoET

2.11. Net enrolment rate in lower-secondary education

As shown in Table 11, enrolment of children aged 11-14 into lower-secondary education has increased considerably since 2000, as indicated through the increasing NER, which rose from 70 per cent in 2000 to 88.04 per cent in 2013. Only 1.96 per cent of all children aged 11-14 have not attended lower-secondary classes. Enrolment rates for girls have been consistently lower than that of boys in all school years since 2000/01. This reflects ongoing gender differentiation at the lower-secondary level.

Table 11: Net enrolment rate in lower secondary education, by sex (%)

School-year	Net enrolment rate			GPI
	Boys	Girls	Total	
2000-2001	71,12	68,88	70,0	0,97
2001-2002	76,65	75,04	75,8	0,98
2002-2003	79,15	73,85	76,5	0,93
2003-2004	77,17	76,55	76,86	0,99
2004-2005	78,10	77,14	77,62	0,99
2005-2006	79,21	78,27	78,74	0,99
2006-2007	82,80	79,22	81,04	0,96
2007-2008	84,74	80,06	82,70	0,946
2008-2009	88,27	78,25	83,08	0,89
2009-2010	88,76	81,17	84,95	0,919
2010-2011	83,68	84,53	84,09	1,019
2011-2012	92,47	82,19	87,24	0,89
2012-2013	91,17	84,96	88,04	0,94

Source: MoET

2.12. Repetition rate in lower-secondary education

Thanks to efforts to enhance the quality of education at lower-secondary schools and to improve conditions for disadvantaged pupils, the repetition rate has decreased since 2006/07. The overall repetition rate (for all grades) decreased from 3.1 per cent in 2006/07 to 1.16 percent in 2012/13.

compared with other grades in all school years, mainly because of the challenges Grade 6 pupils face when they encounter changes in teaching and assessment methods on entering lower-secondary school. This issue can be addressed through adjusting teaching methods to suit each type of pupil.

The repetition rate is highest for Grade 6 pupils

Table 12: Repetition rate in lower secondary education, by grade

School year	Grade 6	Grade 7	Grade 8	Grade 9	Total
2000-2001	2.31	1.54	1.36	0.35	1.48
2001-2002	1.97	1.12	1.04	0.26	1.05
2002-2003	1.84	0.74	0.75	0.20	0.94
2003-2004	1.76	0.85	0.80	0.18	0.93
2004-2005	1.67	0.98	0.88	0.16	0.95
2005-2006	2.24	1.21	1.04	0.26	1.20
2006-2007	5.47	3.50	2.64	0.61	3.10
2007-2008	4.78	2.62	2.11	0.47	2.48
2008-2009	3.74	2.28	1.76	0.59	2.12
2009-2010	3.16	1.89	1.53	0.42	1.74
2010-2011	2.29	1.52	1.30	0.32	1.36
2011-2012	2.10	1.38	1.22	0.22	1.25
2012-2013	1.93	1.23	1.09	0.20	1.16

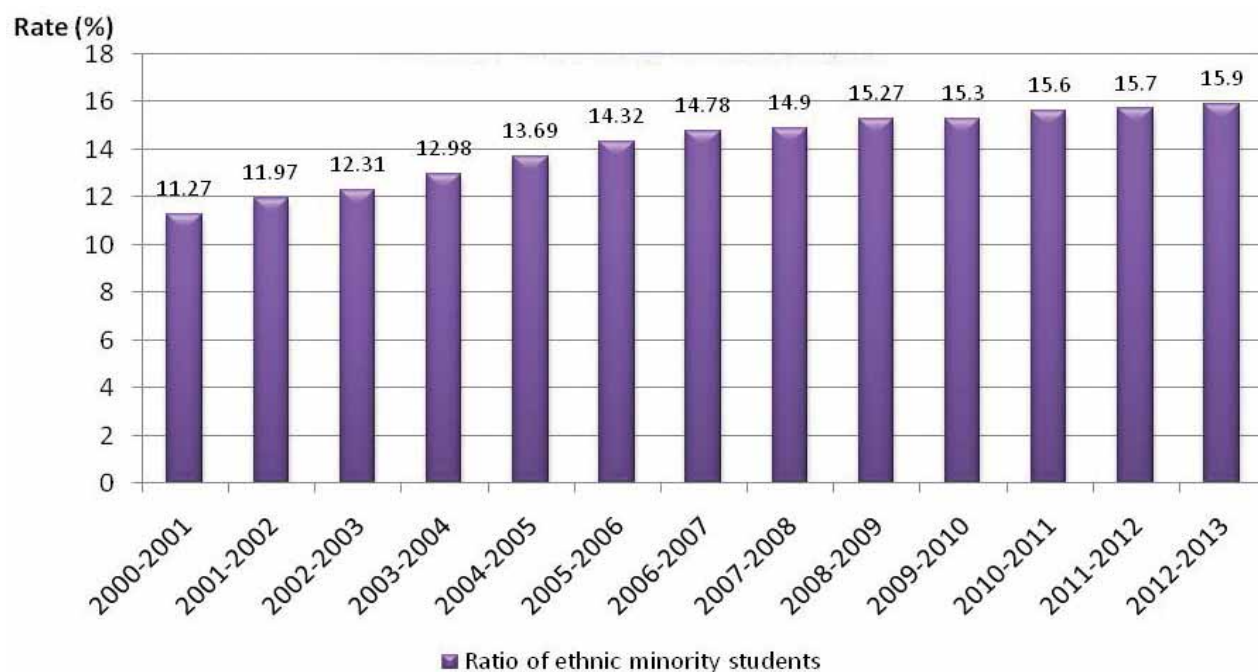
Source: MoET

2.13. Ratio of ethnic minority pupils in lower-secondary education

Between 2000/01 and 2012/13, the ratio of ethnic minority lower-secondary pupils to all lower-secondary pupils gradually increased. In school year 2012/13, ethnic minority students comprised 15.90 per cent of the total. The increasing percentage over time reflects the effectiveness of policies to develop school and class networks and policies to support learning for ethnic minority pupils in mountainous and

ethnic minority areas. The policy, issued in 2010, relating to ethnic minority semi-boardings and boarding schools has made a particular contribution to increasing the number of ethnic minority pupils in school.

Figure 16: Ratio of ethnic minority students in lower-secondary education (%)



Source: MoET

2.14. Percentage of disabled children enrolled in lower-secondary education

According to survey data, Viet Nam has about 1.2 million disabled children, accounting for 1.18 per cent of the population. Disabled children comprise 3.47 per cent of all children aged 0-16. Disabled children in this age group with learning difficulties comprise 28.36 per cent of the total; those with physical disabilities comprise 19.25 per cent; those with vision disabilities comprise 13.73 per cent (including blind children, who comprise 8.25 per cent of the total); those with hearing impairments comprise 12.43 per cent; those with language disabilities comprise 12.57 per cent; and those with multiple disabilities comprise 12.62 per cent.

Thanks to policies in support of education for disabled children, the number of disabled children enrolled in lower-secondary education has increased in recent years and more are attending inclusive education classes at lower-

secondary schools. Around one quarter (24.33 per cent) of all disabled children are enrolled in lower-secondary education. Among lower-secondary boys and girls, disabled boys comprise 17.28 per cent of the total boys enrolled, while disabled girls comprise 12.66 per cent of the total girls enrolled.

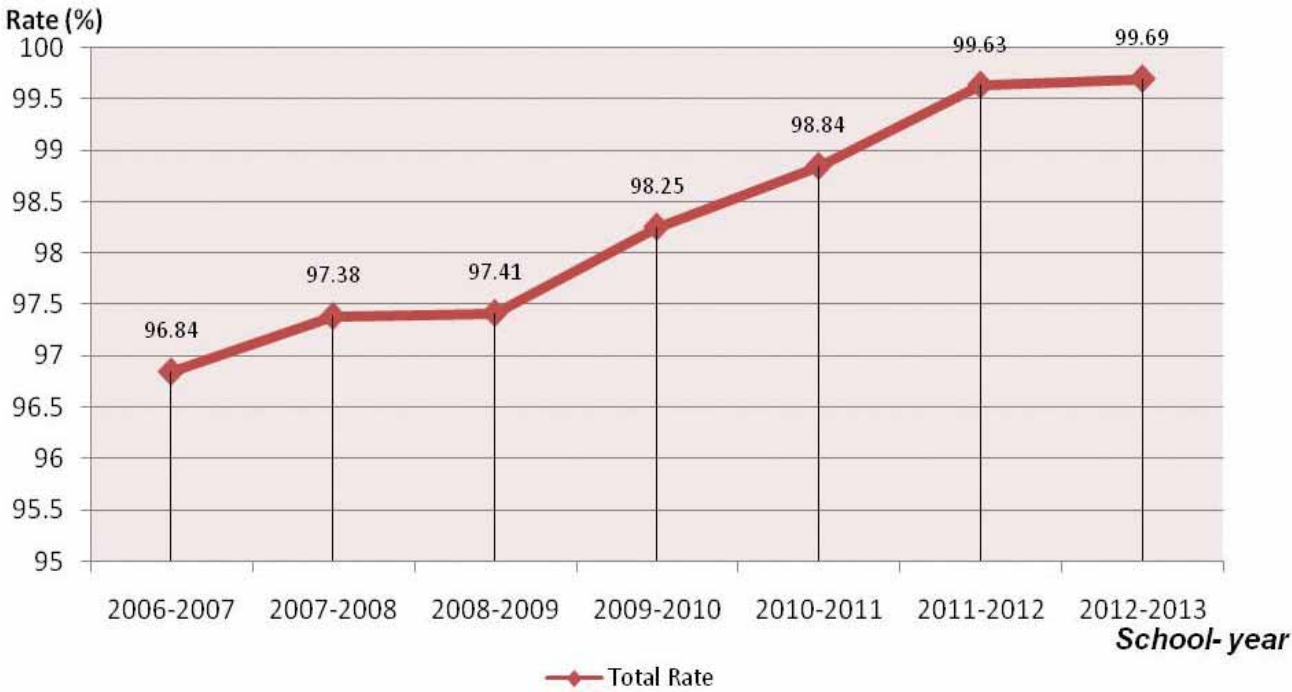
Around 700,000 disabled children are not enrolled in school. The main reasons for this include: severe disabilities (36.20 per cent); children without learning needs (17.16 per cent); children lacking confidence in learning (16.03 per cent); community refusal to allow the disabled children to enrol (9.56 per cent); difficult family situations (5.34 per cent); lack of awareness of families about enrolling children in school (4.93 per cent); and “complex” children (3.29 per cent).

2.15. Training of primary and lower-secondary teachers

As a result of efforts to standardize and enhance the quality of teaching staff, the percentage of teachers reaching and exceeding national standards has increased in recent years. As

shown in Figure 17, the percentage of qualified primary teachers rose from 96.84 per cent in 2006/07 to 99.69 per cent in 2012/13.

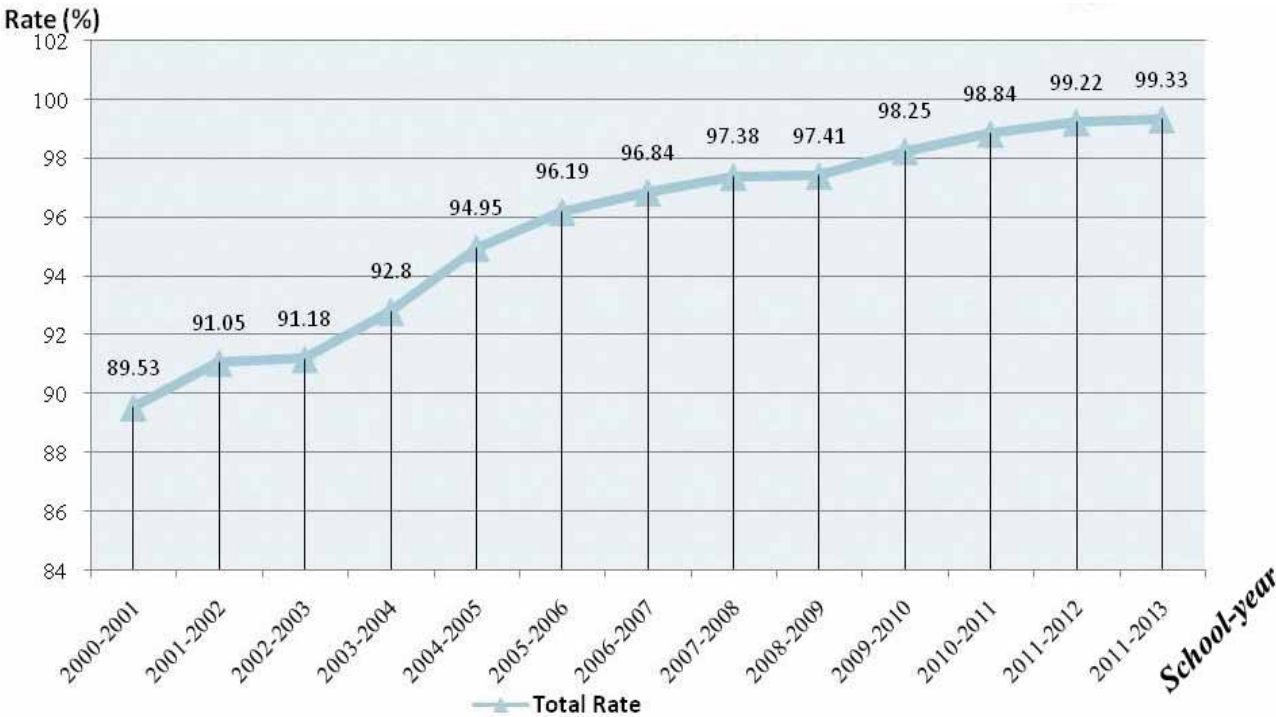
Figure 17: Percentage of primary teachers reaching national standards, 2006-2013



Source: MoET

Among lower-secondary teachers, the percentage reaching national standards increased from 89.53 per cent in 2000/01 to 99.33 per cent in 2012/13. This is an important factor in improving the quality of basic education, as the increase in teacher quality enables schools to better meet educational needs at primary and lower-secondary schools.

Figure 18: Percentage of lower-secondary teachers reaching national standards, 2000-2013



Source: MoET

2.16. Pupil-teacher ratio in primary and lower-secondary education

Table 13: Pupil-teacher ratio in primary and lower-secondary education

School-year	Pupil-teacher ratio	
	Primary education	Lower-secondary education
2000-2001	28.03	26.32
2001-2002	26.33	25.72
2002-2003	24.65	24.75
2003-2004	23.03	23.54
2004-2005	21.56	22.61
2005-2006	20.69	21.1
2006-2007	20.44	20.02
2007-2008	19.93	18.73
2008-2009	19.52	17.59
2009-2010	19.90	16.61
2010-2011	19.63	15.89
2011-2012	19.39	15.79
2012-2013	18.88	15.44

Source: MoET

The pupil-teacher ratio in primary education has decreased remarkably since 2000/01, dropping from 28.03 in 2000/01 to 18.88 in 2012/13. In lower-secondary education, the rate decreased from 26.32 to 15.44 over the same period.

One reason for the decrease is that the number

of students has decreased as a consequence of government family planning policies. The decrease is also a result of efforts of schools to adhere to the guidelines relating to enhancing education quality by increasing the number of permanent teachers employed in basic education.

2.17. Public expenditure on education as a percentage of GNP and GDP

As shown in Table 14, the rates of public expenditure on education as a percentage of GNP and as a percentage of GDP have increased since

2000, indicating growing financial commitment to increasing access to education and improving the quality of education.

Table 14: Public expenditure on education as a percentage of GNP and GDP

Year	GNP (VND billions)	GDP (VND billions)	Public expenditure on education (VND billions)	Rate of public expenditure on education /GNP (%)	Rate of public expenditure on education/GDP (%)
2000	435,319	441,646	15,754	3.62	3.57
2001	474,855	481,295	19,304	4.07	4.01
2002	527,056	535,762	22,076	4.19	4.12
2003	603,688	613,443	28,949	4.80	4.72
2004	701,906	715,307	33,133	4.72	4.63
2005	897,222	839,211	39,430	4.39	4.70
2006	1,038,755	974,264	50,495	4.86	5.18
2007	1,211,806	1,143,715	64,715	5.34	5.65
2008	1,567,964	1,485,038	77,658	4.95	5.23
2009	1,731,221	1,658,389	88,420	5.11	5.33
2010	2,075,578	1,980,914	115,676	5.57	5.84
2011	2,660,076	2,536,600	136,840	5.14	5.39
2012	3,102,553	3,245,419	185,951	5.99	5.73

Source: Ministry of Finance

2.18. Expenditure on basic education relative to total expenditure on education

The annual State budget for primary education accounted for almost one third of the total education budget, on average. This rate has remained fairly stable in recent years.

education accounted for around 19 per cent of the total education budget, on average, during the 1990s and increased to an average annual rate of around 22 per cent in the 2000s, and has remained fairly stable in recent years.

The annual State budget for lower-secondary

Table 15: Ratio of expenditure on basic education to total expenditure on education

Year	Public expenditure on education (VND billions)	Public expenditure on primary education (VND billions)	Public expenditure on lower-secondary education (VND billions)	Rate of public expenditure on primary education (%)	Rate of public expenditure on lower-secondary education (%)
2000	15,754	5,247	3,318	33.31	21.06
2001	19,304	6,379	3,961	33.04	20.52
2002	22,076	7,057	4,770	31.97	21.61
2003	28,949	9,444	6,490	32.62	22.42
2004	31,932	10,081	7,229	31.57	21.82
2005	39,430	11,844	9,083	30.04	23.04
2006	50,495	14,777	11,997	29.26	23.76
2007	64,715	18,396	15,105	28.43	23.34
2008	77,658	22,843	18,468	29.41	23.78
2009	94,370	26,497	21,854	28.07	24.72
2010	115,676	32,467	26,336	28.07	22.77
2011	136,840	38,313	30,489	28.00	22.28
2012	185,951	52,325	41,799	28.01	22.47

Source: Ministry of Finance

2.19. Recurrent expenditure on primary education as a percentage of GNP and GDP

Recurrent expenditure on primary education as a percentage of GNP and of GDP has shown an upward trend since the year 2000.

Table 16: Recurrent expenditure on primary education as a percentage of GNP and GDP

Year	GNP (VND billions)	GDP (VND billions)	Recurrent expenditure on primary education (VND billions)	Recurrent expenditure on primary education /GNP (%)	Recurrent expenditure on primary education / GDP (%)
2000	435,319	441,646	4,245	0.98	0.96
2001	474,855	481,295	5,152	1.08	1.07
2002	527,056	535,762	5,741	1.09	1.07
2003	603,688	613,443	7,786	1.29	1.27
2004	701,906	715,307	7,957	1.13	1.11
2005	897,222	839,211	9,216	1.03	1.10
2006	1,038,755	974,264	11,496	1.11	1.18
2007	1,211,806	1,143,715	14,761	1.22	1.29
2008	1,567,964	1,485,038	18,853	1.20	1.27
2009	1,731,221	1,658,389	20,778	1.20	1.25
2010	2,075,578	1,980,914	24,689	1.19	1.25
2011	2,660,076	2,536,600	29,945	1.13	1.18
2012	3,102,553	3,245,419	42,358	1.37	1.31

Source: Ministry of Finance

2.20. Universal basic education at the right age

The National EFA Plan seeks to ensure that all 641 districts and all 63 provinces and cities will achieve universal primary and lower-secondary education for children at the right age.

As of December 2012, 635 of the 641 districts and 61 of the 63 provinces and cities of Viet Nam had reached the target of universal primary education.

Table 17: Districts and provinces with universal primary education at the right age

School-year	Total number of districts	No. of districts with universal primary education at the right age	Rate (%)	Total number of provinces and cities	No. of provinces and cities with universal primary education at the right age	Rate (%)
2000-2001	611	91	15	64	9	14
2001-2002	611	153	25	64	17	27
2002-2003	611	197	32	64	22	34
2003-2004	637	259	41	64	27	42
2004-2005	637	524	82	64	44	69
2005-2006	642	554	86	64	47	73
2006-2007	636	570	90	64	50	78
2007-2008	640	611	95	63	56	89
2008-2009	642	617	96	63	57	90
2009-2010	649	619	95	63	57	90
2010-2011	643	620	96	63	59	94
2011-2012	643	627	98	63	60	95
2012-2013	641	635	99	63	61	97

Source: MoET

In accordance with the National Assembly Resolution of 2009, all districts, provinces and cities should have universal lower-secondary education. As of June 2013, all 63 provinces and cities; all 641 districts; and 11134 out of 11145 communes reached the target of universal lower-secondary education.

In accordance with the Prime Minister’s Decree No. 20/2014/NĐ-CP, dated 24 March 2014, on education universalization and literacy, the districts, provinces/cities and communes are continuing their efforts to increase access to education so as to maintain universal lower-secondary education at all administrative levels.

Table 18: Districts and provinces with universal lower-secondary education, 2000-2013

School-year	Total number of districts	No. of districts reaching the standard	Rate (%)	Total number of provinces and cities	No. of provinces/cities reaching the standard	Rate (%)
2000-2001	611	83	14	64	13	20
2001-2002	611	153	25	64	17	27
2002-2003	611	197	32	64	21	33
2003-2004	637	259	41	64	28	44
2004-2005	637	291	46	64	32	50
2005-2006	642	396	62	64	39	61
2006-2007	636	487	77	64	47	73
2007-2008	640	589	92	63	56	89
2008-2009	642	642	100	63	63	100
2009-2010	649	649	100	63	63	100
2010-2011	643	643	100	63	63	100
2011-2012	643	643	100	63	63	100
2012-2013	641	641	100	63	63	100

Source: MoET

2.21. Instruction in minority languages

To improve the quality of teaching the Vietnamese language at primary level to children from ethnic minority groups, the MOET has directed the implementation of various activities, including: piloting action research on mother tongue-based bilingual education for students from three ethnic groups: H'mong, Jrai and Khmer, in seven primary schools in the provinces of Lao Cai, Gia Lai and Tra Vinh, since school-year 2008/09. All three provinces are participating in the Friendship Primary Education Project.

In addition, the general curriculum for primary education states that at the beginning of Grade 1 schools with classes teaching ethnic minority languages can use optional teaching and learning durations to teach these languages . Thus, students from ethnic minority groups

may choose to learn ethnic minority languages according to their aspirations.

Lower-secondary pupils are relatively proficient in Vietnamese, so teachers and pupils use Vietnamese as the instructional language at lower-secondary schools and none of these schools use local languages in teaching and learning.

2.22. Full-day schooling in basic education

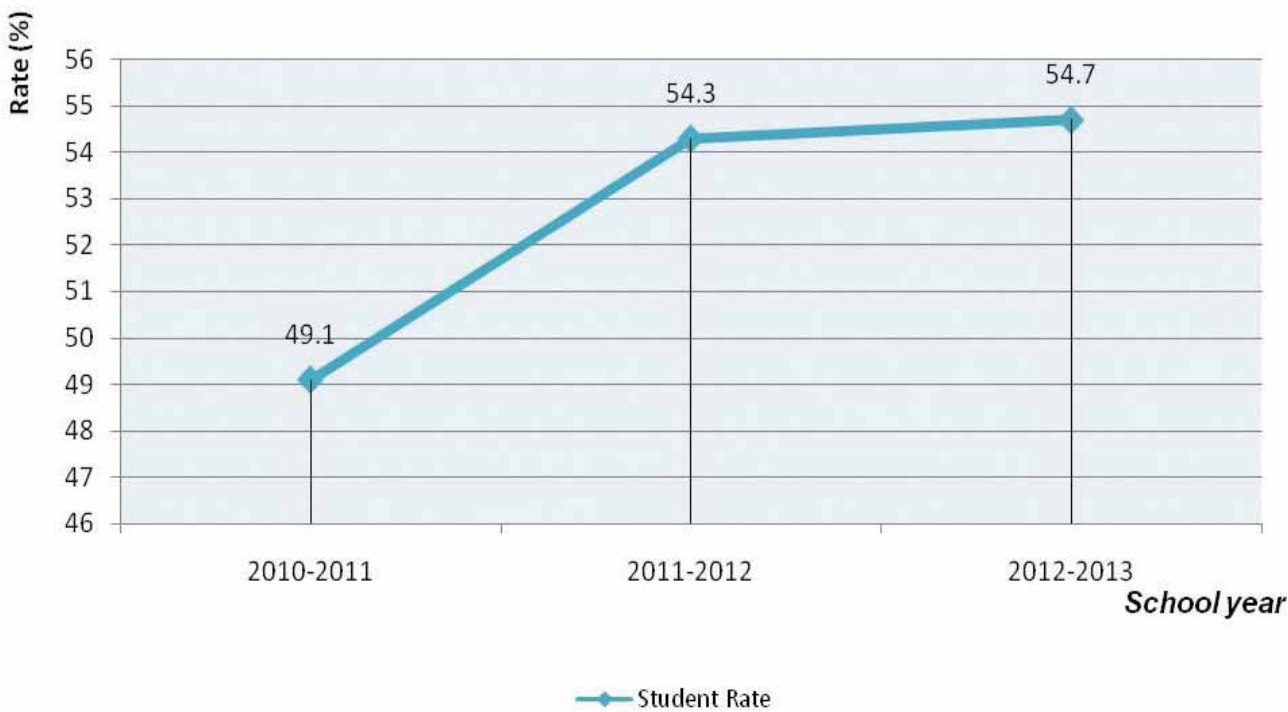
In Viet Nam, many students only attend half-days of school, because of a shortage of teachers, classrooms and teaching-learning materials and resources. To provide full-day learning opportunities and to improve the overall quality of education for students, many positive measures have been implemented in recent

years, such as enhancing payrolls for teachers; investing in the construction of many schools and classrooms, especially boarding and semi-boarding schools for ethnic minority children; and equipping synchronous teaching aids for teaching full-day schooling according to the new curriculum. Thus, the percentage of students in pre-primary, primary and lower-secondary education benefitting from full-day schooling

has increased significantly. For example, at the primary level, the rate increased from 49.1 per cent in 2010/11 to 55.67 per cent in 2012/13.

Provision of full-day schooling also has benefits for parents, allowing them to focus on working. Ongoing efforts will further enhance the quality of education, especially the integration of subjects that aim to improve the social skills of students.

Figure 19: Percentage of primary students participating in full-day schooling



Source: MoET

3. Goal 3: Youth and adult skills

Goal 3 is not specifically mentioned in the National Action Plan for Education for All (2003-2015), therefore, this section simply summarizes the general situation in Viet Nam with regard to youth and adult skills.

3A. Skills development at school (formal education)

3.1. Non-academic skills education

Efforts are being made to promote the integration and mainstreaming of non-academic skills subjects into education. Subjects that are being emphasized include civic education, moral

education and physical education, in recognition of their value in helping students develop comprehensive intelligence, ethics and physical capacity.

Foreign languages and informatics are now compulsory subjects in formal education in Viet Nam, from the primary to upper-secondary school levels. The National Foreign Language Project 2020 has strengthened the teaching and learning of foreign languages, especially English, in professional secondary institutions, with learners reaching Level 3 qualifications according to the Vietnamese language competency framework.

New subjects offered at schools include disaster prevention education and adaptation to climate change. At professional secondary level, new subjects include communication skills, energy-efficiency, business start-up, and environmental education.

Extracurricular activities cover the subjects of history, geography, culture (including ethnic arts), environmental protection, traffic safety, health care for adolescents, production, and workers organization, and are implemented through diverse forms, including visits to museums, farms, old towns and scenic spots, and through organizing seminars on various topics, such as ‘I love the nation’ and ‘I love peace’. These activities encourage children to love their homeland and country; enabling them to become compatriots and gradually forming their personalities and shaping their development. Such activities also help students to apply the knowledge gained at school to real life, and to practice their social and life skills.

In recent years, Viet Nam has seen some positive outcomes as a result of encouraging life skills education for children, youth and adults. Nevertheless, there are many limitations and weaknesses in terms of the scale of educational activities, curriculum content and methods of teaching. These issues are of particular concern when considering how to implement innovative and comprehensive basic education in Viet Nam after 2015.



Source: UNESCO in Viet Nam

3.2. Labour market skills for youth

The policy on ‘Streamlining post-lower and upper secondary education’ aims to create favourable conditions for young people who cannot afford to attend higher education. This policy assists youth to continue learning to gain the skills, including social skills, they need to enter the labour market. The policy contributes to efforts to train high-quality human resources, which is a major component of the country’s socio-economic development strategies for the periods 2001-2010 and 2011-2020.

In this regard, greater government attention has been given to vocational education in Viet Nam, aiming to meet the demand for trained manpower, particularly for key economic areas and sectors. Accordingly, the State enacted the *Law on Vocational Training* and related legal documents on training. The vocational training system includes both formal vocational training (with three levels: primary, intermediate and vocational colleges) and non-formal vocational training.

The initial focus of vocational education was on training rural workers. In 2009, the prime minister approved the project ‘Vocational training for rural workers, 2020’, which aimed to train about 1 million rural workers per year in skills relating to the industrial, services and modern agricultural sectors. In addition, the State issued several preferential policies to

support vocational training for disadvantaged groups in society, such as for ethnic minorities, the poor, the disabled, demobilized soldiers, workers for the conversion of land use, and rural laborers. Vocational training is perceived as not only contributing positively to employment within Viet Nam, but also to improving

the quality of human resources for labour export.

The vocational training curriculum is based on the actual local needs of enterprises, under the motto ‘Education at the address’, so it conforms to the demands of the manufacturing, business and service sectors. Given this curriculum, the content of vocational skills education has been linked to life and labour skills education.

The network of vocational training institutions has expanded, with even distribution across all economic sectors, regions and areas of the country. In 2011, Viet Nam had 136 vocational colleges, 308 vocational schools, 849 vocational training centers (including 296 private vocational training centers) and more than 1,000 other vocational training institutions (education and training institutions, business training centers, etc.). Vocational enrollment numbers increased from 887,300 (including 170,000 in private institutions) in 2001 to 1.86 million (including 700,000 in private institutions) in 2011. Thanks to the expansion of the network of vocational training institutions and training scale development, the percentage of trained workers reached 32 per cent in 2011.

To improve the quality of vocational training, efforts have been made to train teachers (the number of vocational teachers quadrupled between 2001 and 2010) and develop the vocational training curriculum and the facilities and equipment of vocational training institutions. Since 2008, steps have been taken to implement quality assurance activities and vocational skills assessment for employees, including setting criteria and standards, and establishing quality assurance processes. These efforts have had positive impacts on the quality and effectiveness of vocational training.

According to evaluations made by businesses, the skills of graduates of vocational training institutions has increased. Employees estimate that between 80 and 85 per cent of trained workers have the right levels of training. In

some occupations (welding, professional restaurant services, cooking, ship crew, captain and telecommunications services), the labour skills have reached international standards. Locally trained labourers are today employed in most sectors of the national economy and some have taken up positions that were previously occupied by expatriates. About 70 per cent of vocational education graduates find jobs or create jobs immediately after graduation. In some occupations and for some vocational training institutions, this rate is over 90 per cent.

The State budget plays a key role in financing vocational training (about 60 per cent). Budget expenditure for vocational training has increased, rising from 4.9 per cent of the total State budget for education and training in 2001 to 9 per cent in 2010.

International cooperation on vocational training has been strengthened both at the national level and at the level of vocational training institutions. Viet Nam has formed strategic partnerships with a number of countries renowned for vocational training, including the Federal Republic of Germany, Korea, Japan and Malaysia.

3B. Education outside school (non-formal education)

In accordance with the *Education Law 2005* (amended in 2009) and with the aim of developing non-formal education, the Prime Minister approved a project titled ‘Building a learning society in the periods 2005-2010 and 2012-2020’. This project recognizes that building nationwide education requires a uniform development platform and the connection of the two components of the national education system, formal and non-formal education, while also implementing a continuing education curriculum, to create the best conditions to meet the requirements of lifelong learning and learning continuity of all citizens, enabling all to be a part of important functions, the premise for building a learning society.

In Viet Nam continuing education and non-formal education are provided through community learning centers (CLCs), continuing education centers (CECs), and foreign language-informatics centers (FLICs).

3.3. Community learning centers

The establishment of local CLCs is considered one of the important measures for community development, enabling workers to gain skills and to participate in many learning areas, equipping learners with multifaceted knowledge and contributing to poverty reduction, increased labour productivity, job-creation and economic restructuring in rural areas, while also improving the quality of life and supporting healthy social relationships. CLCs offer a place for local governments to implement relevant courses quickly and to a wide range of people, in accordance with policies and legislation.

The main activities of CLCs include:

- Organizing literacy and life-skills classes and continuing education.
- Supporting continuing education centers by offering classes to all.
- Compiling and organizing documentation and materials for classes in various thematic areas, including agriculture (technology transfer in agriculture, animal husbandry, farming, etc.); health (population, family planning, maternal knowledge, common diseases, etc.); education for sustainable development (sex education, adolescent health, HIV and AIDS, environmental protection, etc.); law and local regulations; media; hunger eradication and poverty reduction; and good cooperation between households, villages and wards.
- Organizing classes for sharing common experiences in life, labour and production enabling people to learn life skills, gain

the ability to cope with natural disasters and tackle diseases, help each other to reduce difficulties in their lives and adapt to a constantly changing society, and literacy classes that help to eliminate the poverty cycle.

- Organizing cultural activities by the traditional arts community.
- Coordinating with continuing education centers, political institutions, social organizations, and professional organizations to nominate instructors and prepare course contents.

CLCs are financed by local governments. The number of CLCs has grown rapidly, rising from 680 centers in 2002 to 7,384 in 2006, then to 10,877 in 2013. The number of students attending CLC classes has risen continuously, from around 250,000 participants in 2002 to 6,297,194 in 2006 and 13,598,416 in 2013.

Most provinces (51 of the 63) and almost all communes, wards and townships (97.6 per cent) have CLCs. About 40 per cent of the CLCs are highly effective. The remainder lack offices, teaching facilities and materials, and their contents and methods are not attractive or suitable in terms of local needs.

3.4. Continuing education centers



CECs have been established at the district and provincial levels. The main objective of district-level CECs, which provide education equivalent to lower and upper-secondary, is to contribute to achieving universal education. CECs organize classes to help learners (aged 15 and above) improve their professional knowledge, and provide professional and life skills for both youth and adults. Currently, the literacy model of coordinating short-term vocational training is replicated at the district level CECs.

The number of district CECs increased from 460 in 2001 to 642 in 2013. The number of learners enrolled in district CECs decreased, however, dropping from 206,219 in 2002 to only 46, 903 in 2013. This drop was a result of provincial-level CECs being enabled to teach secondary-level courses.

Provincial CECs provide courses equivalent

to those provided in secondary schools and at universities and colleges for youth and adults who cannot afford to attend formal education. Courses are provided in the form of on-the-job-training, distance learning and self-study guides. The number of provincial CECs increased from 61 in 2005 to 73 in 2013.

3.5. Foreign language informatics centers

FLICs have been developed since the year 2000 and were established in educational institutions and in social organizations. FLICs can also be established in educational institutions abroad. In 2013 there were 1,882 FLICs.

The main task of FLICs is to provide language training in categories A, B and C, up to Level 6. The English curriculum is based on the standard European curriculum. The centers also teach primary and secondary information technology.

4. Goal 4: Youth and adult literacy

4.1. Youth and adult literacy rates

Viet Nam's youth (15-25 years old) and adult (15+ years old) literacy rates are fairly high. The youth literacy rate grew from 93.08 per cent in 2001 to 96.80 per cent in 2012, while the adult literacy rate grew from 86.24 per cent to 89.10 per cent over the same period. Differences in rates exist, however, between ethnic groups, between the sexes and between people in rural and urban areas.

As shown in Table 19 and Table 20, the literacy rates for youth and adults from ethnic minority groups are lower than the national rates. The literacy rate for ethnic minority youth saw greater improvement over the decade 2000-2012

than the literacy rate for ethnic minority adults over that decade.

While the female adult literacy rate has increased since 2002, it is significantly lower than that for male adults. Among youth, however, the literacy rates for females and males are similar.

The youth and adult literacy rates in urban areas are higher than the rates in rural areas. This gap is particularly striking for adults.

The high levels of literacy and the improvements in literacy levels are a result of the strict and effective implementation of guidelines to universalize education over the past decade.

Table 19: Youth literacy rate

Year	Total (%)	Ethnic minority (%)	Rural (%)	Urban (%)	Boys (%)	Girls (%)	GPI
2002	93.08	78.69	92.02	96.71	93.24	92.91	0.99
2004	95.03	84.96	94.19	97.82	95.42	94.60	0.99
2006	95.82	87.30	95.25	97.53	96.18	95.42	0.99
2008	94.46	89.01	95.90	98.09	96.67	96.23	0.99
2010	96.30	89.50	95.60	98.10	96.70	95.90	0.99
2012	96.80	90.20	96.10	98.70	97.20	96.50	0.99

Source: Household living standard survey, General Statistics Office

Table 20: Adult literacy rate

Year	Total (%)	Ethnic minority (%)	Rural (%)	Urban (%)	Boys (%)	Girls (%)	GPI
2002	86.24	67.81	84.13	92.57	90.72	82.08	0.91
2004	87.89	72.34	85.98	93.38	92.34	83.75	0.91
2006	88.54	73.39	86.79	93.13	92.73	84.62	0.91
2008	88.96	74.11	87.14	93.54	92.99	85.20	0.92
2010	88.80	73.00	86.70	93.60	92.40	85.50	0.92
2012	89.10	73.10	86.90	94.10	92.60	85.80	0.93

Source: Household living standard survey, General Statistics Office

4.2. Youth and adult literacy rates, by region

The youth and adult literacy rates increased in all regions between 2002 and 2012. The literacy rates for both youth and adults were highest in Red River Delta and in cities under central management, reaching almost 99 per cent among youth and almost 95 per cent among adults in those areas in 2012. The regions with the lowest literacy rates are the mountainous areas in the north, the Central Highlands and the Mekong River Delta, where adult literacy rates are

between 5 and 6 per cent lower than the national level. These regions are largely inhabited by ethnic minority groups. In these regions the hilly terrain and distance from cities result in high transportation costs and long travel times, with the result that people have difficulty accessing schools and colleges, resulting in low literacy rates in these regions.

Table 21: Youth literacy rate, by region

Year	2002	2004	2006	2008	2010	2012
National rate	93.08	95.03	95.82	96.46	96.30	96.80
Nothern mountainous area	88.96	92.76	93.45	93.20	93.40	93.50
Red River Delta	98.49	98.84	98.98	99.30	99.30	99.20
North Central	97.14	97.98	97.32	98.07	97.60	97.60
South Central	95.86	96.70	97.60	97.87	97.30	97.90
Central Highlands	85.90	89.63	92.97	94.37	94.10	95.30
South East	92.20	93.37	94.41	95.73	95.40	97.20
Mekong River Delta	88.33	92.04	93.59	95.01	94.80	96.00
Cities under central management	96.66	97.64	97.93	98.20	98.40	98.60

Source: Household living standard survey, General Statistics Office

Table 22: Adult literacy rate, by region

Year	2002	2004	2006	2008	2010	2012
National rate	86.24	87.89	88.54	88.96	88.80	89.10
Nothern mountainous area	82.93	86.04	86.38	86.21	83.90	84.00
Red River Delta	91.71	92.63	93.27	94.24	94.60	94.90
North Central	90.42	91.26	91.42	92.00	91.20	91.90
South Central	86.34	87.28	89.20	88.84	88.90	89.00
Central Highlands	78.17	80.80	83.09	84.08	85.90	86.20
South East	84.56	86.23	86.32	87.79	86.90	88.40
Mekong River Delta	79.19	81.84	82.41	82.78	82.70	83.10
Cities under central management	92.02	93.10	93.49	93.46	95.20	94.30

Source: Household living standard survey, General Statistics Office

4.3. Adult completion of secondary education

As shown in Table 23, there has been a decline in the percentage of adults aged over 18 who graduate from high school by following the continuing education curriculum. While 94.30 per cent of adults graduated in 2000/01, the figure fell to 66.71 per cent in 2009/10. This is

a result in the upgrades in the secondary-level continuing education curriculum in accordance with the policy to improve the quality of continuing education. This policy is titled ‘Eliminating negative aspects in examinations and achievement’.

Table 23: Number and percentage of adults completing upper-secondary education

School-year	Number of learners (18+) participating in graduation examination for upper-secondary	Number of learners (18+) graduating from upper-secondary	Percentage of learners (18+) graduating from upper-secondary (%)
2000-2001	121,594	114,660	94.30
2001-2002	130,630	124,032	94.90
2002-2003	144,312	135,153	93.70
2003-2004	166,334	152,528	91.70
2004-2005	174,905	139,924	80.63
2005-2006	175,048	157,057	86.29
2006-2007	157,272	71,763	45.63
2007-2008	155,366	105,282	67.76
2008-2009	134,526	53,381	39.68
2009-2010	135,591	90,450	66.71

Source: MoET

4.4. Participation in literacy, basic education and vocational training

As shown in Table 24, although the adult literacy rate increased between 2002 and 2012, the number of illiterate adults remained unchanged (about 7.4 million).

The mobilization rate, which assesses the effectiveness of mobilizing people to participate

in literacy classes, remained very low over the decade between 2002 and 2012 (even the highest mobilization rate, in 2002, was less than 1 per cent). The number of learners attending post-literacy classes (to consolidate literacy results) was also low during this period.

Table 24: Number and rate of learners participating in adult literacy classes

Year	Total population (adults 15+)	Literacy rate (adults 15+) %	Number of illiterate people (adults 15+)	Number of literacy learners (Grades 1-3)	Mobilization rate* %	Number of post-literacy continuing education learners (Grades 4,5)
2002	54,076,049	86.24	7,440,864	65,588	0.88	-
2004	55,928,247	87.89	6,772,911	48,647	0.72	-
2006	63,010,315	88.54	7,220,982	52,621	0.73	39,095
2008	66,612,027	88.96	7,353,968	34,494	0.47	40,130
2010	65,919,291	88.80	7,382,961	30,171	0.41	24,910
2012	68,471,739	89.10	7,463,419	49,910	0.67	15,922

Source: Household living standard survey, General Statistics Office

* Mobilization rate = number of learners participating in the literacy training divided by the number of illiterate people

In the five years between 2008/09 and 2012/13, 202,051 learners participated in courses that combined basic education with vocational training. Under the direction and guidance of the Ministry of Education and Training, which assigned more tasks for the CECs, the number of cultural apprenticeship and vocational education

students increased substantially, rising from 37,739 in 2008/09 to 44,316 in 2012/13. This method of combining general education with vocational training has proven effective in meeting the needs and aspirations of learners — contributing to improving educational attainment and skills.

Table 25: Female learners in combined basic education and vocational training courses

School-year	Total number of learners	Number of female learners participating in combined basic education and vocational training courses	Percentage of female learners
2008 - 2009	179,039	37,739	21.08
2009 - 2010	164,154	40,042	24.39
2010 - 2011	156,755	39,806	25.39
2011 - 2012	144,379	40,148	27.81
2012 - 2013	128,822	44,316	34.40
Total	773,149	202,051	26.15

Source: MoET

A comparison of male and female literacy rates shows that the rates for male and female youth

are very similar, but there is still a gap between adult male and female literacy rates.

Table 26: Youth and adult literacy rates, by sex

Year	Rate of literate youth (15-25 years old) %		GPI	Rate of literate adults (15+) %		GPI
	Male	Female		Male	Female	
2002	93.24	92.91	1.00	90.72	82.08	0.91
2004	95.42	94.60	0.99	92.34	83.75	0.91
2006	96.18	95.42	0.99	92.73	84.62	0.91
2008	96.67	96.23	1.00	92.99	85.20	0.92
2010	96.70	95.90	0.99	92.40	85.50	0.93
2012	97.20	96.50	0.99	92.60	85.80	0.93

Source: Household living standard survey, General Statistics Office

The percentage of female learners participating in lower-secondary continuing education courses remained fairly stable, at around 40 per cent, between 2008/09 and 2012/13. The

percentage of female learners participating in upper-secondary continuing education courses over this period was similar.

Table 27: Female learners participating in continuing basic education courses

School year	Lower secondary education			Upper secondary education		
	Number of learners		Percentage of females	Number of learners		Percentage of females
	Total	Females		Total	Females	
2008-2009	106,612	49,662	46.60	306,939	132,434	43.20
2009-2010	81,042	34,849	39.60	285,258	117,992	41.40
2010-2011	63,087	25,957	41.20	285,598	106,185	37.20
2011-2012	54,231	24,637	45.40	236,287	89,536	37.90
2012-2013	46,903	20,352	43.40	216,416	87,817	40.60

Source: MoET

5. Goal 5: Gender parity and equality

5.1. Gender parity index for gross enrolment in ECCE, primary and lower-secondary education

With GPI figures very close to 1.0 at the national level, Viet Nam has achieved gender parity in access to all types of basic education (ECCE, primary and lower-secondary). At the regional level, however, gender disparities remain, particularly in areas with large ethnic minority

groups and disadvantaged groups, including in the Northwest, Central Highlands, Southeast and the Mekong Delta.

The gender parity indexes for enrolment in ECCE, primary and lower-secondary education are presented in Table 28.

Table 28: Gender parity index of gross enrolment and new enrolment, by education level

School year	GPI of gross enrolment			GPI of new enrolment	
	ECCE	Primary education	Lower-secondary education	Primary education	Lower-secondary education
2000-2001	1.06	0.96	0.94	0.87	0.96
200-2002	0.98	0.97	0.97	0.92	0.97
2002-2003	1.03	0.96	0.92	0.91	0.98
2003-2004	1.01	0.97	0.97	0.91	0.99
2004-2005	1.03	0.97	0.95	0.96	0.96
2005-2006	0.97	0.99	0.95	0.97	0.97
2006-2007	0.81	0.94	0.97	0.97	1.03
2007-2008	1.01	0.86	0.98	1.00	0.94
2008-2009	0.99	0.92	0.84	1.00	0.96
2009-2010	0.97	0.91	0.98	0.99	0.96
2010-2011	0.96	0.91	1.01	1.00	1.00
2011-2012	0.97	0.97	0.90	1.00	1.06
2012-2013	0.95	0.99	0.97	1.03	0.98

Table 29: GPI for literacy education, by age (2000-2013)

Year	2000	2002	2004	2010	2012	2013
Literate youth (15-25 years old)	0.99	1.00	0.99	0.99	0.99	0.99
Literate adults (15+)	0.92	0.91	0.91	0.93	0.93	0.93

5.2. Percentage of teachers reaching standards

A high percentage of both male and female teachers are reaching training standards and the gender parity index is around 1.0 for all types of basic education.

Table 30: Percentage of teachers reaching training standards, by sex and GPI

Year	ECCE			Primary education			Lower-secondary education		
	Percentage of teachers reaching standards		GPI	Percentage of teachers reaching standards		GPI	Percentage of teachers reaching standards		GPI
	Male	Female		Male	Female		Male	Female	
2007	89.22	87.03	0.985	95.13	97.10	1.02	98.47	96.06	0.98
2008	81.01	89.80	1.11	94.60	97.80	1.03	96.38	97.85	1.02
2009	96.70	95.51	0.99	93.25	98.07	1.05	96.82	97.69	1.00
2010	91.70	95.26	1.04	92.56	99.09	1.07	97.44	98.62	1.01
2011	95.62	94.49	0.99	97.43	98.99	1.02	98.20	99.13	1.01
2012	95.23	96.23	1.01	99.13	99.76	1.01	98.65	99.47	1.01
2013	92.51	96.76	1.05	99.21	99.84	1.01	99.94	99.03	1.00

Source: MoET

5.3. Percentage of female teachers at each education level

The percentage of female teachers varies for each of the education levels (ECCE, primary, lower-secondary and upper-secondary). In ECCE, almost all teachers are female. The percentage of female teachers declines as the level of education increases. Around half of the primary school

teachers are female, representing gender parity, but the percentage of female teachers drops to around 30 per cent in lower-secondary education and falls below 30 per cent in upper-secondary education.

Table 31: Percentage of female teachers at each education level, 2000-2013

Year	ECCE			Primary education			Lower-secondary education			Upper-secondary education		
	Total teachers	F	Rate (%)	Total teachers	F	Rate (%)	Total teachers	F	Rate (%)	Total teachers	F	Rate (%)
2000/01	6,754	6,734	99.70	10,668	5,354	50.19	8,793	2,842	32.32	3,703	983	26.55
2001/02	7,386	7,364	99.70	12,065	6,157	51.03	10,143	3,284	32.38	4,240	1,116	26.32
2002/03	8,925	8,270	92.66	13,435	6,876	51.18	11,372	3,734	32.84	4,700	1,247	26.53
2003/04	9,501	9,475	99.73	15,414	7,852	50.94	13,015	4,354	33.45	5,319	1,435	26.98
2004/05	10,792	10,765	99.75	17,061	8,936	52.38	14,893	5,060	33.98	5,932	1,605	27.06
2005/06	12,207	12,174	99.73	19,496	10,131	51.96	16,990	5,768	33.95	6,498	1,767	27.19
2006/07	13,662	13,620	99.69	21,939	11,358	51.77	19,248	6,519	33.87	7,220	1,956	27.09
2007/08	15,834	15,781	99.67	24,949	12,880	51.63	22,067	7,428	33.66	8,058	2,196	27.25
2008/09	17,926	17,870	99.69	27,495	14,208	51.67	24,209	8,137	33.61	8,734	2,378	27.23
2009/10	19,939	19,876	99.68	29,773	15,412	51.77	26,407	8,830	33.44	9,433	2,562	27.16
2010/11	21,529	21,192	98.43	31,257	16,244	51.97	28,024	9,341	33.33	9,991	2,728	27.30
2011/12	21,814	21,744	99.68	31,904	16,626	52.11	28,808	9,564	33.20	10,274	2,790	27.16
2012/13	21,915	21,845	99.68	32,008	16,828	52.57	28,955	9,612	33.20	10,342	2,807	27.14

Source: MoET

5.4. Percentage of female chief education officers

The percentage of female educational levels has stayed at around 30 per cent, on administrators at the provincial and district average, every year since 2007/08.

Table 32: Female chief education officers at the central, provincial and district levels

School-year	Total number of chief education officers at provincial, district levels	Total female chief education officers at provincial, district levels	Percentage of female chief education officers at provincial, district levels
2007-2008	2,325	775	33.33
2008-2009	2,352	775	32.95
2009-2010	2,325	775	33.33
2010-2011	2,325	775	33.33
2011-2012	3,100	775	25.00
2012-2013	3,875	775	20.00

Source: MoET

6. Goal 6: Quality of education

With the goal of improving the quality of education, Viet Nam has implemented various activities and has achieved remarkable results.

6.1. Training to increase the rate of qualified teachers at all education levels

Teachers at all grades have benefited from standardized training, which has improved education quality:

- The percentage of pre-school teachers reaching training standards increased from 87.04 per cent in 2006/07 to 95.23 per cent in 2011/12.
- The percentage of primary school teachers reaching training standards increased from 95.87 per cent in 2006/07 to 99.69 per cent in 2012/13.
- The percentage of lower-secondary teachers reaching training standards increased from 89.53 per cent in 2000/01 to 93.33 per cent in 2012/13.

6.2. Student-teacher ratio per class

Student-teacher ratios per class have declined for all levels of basic education: pre-school, primary and lower-secondary:

- The student-teacher ratio in pre-school classes declined from 19.21 in 2000/01 to 16.97 in 2012/13.
- The student-teacher ratio in primary classes declined from 28.03 in 2000/01 to 18.88 in 2012/13.
- The student-teacher ratio in lower-secondary classes declined from 26.32 in 2000/01 to 15.44 in 2012/13.

6.3. Upgrade of curriculum and textbooks, and innovation in teaching methods

a) ECCE

A new ECCE curriculum was issued by the

Minister of Education and Training in 2009, under Circular 17/2009/TT-BGDDT. This curriculum seeks to reach ECCE world standards regarding quality, child-centered learning and the five ECCE sectors of development: physical, cognitive, language, socio-emotional and aesthetic. The new ECCE curriculum contents and methods encourage innovation and are suitable for all regions of the country.

b) Basic Education

The Ministry of Education and Training has been directing the implementation of synchronous reform of teaching methods and assessment of students at the elementary level. Activities include (a) pilot implementation of the Viet Nam Escuela Nueva project in 1,447 primary schools and replicated schools to create strong innovative learning guides, improve teaching and learning methods, and enhance classroom organization, student assessment and community relations; (b) pilot implementation of arts education using new methods; (c) teaching natural and social science subjects using hands-on methods.

A new curriculum and textbooks for basic education were introduced from academic year 2005/06. These changes were viewed as appropriate and as meeting the objective of improving the quality of education.

Changes in management and the introduction of innovative teaching methods at schools led to improvements in performance and education quality at primary and secondary levels, and led to better qualifications, knowledge and students' capacity to access knowledge.

6.4. Revision in management training and improvement in expertise

a) ECCE

On 23 June 2006, the Prime Minister signed Decision No. 149/2006/QĐ-TTg, approving the scheme titled 'Development of ECCE in

the period 2006-2015'. Under this scheme, the government confirmed ECCE as the first level of the national education system and confirmed that the State is responsible for the management, financing and development of ECCE, with particular emphasis on providing ECCE in areas with socio-economic difficulties, especially in difficult-to-access areas. The scheme also held that the care and education of children should be a cooperative effort, linking the school, families and society. The combination of these three factors lay the groundwork for the formation of children's personalities, and it is important that the family environment is positive and family members have the opportunity to contribute to decision-making. Thus, ECCE activities were developed on the basis of educational socialization.

In addition, on 9 February 2010 the Prime Minister signed Decision 239/QĐ-TTg, approving a scheme (for the period of 2010-2015) of establishing universal ECCE for children from the age of 5. On 26 October 2011 Decision No. 60/2011/QĐ-TTg prescribed ECCE policy development stages for the period 2011-2015.



b) Basic education

Since 2000 there have been positive developments towards standardized training of management staff, use of innovative financial mechanisms in education, strengthened decentralization to promote autonomy and self-responsibility

of educational institutions, widespread application of information technology (IT) and child-friendlier educational environments — encouraging positive student initiatives.

Teachers and managers have gradually improved the quality of education, meeting the requirements for each level of education and training.

6.5. Development of a network and improvements in infrastructure

Along with the development and standardization of teachers and educational managers, and alongside the new curriculum and textbooks, greater innovation and improvements in the management of education and school systems, investments have been made to upgrade infrastructure and other elements to ensure requirements are met, and to develop and improve the quality of education, increasing the proportion of schools meeting national standards.

Improvements include the following:

- A network of basic educational institutions (primary and secondary) has been developed to better meet the learning needs of children at primary and secondary school age. However, grassroot-level networks are not able to overcome inequalities among regions, and opportunities to send children to school in mountainous and remote areas are limited. Weaknesses are particularly evident in terms of ECCE, for which there are large differences between rural and urban areas.
- At the province and district levels, boarding and semi-boarding schools have been established for ethnic minority students whose homes are far away from schools. Building priorities have included public housing for teachers and student dormitories in recent years.

- School facilities have been improved. The number of permanent classrooms has increased each year.

It is necessary to continue to increase the proportion of schools meeting national standards. The construction of pre-school institutions meeting national standards would actively revitalize early childhood education and should include efforts for the standardization and modernization of the system of schools and classrooms.

The percentages of schools meeting national

standards are listed below (for each level of education):

- ECCE: in 2012/13, 3,331 pre-school institutions met national standards, accounting for 24.2 per cent of pre-schools nationwide.
- Primary education: in 2012/13, 7,903 of the nation’s 15,143 primary schools (52.19 per cent) met national standards.
- Lower-secondary education: in 2012/13, 2,821 of the nation’s 10,290 lower-secondary schools (27.4 per cent) met national standards.

6.6. Increase in the education budget as a percentage of GNP and GDP

As shown in Table 33, the State education budget as a percentage of GDP and GNP has gradually increased since 2000 and has remained above 5 per cent since 2009.

Table 33: Total education budget as percentage of GDP and GNP

Year	Total education budget as a percentage of GNP (%)	Total education budget as a percentage of GDP (%)
2000	3.62	3.57
2001	4.07	4.01
2002	4.19	4.12
2003	4.80	4.72
2004	4.72	4.63
2005	4.39	4.70
2006	4.86	5.18
2007	5.34	5.65
2008	4.95	5.23
2009	5.11	5.33
2010	5.57	5.84
2011	5.14	5.39
2012	5.99	5.73

Source: Ministry of Finance

7. Evaluation of progress towards the EFA targets

7.1. Evaluation of results for Goal 1: ECCE

Viet Nam has achieved most of the targets relating to ECCE as included in the Education Development Strategy Implementation Framework (EDSIF) and the National Action Plan for EFA.

7.1.1. Achievements

a) Greater access to ECCE

The policy of the Government of Viet Nam has been very effective in ensuring that targets relating to access to ECCE (for pre-school children up to the age of 5) have been met, particularly in disadvantaged areas.

As a result of efforts to implement the policies, more children are attending pre-school. At the national level, in 2012/13 the percentages of children attending nursery, kindergarten and pre-school (for 5-year-olds) were 14.31 per cent, 80.51 per cent and 98.0 per cent, respectively.

This improvement in access and enrolments came about through various measures, including increasing the number and expanding the distribution of pre-schools and kindergartens. Through the effective implementation of the ECCE development planning scheme, 218 communes that were formerly without ECCE gained access to ECCE by 2010. Currently, 365 communes in the country have ECCE classes associated with primary classes. Efforts by local institutions are continuing, with the aim of establishing one pre-school institution per commune. In the school year of 2012/13, there were 3,907 more pre-schools and kindergartens than in the school year of 2000/01.

Access to ECCE has expanded in difficult-to-access islands and mountainous areas and in areas inhabited by ethnic minority groups. A total of 5,625 ECCE classes provide 166,755 children with early childhood care and education,

thus facilitating equitable development opportunities for children from all economic and geographic regions.

Since the school year of 2010/11, pre-school-aged children whose parents live in the communes, wards and towns in particularly disadvantaged areas have benefited from a lunch support program, in accordance with Decision 2123/QĐ-TTg of the Prime Minister. This has led to increased enrolment of children in school, including an increase in the number of children enrolled in semi-boarding institutions. Many provinces, including Vinh Phuc, Khanh Hoa and Binh Duong, have issued local policies to support access to education for children.

Children from ethnic minority groups have received special attention. Consequently, the percentage of ethnic minority students as a proportion of the total number of students nationwide increased from 12.35 per cent in 2000/01 to 16.32 per cent in 2012/13. This is greater than the percentage of ethnic minorities as a proportion of the total population in Viet Nam (13.8 per cent).

Over the years since 2000, pre-school institutions have been upgraded and infrastructure for child care and education has improved, which is a key factor in encouraging parents to send pre-school-aged children to school.

The number of children enrolled in private pre-school institutions remained fairly stable between 2000 and 2008, with 49.30 per cent of children enrolled in private institutions in 2000/01 and 51.14 per cent enrolled in 2008/09. Since 2008/09 the percentage of children enrolled in private pre-school institutions has decreased. In 2012/13, the figure was only 12 per cent. All private pre-school institutions collect tuition fees in compliance with government Decree No. 43/2005/NĐ-CP.

b) Quality has improved

Improvement in quality has been achieved over

the period since 2000 through the implementation of activities such as: innovative organization in ECCE, researching and developing a new ECCE curriculum and implementing the new ECCE curriculum, along with innovations in early childhood care and education contents and methods.

Research and pilot implementation of the 'Innovative ECCE curriculum for pre-school children' program over six years (2002-2008) reached 59.1 per cent of all classes and 35.5 per cent of all children enrolled in the school-year of 2008/09.

Between 2006/07 and 2007/08 the new ECCE curriculum, with integrated thematic content, was developed and implemented effectively in 48 pilot schools in 20 provinces and cities. Using this curriculum, children were given the opportunity to develop their active thinking and language through learning and entertainment activities. The program also gave teachers new skills and teaching methods, which have resulted in good outcomes.

In 2009/10, the MOET expanded the new ECCE curriculum nationwide (Circular No. 17/2009/TT-BGD ĐT issued on 25 July 2009 by the Minister of Education and Training). Following four years of implementation nationwide, remarkable results have been seen. A conference (hosted by MOET on 23 August 2013) to evaluate the four-year implementation of the new ECCE curriculum, confirmed the success of the curriculum.

At the end of 2012/13 a total of 13,707 ECCE institutions (99.8 per cent of all institutions) and 4,362,823 pre-school-aged children (97.2 per cent) were using the new ECCE curriculum. These figures include 149,586 full-day schooling classes (89.7 per cent) of which 123,815 are full-day classes with semi-boardings. A major achievement was the increase in the percentage of 5-year-old children attending full-day schooling (reaching 92.2 per cent).

The new curriculum has led to positive results for children, including greater confidence, more active communication and increased active participation in education activities. Children have made progress and developed effectively in the five fields: physical, knowledge, language, aesthetic and emotional and social skills.

Positive results for teachers and managers include improved professional skills: teachers actively make education plans, adjust plans, select suitable education content, organize creative education activities, use new skills to apply active teaching methods, create flexible and active environments for children, ensure children are central to the education process, and use computer skills to find and select information on the Internet that is suitable for children's care and education. Some teachers have changed their teaching and they now have greater professional competence to meet the requirements of the new curriculum. Most managers and teachers are now aware of the need to study reference sources, and to find and share information and their experiences in using the new ECCE curriculum.

Provinces and cities have invested in new facilities in which to build effective learning environments for children. Many classrooms have been improved or rebuilt, and toys and equipment necessary for implementing the curriculum have been purchased. This has led to diverse learning environments with learning corners and with facilities that allow the conditions to encourage children to explore and experience knowledge.

At the same time as the development and implementation of the new ECCE curriculum, a number of other changes have been made that have contributed to improving the quality of early childhood care and education. The implementation of these related activities have attracted the participation of authorities, communities and children's parents. Activities have included: child safety training, hygiene

education and safe environment creation. Authorities have ensured that all toys and teaching aids are safe for children. The program has had the support of UNICEF in difficult areas, with particular focus on capacity building to prevent injuries to children.

Progress has been made in providing pre-schools, kindergartens, health centers and public facilities with clean water. In early 2013, approximately 88 per cent of all schools, kindergartens and pre-school classes, and 48 per cent of all markets in rural areas had water supply and appropriate sanitation facilities. Since 2008, the rates increased by 9 per cent for pre-school institutions, 29 per cent for commune clinics and 31 per cent for rural markets.

As a consequence of these activities in ECCE institutions, the malnutrition rate has decreased gradually since 2002/03.

c) Training of teachers and education managers has made progress

The number of pre-school teachers is gradually improving and the number of qualified teachers reaching training standards has risen, increasing from 87.04 per cent in 2006/07 to 96.56 per cent in 2012/13. An improved recruitment policy for pre-school teachers ensures staffing priority for difficult areas.

Administrators at the provincial and city level have paid special attention to regulations and policies for teachers in accordance with Decision No.60/2011/QĐ-TTg of the Prime Minister. According to data collected from 20 provinces and cities, as of November 2013 a total of 56,959 contracted pre-school teachers had benefited from a transferred salary, according to the pre-school teacher salary norm. Some provinces (including Binh Duong, Dong Nai and Ba Ria-Vung Tau) paid overtime allowance from the local budget to support teachers. Recruitment and policies on wages, social insurance and health insurance for the teaching staff have contributed to improving

their lives and empowering the teacher's role, making teachers more motivated and devoted to teaching.

d) More construction of pre-school institutions meeting national standards

As of 2007/08, there were 1,300 pre-school institutions meeting the national standard, accounting for 13 per cent of all pre-schools in the country. Subsequently, efforts increased to create new life for ECCE through standardization and modernization of the school system, infrastructure equipment, staff development, and promoting social work, and through including the participation of the business community and parents. As of the end of 2012/13 there were 3,331 pre-school institutions meeting national standards, accounting for 24.58 per cent of all pre-schools; exceeding the EFA plan's target (2,800).



e) Greater attention to regional differences

The unique characteristics of the education needs in each of the regions have been paid greater

attention. It was recognized that the North West, Central Highlands and Mekong Delta provinces faced more difficulties in ECCE development and it was observed that a policy was needed for regional ECCE development. The government therefore established the Steering Committee on the Development of the Northwest, and Southwest Highlands, and has organized many regional workshops and seminars on education to find solutions to the issues faced in these provinces, and has created new mechanisms for economic, cultural and education development in disadvantaged areas.

f) Increased emphasis on access to education for disabled children

Pursuant to the implementation of the Law on People with Disabilities, dated 17 July 2010, the State has given greater support for increasing access to education for disabled people. As a result of various initiatives implemented over the past few years, there have been several positive outcomes for disabled children.

In 2012/13 there were 11,875 pre-school-aged children with disabilities participating in inclusive education (62.3 per cent of all pre-school-aged disabled children). Links have been established between early intervention centers, children with disabilities integration centers, pre-school institutions and families. The provinces of Ho Chi Minh City, Lam Dong, Tien Giang, Da Nang, Thanh Hoa and Bac Ninh have been leaders in inclusive education of pre-school children with disabilities.

Pre-school groups and independent, private kindergartens have been rapidly increasing in number. Reports from 50 provinces and cities showed that at the end of 2012/13 there were 16,365 pre-school groups and private classes, representing about 31 per cent of children aged 0-2 (nursery) and 7 per cent of children aged 3-5. Recently, local authorities began improving the management of such groups and classes to reduce disadvantages for children. More than 60

per cent of these groups and classes have been examined by education inspectors to ensure they have appropriate facilities and trained teachers and are licensed for operation. In Ho Chi Minh City 1,490 of all 1,943 classes were licensed. The figures indicate that this is a good approach, which should be supported and scaled-up by the State.

g) Gender equality in education improved

At the national level, Viet Nam has made significant progress on gender equality in ECCE. The national GPI is approximately 1. In the coastal South Central and Southeast regions, the percentage of girls enrolled ECCE has increased from 45 per cent to 48 percent.

h) Implementation of international cooperation activities

In Viet Nam, ECCE is supported by international organizations such as UNICEF and UNESCO, and by non-governmental organizations such as Save the Children, Plan, Catholic Relief Services, the Netherlands Committee and P/S Protect Vietnamese Smile.

Between 2012 and 2016, thanks to the concern of the government and of international organizations, the World Bank has supported a project titled 'Enhancing school readiness for pre-school children'. This project aims to support the implementation of two key policies: Decision No. 239/QĐ-TTg on universal pre-school education (2010-2015) and Decision No.60/2011/QĐ-TTf on development policies for ECCE (2011-2015).

International donors have contributed to funding the capacity building of teachers, raising awareness among community leaders and parents of the importance of ECCE, promoting ECCE facilities at the local level, implementing policies for pre-school teachers and children, and gradually helping improve the quality of ECCE, especially in difficult-to-reach areas.

7.1.2. Challenges

The greatest challenge facing pre-school education over the past decade has been the low level of educational and professional qualifications of teachers in rural and disadvantaged areas. Another key challenge is the lack of appropriate infrastructure and facilities in pre-school institutions, many of which do not meet the required level of education quality, especially those located in disadvantaged areas.

a) ECCE in rural and disadvantaged areas does not meet quality standards

The quality of ECCE for 5-year-olds is low in rural and disadvantaged areas. Most ethnic minority children living in remote, isolated villages have insufficient levels of Vietnamese language skills to be able to acquire knowledge at general schools, where Vietnamese is the language of instruction.

b) Access and enrolment in pre-school education vary between regions

Despite attention to ECCE by the State, the rate of pre-school enrolment varies from region to region. In 2012/13, 41.39 per cent of pre-school aged children were enrolled in pre-school. The region with the highest rate of pre-school enrolment is the Red River Delta; while the regions with the lowest levels are the Mekong River Delta and Central Highlands.

Due to difficulties in staffing and other issues, some remote villages do not have pre-school education. In 2012/13, 365 communes had only one or two pre-school classes within their primary schools or had an independent pre-school class located in the center of the commune.

The country has 27,138 classes with more than one age group (16.8 per cent). Of these, 12,013 classes combined two different ECCE age groups and 9,968 classes combined three different ECCE age groups. In some locations, 5-year-old children were not separated into different classes

from other age groups in preparation for Grade 1.

Nationwide, 55.15 per cent of pre-school classrooms are permanent while a roughly 37 per cent are temporary and 7.85 per cent are borrowed. The latter types of classrooms are mainly located in disadvantaged regions. In Region 1 (which contains 15 northern mountainous provinces) 51.9 of pre-school classrooms are temporary and 39.7 per cent of classrooms are borrowed. In Region 3, which has six North Central provinces, 19.6 per cent of classrooms are temporary. In Region 6, which contains 12 provinces in the Mekong Delta, 27.7 per cent of classrooms are borrowed. In Region 4, with 10 South Central and Central Highlands provinces, 14.5 per cent of classrooms are borrowed. This is in strong contrast to Region 7, which includes five major cities. In Region 7 the percentages for temporary and borrowed classrooms are 7.3 per cent and 2.1 per cent, respectively.

The number of children enrolled in each pre-school is often higher than the regulated number (40 per class), and this over-crowding negatively affects the quality of children's care and education. In addition, hundreds of private classes (mostly for younger children) are not authorized because their physical conditions do not meet standards, with negative impacts on child safety and the quality of the ECCE provided.

For 5-year-old children, there is a shortfall of 13,600 classrooms, but the financial resources are not available to provide them. The lack of classrooms in disadvantaged areas has created a large divide in pre-school education between the rural and urban areas, and between the different regions and income levels. Children in remote, mountainous and isolated areas have limited opportunities to benefit from ECCE.

c) State budget for universal ECCE faces with many funding challenges

In accordance with Decision No. 239, the total expenditure allocated to universal ECCE was VND 14,660 billion. But not all funds were allocated. Spending on the National Target Curriculum decreases annually (in 2012 the amount decreased by 14.75 per cent compared with 2011). Ongoing expenditure for new materials, toys and training and for providing lunches for 5-year-old children, etc. was paid for out of the State budget. Funding for building classrooms, functional rooms and national standard Level 1 schools for the 86 disadvantaged districts is not allocated from those resources. The following four important areas of expenditure are not fully funded:

- Expenditure on the National Target for Education and Training: the balance amount is VND 577 billion, but currently the project is without civil works.
- Overseas Development Assistance for facilities is VND 2,037 billion, but currently in finance plan.
- Expenditure for the school consolidation curriculum is VND 2,884 billion, but is still pending.
- Capital construction at the local level will cost VND 4,791 billion, but local institutions cannot raise enough resources (they only have approximately VND 1,000 billion).

School fees increased by 23 per cent, and these funds are mainly for recurrent expenditure. Other sources comprise 66 per cent, but the total amount is not high. Currently, there is a shortfall of about VND 11,660 billion.

d) Inadequate numbers of pre-school teachers and administrators

The shortage of teachers in many locations has not been overcome. The country has a shortfall of 25,000 teachers. Although the teacher-class ratio for 5-year-old pre-school classes is 1.6 on

average, more than one third of the provinces and cities (27) only have a ratio of between 1.0 and 1.4. In 12 provinces, this ratio was between 1.0 and 1.1, which makes it difficult to organize full-day schooling for children and therefore implement the new ECCE curriculum.

e) Poor quality training

Some teachers, especially teachers in the mountainous areas, have limited professional skills and therefore have shortcomings in terms of implementing the new ECCE curriculum. In addition, recruitment mechanisms and appointment, promotion and evaluation policies for teachers and managers are inadequate and do not motivate teachers to engage in training to improve their capacity in early childhood care and education.

Although the ECCE sector has a fairly high percentage of teachers reaching the national standard in terms of qualification, most teachers are trained unsystematically and the quality of the training is low.

ECCE training institutions face a conflict between the requirement to enhance the quality of the training they offer and the limited capacity of the system. The establishment of many pre-school teacher training faculties at the university and college levels in the context of insufficient conditions in recent years has highlighted inadequacies. Worrying aspects include the inadequacy of lecturers' qualifications; the lack of coherence between the training content of pre-school education institutions and the practical guidance of pre-school education management agencies; the lack of a curriculum at teacher training institutions for teaching ethnic minority languages; and the inability of graduates to meet the upgraded requirements for pre-school education.

f) Implementation of the new ECCE curriculum has faced difficulties

Many teachers are confused by the education

planning requirements and the curriculum content and are unable to undertake the monitoring and evaluation of children's development, as required by the new ECCE curriculum. Therefore, the notes and assessments made by teachers on children's development are often superficial.

The professional methods and skills required to implement the innovative changes in the curriculum are difficult for teachers to master. For older teachers, the new curriculum approach,

the application of references and the use of equipment, material and information technology are particularly difficult.

Some provinces lack classrooms and furniture, so they are unable to offer ECCE classes effectively. This means there are many multi-grade classrooms: 27,138 nationwide (accounting for 16.8 per cent of the total) in locations such as Dien Bien, Lao Cai, Quang Ngai, Binh Dinh and Dac Lac.

Box 1: Private ECCE classes

Private ECCE classes and kindergartens are spreading rapidly in major cities and in the provinces, particularly in industrial zones and export processing zones. A survey report issued in April 2014 reported that there were 16,365 private ECCE classes in operation, which operated in response to demand for ECCE demand among parents. Of these classes, 5,590 (34.1 per cent) offered spontaneous activities and did not meet formal standards for the care and education of children, leading to unfortunate incidents affecting children aged 0-2 in some places. This situation is a growing concern in the education sector and among local authorities.

Ho Chi Minh City has 1,943 private pre-school groups, of which 453 (23.3 per cent) are not eligible to be licensed but are still active. Dong Nai has 50 groups (11 per cent of the total in Dong Nai) which are not licensed; Binh Duong has 347 unlicensed groups (62.9 per cent); and Hai Phong has 560 unlicensed groups (60.5 per cent). Many of the areas with unlicensed pre-school groups have large numbers of female workers who work in industrial parks (and need child care for their children). In the four provinces mentioned above (which have 3,926 groups), 1,410 groups (35.9 per cent) are not licensed but still operate, posing safety risks for the children and causing concern among agencies in charge of managing local education.

There is a clear need for child care for employees working in industrial and export processing zones, but these needs are not being met due to high population growth and an insufficient number of pre-primary institutions. Workshops to discuss the issue were held in two regions in April 2014. The workshops were chaired by the Ministry of Education and Training and brought together various ministries, including the Ministry of Planning and Investment, the Viet Nam Chamber of Commerce and Industry, the Association of Vietnamese Enterprises, the General Labour Confederation of Viet Nam, the General Department of Vocational Training, the Ministry of Labour, Invalids and Social Affairs and the representatives of 15 provinces and cities, to discuss possible solutions to the issues and possible models for sharing responsibility and supporting private pre-school groups to improve the quality of the ECCE they provide.

g) Joint sector cooperation is not institutionalized.

There is a no mechanism for effective coordination among ministries and the agencies involved in caring for and educating children aged 0-2, leading to issues in ECCE for the children of this age group.

Few policies support disadvantaged children in poor families and children of workers in industrial zones in cities, towns and disadvantaged regions. Knowledge dissemination to families has not been improved.

7.2. Evaluation of results for Goal 2: Universal basic education

7.2.1. Achievements

a) Access to basic education has improved

As of early 2014, all 63 provinces and cities of Viet Nam reached the universal primary education target. All 63 provinces and cities reached the lower-secondary universal education target in 2010. Only 11 communes, (accounting for 0.12 per cent) have not yet reached the target for universal lower-secondary education.

The NER for primary education rose from 95.96 per cent in 2007 to 98.31 per cent in 2013. The GER for primary education has remained above 100 per cent since 2000.

The NER for lower-secondary education increased from 70 per cent in 2000 to 88.04 per cent in 2013. The GER increased from 80.35 per cent in 2000 to 92.51 per cent in 2013. The NER is close to the GER, indicating that lower-secondary students are at the right age. The fact that the enrollment rate has increased every year indicates that education policies have had positive impacts in terms of enabling students to enrol in lower-secondary schools, thus upholding their right to education.

The gender gap in lower-secondary education enrolments has narrowed over the years and the differences between regions have decreased in recent years.

Enrolment of students with disabilities in secondary education has increased as a consequence of policies for children with disabilities and the education sector's efforts in the areas of special education and inclusive education since 2000. As of 2014, most provinces have inclusive classes for disabled children; thousands of lower secondary teachers have been trained, so have the knowledge and skills required for teaching children with disabilities; and some teachers have been promoted for their role in the education of children with disabilities.

The repetition rate in primary education has declined in recent years, falling from 1.24 per cent in 2004 to 1.02 per cent in 2013. The highest repetition rate at lower-secondary level was 3.1 per cent (in 2007). This fell to 1.16 per cent in 2013.

b) The quality of basic education has increased

Primary education:

The curriculum issued in accordance with MoET Decision No.16/2006/QĐ-BGDĐT dated 5 May 2006 is currently being implemented in primary schools. This curriculum and the associated textbooks aim to ensure an accurate, scientific, modern, up-to-date and accessible level of education, on a par with other countries in the region, and seeks to ensure that learners have the knowledge necessary to meet the development challenges faced by society in Viet Nam. The curriculum is consistent with the capacity of teachers who have reached the training standards and with the capacity of the majority of students.

A wide network of primary schools has been developed, with the result that schools are accessible by all students, including students living in mountainous areas or islands and including homeless students. The percentage of schools that meet national standards has increased every year, and many schools have green, clean and beautiful environments.

The quality of primary school teachers is rising.

As of 2012/13 99.69 per cent of primary teachers had reached the national training standards. The majority of teachers are committed to the career, consciously aware of the need for ongoing enhancement of their professional qualifications.

The quality of the comprehensive education provided for students is increasing, particularly the quality of cultural and ethics education.

Lower-secondary education:

A new curriculum and textbooks for lower-secondary education were completed in the 2005/06 school year. This new curriculum and the textbooks are generally appropriate and meet the educational goals of lower-secondary students.

As a result of activities to improve the quality of lower-secondary teachers, the percentage of teachers considered qualified and/or as exceeding the required qualification increased from 89.53 per cent in 2000 to 99.33 per cent in 2013. This led to improvements in the quality of education.

The school and class systems were upgraded to improve the quality of teaching and learning. School facilities were improved. The percentage of permanent classrooms has increased every year. Investment in public houses for teachers and student boarding schools were prioritized and the numbers of these facilities have increased in recent years.

The increased number of lower-secondary schools has led to lower teacher-student ratios in recent years. This rate decreased from 26.32 students per teacher in 2010 to 15.44 students per teacher in 2013, which is an important factor in improving the quality of education.

Overall, thanks to a new and innovative curriculum, new textbooks, innovative teaching-learning methods, teacher training, improved skills for education managers, new infrastructure and teaching-learning materials, there has been

an improvement in the quality of basic education overall. As a result, the percentage of “excellent” and “good” students has increased, while the percentage of “poor” students has declined, along with repetition and dropout rates.

c) Good implementation of basic education

Social equity in access to education has improved since 2000, particularly among ethnic minorities, children from poor families and girls. Education is increasingly accessible in remote regions and those inhabited by ethnic minorities. Gender parity has been achieved in primary education and lower-secondary education. Policies aimed at reducing and exempting tuition fees, granting scholarships, school loans and other support for students, and students of social policies have resulted in positive outcomes in terms of social justice and high quality education.

d) Improvements in education management

Positive trends have been seen in terms of standardization of teachers and education manager training and innovation in financial mechanisms. There has been greater decentralization, leading to increased autonomy and accountability of educational institutions. Other changes include widespread application of information technology and expansion of child-friendly educational environments which encourages positive and active students.

Decentralization of management has been implemented effectively. Management agencies at all levels of education and all types of educational institutions comply with the functions and duties assigned.

Information management systems are ensuring the effective implementation of the requirements, implementing the policy of executive agencies in the operation of the units.

Education institutions have strengthened collaboration with communities in the education of students.

7.2.2. Challenges

In spite of great efforts in providing basic high-quality education services for all children in all regions of the country, there are still differences in the quality of lower-secondary education between regions that have differing socio-economic conditions. Because of various factors, these gaps cannot be addressed immediately.

Gender gaps have largely disappeared, except in some areas dominated by ethnic minority groups, due to long-standing traditional customs in such locations. This situation will be addressed gradually through knowledge dissemination and improvements in socio-economic conditions in disadvantaged areas nationwide.

Although education of disabled children is a key concern and encouraging results have been achieved, further dissemination activities are necessary to enhance community awareness about the abilities and rights of disabled children. Access to education for disabled children is a significant challenge and requires more attention from the State, local authorities, unions, organizations and agencies. Particular emphasis should be put on training teachers, improving school infrastructure to enable access by disabled children and supporting policies for disabled pupils and their teachers.

In remote and isolated regions, enrolment rates are rising but mobilization rates are not high, as a result of various factors such as disadvantaged socio-economic situations, long distances and travel times between homes and schools. In the mountainous areas or areas with many rivers, such as the Mekong River Delta, difficulty in physical access to school presents an obstacle to children's attendance. Lower-secondary schools have built satellite campuses, including residential areas and boarding schools for pupils, so as to create more favourable conditions for attracting and retaining children in school. Despite these efforts, however, the mobilization rates are still not at the expected levels. This

is often because some children cannot go to school because they have to work (to contribute to supporting their families). A large number of children have to work far from home, and these disadvantaged children have no learning opportunities.

Viet Nam achieved universal primary education in 2014 and universal lower-secondary education in 2010. There is increased awareness of the meaning and importance of lower-secondary education, which aims to enhance knowledge and living standards, with the goal of achieving sustainable development. While significant achievements have been made, it is necessary to increase efforts at the local and school level to sustain and strengthen the quality of lower-secondary education.

7.3. Evaluation of results for Goal 4: Literacy

7.3.1. Achievements

a) Upgraded curriculum

The continuing education curriculum was upgraded with the aim of improving the quality of the education provided at CLCs and CECs, including literacy education and post-literacy continuing education.

Literacy and post-literacy teaching and learning materials were developed for students and teachers, including a teachers' guide on literacy and post-literacy education.

b) Quality improvement

The network of CLCs and CECs has been developed and improvements have been made in the quality of academic programs offered in CLCs and CECs.

As of 2013, the country's grassroots-level network of continuing education facilities included 10,877 CLCs, 73 provincial CECs, 642 district CECs and 1,882 FLICs.

Capacity building for managers and staff of CLCs has helped to improve the quality of

education provided. Training has been provided for lower and upper-secondary management staff and teachers regarding the curriculum and the teaching and learning materials for literacy and post-literacy continuing education.

Innovative teaching methods and new testing and evaluation methods have been introduced in order to gradually improve the quality of the literacy curriculum (continuing education) at the lower and upper-secondary levels.

CLCs and CECs undertake ongoing reviews of the curriculum to ensure it meets the learners' requirements, and they update knowledge, skills and technology in accordance with Decision No. 26/2010/TT-BGDDT.

c) Greater collaboration

Programs to coordinate action (literacy, universal primary education, universal lower-secondary education, social skills training to improve the quality of life for employees) are implemented with the Viet Nam Women's Union, the Border Guards, the Farmers Association, the Viet Nam Labor Confederation, the Communist Youth Union of Ho Chi Minh and the Vietnamese Learning Encouragement Society.

d) Promulgation of national policies related to continuing education

Directive No. 10-CT/TU, issued on 5 December 2011, aims to achieve basic literacy for all and prevent lapses of literacy among adults. The goal is for 1 million people aged 36 to retirement age to become literate by 2020.

The prime minister approved a scheme on "Building social learning in the period 2012-2020" (Decision No.89/QD-TTg, dated 9 January 2013) and a project titled "Literacy 2020" (Decision No.692/QD-TTg, dated 4 May 2013). On 24 March 2014, the government issued Decree No.20/2014/ND-CP on universal education and literacy.

7.3.2. Challenges

The national youth literacy rate increased from 93 per cent in 2002 to 96.8 per cent in 2013, but the youth literacy rate among ethnic minority youth was only 90.2 per cent in 2013. The national adult literacy rate increased from 86.24 per cent in 2002 to 89.1 per cent in 2012, but the adult literacy rate for ethnic minority adults was only 73.1 per cent in 2012.

Gender gaps still exist in the literacy rates for adults, with the adult male literacy rate being higher than the adult female literacy rate.

Although there have been improvements in literacy rates among both youth and adults, the objectives of the Education Development Strategy for 2001-2010 and of the project to develop a learning society (2005-2012) have not been achieved.

Although the adult literacy rate increased steadily between 2002 and 2012, the number of illiterate adults remained around the same (about 7.4 million illiterate persons every year).

The percentage of illiterate people participating in literacy classes has been very low (even the highest mobilization rate, in 2002, was less than 1 per cent). The number of learners attending post-literacy classes, to consolidate literacy learning, is also low.

In some areas, the need for literacy education has not been taken seriously by local authorities and awareness of people about literacy campaigns is limited. Many people have not understood the meaning, role and benefits of literacy to individual lives and general community development. Accordingly, literacy campaigns have not been highly effective and achievements have not been sustainable, with relapse into illiteracy being common among literacy learners.

Adults who are illiterate are mainly from ethnic minority groups who live in mountainous, isolated and remote areas where transportation is difficult and expensive and where they experience poor socio-economic conditions.

Policies and mechanisms for teachers, literacy education staff and learners have not been adjusted suitably to encourage and stimulate teachers and learners in a timely manner.

Regular annual basic surveys on the number of illiterate people in each area have not been conducted and reported data is not updated and is inaccurate, which has negative consequences for the development and issuance of appropriate policies.

Many literacy teachers are not professional. Along with permanent teachers of continuing education centers, literacy teachers are mobilized from high school or are amateur teachers (staff of agencies, social organizations and unions, including the Border Soldiers, the women's union and the youth union. These teachers are enthusiastic and devoted, but their pedagogic skills are limited. Even professional teachers in the education sector have not been trained in methods for teaching adults. Accordingly, literacy classes are not of high quality.

Standard teaching and learning materials for literacy and post-literacy continuing education have not been prepared and designed for each region and each specific type of learner, which results in an overload of content and lengthy learning durations, leading to some learners becoming bored while potential learners do not have the time or opportunity to participate in literacy classes.

In some parts of the country, cooperation on literacy education among agencies, sectors, organizations and unions has not been close, regular or effective. Only some actors, such as the border soldiers, the women's union and the learning encouragement society, have cooperated effectively. Other agencies and units have not collaborated closely and regularly with the education sector to implement literacy programs.

The existing standards for recognizing literacy

and primary education universalization, in accordance with MoET Circular No.14/GD-ĐT dated 8 May 1997 no longer matches the current reality of literacy programs:

- Literacy programs are targeted at the 15-35 age group (15-25 in mountainous and disadvantaged areas). The current reality requires literacy programs to target the 15-60 age group as a priority.
- The standard for recognizing individual literacy is completion of Grade 3 of the primary education curriculum or Grade 3 of the literacy and post-literacy continuing education curricula. However, because many people lose their literacy skills over time if those skills are not utilized, this may not be an effective measure of literacy levels.

In sum, the literacy program in Viet Nam has been weak and inadequate in recent years: the rate of mobilization of learners to attend literacy classes is low. There is still high rate of lapse into illiteracy, low quality literacy education and inefficiency. The adult literacy rate was only 89.10 per cent in 2013, which is not encouraging in light of the government's aim to fight illiteracy until 2020 and the goal of increasing the adult literacy rate to 96 per cent by 2015 and 98 per cent by 2020. Improving literacy education is a key issue that needs to be addressed and one that it is important to be concerned about at all levels, sectors, localities in the post-2015 period.

7.4. Evaluation of results for Goal 6: Education quality

Thanks to the attention of the government, the efforts of the education sector, local authorities and educational institutions in the funding of schools; provision of equipment and infrastructure to schools; increased training of teachers, fostering and standardizing teachers and education managers; management innovation; and innovation in curriculum

content, textbooks and teaching methods, the overall quality of education has increased since 2000. Consequently, students at all levels: pre-school, elementary, lower-secondary and upper-secondary, show improved scores in terms of knowledge and capacity to access knowledge. There are many high-achieving students in the national, regional and international exams for gifted students.

The quality of education is increasingly suitable and compatible with the socio-economic conditions. Education has moved towards better meeting the needs of economic development and the country's social and economic integration.

The results of the PISA exam of 2012 ranked Viet Nam in the top 20 national and regional economic benchmark areas and above the OECD average, as follows:

Mathematics. Viet Nam was ranked at level 17 out of 65 nations. The OECD average score (for males and females) was 494, but Viet Nam scored 511. As such, the mathematical ability of Vietnamese students was assessed at a higher level of competency than that of students in the OECD countries (a group of 20 countries, including Australia, Austria and Belgium). Male Vietnamese mathematics students scored 517 points (the OECD average score for males was 499), while female Vietnamese students scored 507 points (the OECD average score for females was 489).

Reading comprehension. Viet Nam was ranked at level 19 out of 65. The average score was 496, Viet Nam scored 508. As such, the reading comprehension score of Vietnamese students was also higher than that of students in OECD countries. The Vietnamese male student score in reading comprehension was 492 (average was 478), while the female student score was 523 (average score was 515).

Science. Viet Nam was ranked 8 out of 65. Viet Nam scored 528, behind Singapore, Japan,

Finland, Estonia and South Korea. Male students in Viet Nam scored 529 points (the average score was 502) while female students scored 528 (average score was 500).

The PISA 2012 results showed that Viet Nam has not only achieved education levels above those in some developed countries, but also ranked among the countries with the highest quality of education in the world.

The Conference of Education Ministers of French-speaking countries (CONFEMEN) Program for Analyzing Education Systems of CONFEMEN's Countries Members (PASEC 10) also ranked Viet Nam highly in terms of education quality. This was achieved following strict adherence to the normative assessment of PASEC and after four years (2008-2014) of fully implementing the steps prescribed by the program.

The PASEC survey report examined students' performance in the basic mathematics skills, such as identifying appropriate units of measurement and basic geometry (squares, cubes, rectangle). For example, according to the findings, 50.1 per cent of students achieved all the capacities of Level 3, indicating that around half (49.9 per cent) of 5th graders had a certain difficulty in doing exercises that required reasoning and in solving problems relating to everyday life.

The PASEC findings also indicated the capacity of Vietnamese students who study at home. Accordingly, female students were found to have higher capacities than male students in Grades 2 and 5. Yet, male students and female students have similar progress during the school year, especially in the 5th grade. Additionally, PASEC found that students who come from poor families have lower levels of performance than students who come from affluent families in both Vietnamese and mathematics subjects.

EFA Orientation after 2015

1. Lessons learned in EFA implementation

Key factors in the success of Viet Nam's efforts to achieve the EFA targets include: the leadership of the Party; the National Assembly's interest; the direction and administration of the government at all levels; the interest, participation and contributions of civil society and humanitarian organizations; the close collaboration with educational institutions and unions, and the support of the entire population. In addition, increased investment in education since 2000, which constantly remains at 20% of the total state budget, has had a beneficial impact.

A sense of responsibility among key actors, including teachers, was an important contribution to the implementation of education activities.

Policies regarding free tuition, reduction in tuition fees, scholarships, school loans and other support to students have brought about positive changes, social justice and high quality human resource development. Similarly, policies to encourage and provide timely support for disadvantaged people enabled them to overcome obstacles to access to education.

Monitoring, inspection, evaluation and prompt corrective action enabled the implementation of plans effectively and according to schedule. In addition, learning from experience, dissemination and replication of good practices and promotion of good models were effective techniques for ensuring successful implementation of programs.

Political stability, achievements in socio-economic development, improved living standards and international integration in the reform era created a favourable environment for the development of education in Viet Nam.

2. EFA context, challenges and opportunities post-2015

2.1. International and national context after 2015

In the context of a changing world, Viet Nam's education system has changed rapidly and in complex ways, and will continue to do so post-2015. Globalization and international integration in education have become inevitable. Revolutions in science and technology and in information and communication technology, along with a growing knowledge economy, will have a direct impact on the development of education worldwide.

Viet Nam's Economic Development Strategy for Society (2011–2020) describes plans for Viet Nam to continue striving to become an industrialized country, moving towards modernization, socio-political stability, democracy, discipline and consensus. It is expected that the physical lives and spirit of the people will continue to improve and that independence, sovereignty, unity and territorial integrity will be maintained.

Viet Nam's position in the international market is expected to continue to improve, creating a firm foundation for further development. A breakthrough in the development of human resources, especially high-quality human resources, will support greater socio-economic development. The focus of the education sector will be on providing innovative basic, comprehensive education, closely linked to resource development, human development and the application of science and technology. The development of the country will create more opportunities and enormous advantages, though many challenges are expected to arise in the development of education.

2.2. Opportunities and Challenges

2.2.1. Opportunities

The Party and State affirm that education is the key national policy; investment in education is investment in development. Thus, education is both a goal and driving force for socio-economic development.

The achievements in Viet Nam's socio-economic development over the past 14 years required economic restructuring and an overhaul of the growth model, along with planning and strategy development. The implementation of the Socio-economic Development Strategy (2011-2020) will build on these previous efforts.

Revolutionary science and technology, especially information and communication technology will create favourable conditions for innovative teaching and learning content, methods and forms of education, as well as innovation in education management and a shift towards electronic education to meet the needs of individual learners.

Viet Nam will continue to engage in the process of international integration and extensive education on a global scale to create favourable opportunities to connect with new ideas and knowledge, building on the modern model of education and taking advantage of the resources outside, creating opportunities for the development of education.

The Vietnamese tradition of honouring education will continue to guide policy and investment in education and training. Education efforts will focus on building a learning society with guaranteed conditions for lifelong learning, mass education, diversification, globalization, integration and cooperation, to achieve international standards in education.

2.2.2 Challenges

The market mechanism has led to a tendency towards an increase in social differentiation.

The gap between rich and poor populations and the gap between regions are increasingly clear, posing the risk of leading to a lack of equality in access to education and increasing the gap in education quality between the regions and types of learners.

There is rapidly growing demand for education that meets the demands of industrialization and modernization of the country, and which enables knowledge development with advanced technology and international integration. However, the limited resources invested in education have not met the requirements for ensuring education quality. Industrialization and modernization of the country and international integration requires high-quality human resources. Lagging behind in education could lead to an economic and knowledge gap between Viet Nam and other countries. Poor quality education services can cause harm; education requires innovation in theory and appropriate practical solutions for education development.

The fact that countries can increasingly enter international economic markets raises new issues, such as risks of cultural corrosion, erosion of national identity and the adoption of unhealthy lifestyles. Education can be a means of addressing such issues. At the same time, education can also contribute to cultural loss.

Making the most of the advantages and addressing the challenges outlined above requires the initiative and creativity of the Party, the political system, society, and the education sector in the utilization and exploitation of the advantages and adoption of means to overcome challenges.

3. The priority orientations for education until 2020

3.1. General goal

By 2020, Vietnamese education will be oriented towards standardization, modernization, socialization, democratization and international

integration. The aim is to improve the quality of education and diversify education to include moral education, life skills, creativity skills, practical abilities, language skills and information technology skills, while also meeting society's needs, especially the need for high-quality human resources to support the industrialization and modernization of the country and to build a knowledge-based economy. At the same time, the aim is to ensure social justice in education and ensure equality of opportunity for lifelong learning for every citizen, gradually forming a learning society.

Education will support the comprehensive development of the Vietnamese people: building on their love for family and love for the Fatherland, and promoting the gaining of knowledge, basic skills and creative abilities. Thus members of society will live well and work efficiently, based on a real education and a real career; reaching the development potential of each individual and ensuring everyone contributes positively to the development of the country.

By 2020, the education system will foster good teaching and methods, effective learning and efficient management, towards building a learning society and ensuring the quality of education improves. The education system will be standardized and modernized, promoting socialization, democratization and international integration, while maintaining the socialist orientation and remaining imbued with the national identity.

3.2. Priority goals for each level of education

3.2.1. ECCE

Access

The aim is to develop a grassroots-level ECCE network, ensuring at least one pre-school institution in each commune and ward, prioritizing elimination of temporary classrooms and classrooms in rented houses. Ensure a sufficient number of classes and

schools for children from areas facing difficult socio-economic conditions, especially children from ethnic minority groups, particularly in the Northwest, the Central Highlands and the Mekong Delta.

By 2020 at least 35 per cent of nursery-aged children and 90 per cent of kindergarten-aged children will be cared for and educated at ECCE institutions; while universal ECCE for 5-year-old children will be achieved by 2015.

Quality

The professional development of pre-school teachers will continue and by 2020 Viet Nam will have a ratio of 2.5 teachers per pre-school group, 2.3 teachers per full-day schooling kindergarten class and 1.2 teachers per kindergarten class with 1 session per day.

By 2020 all pre-school teachers will have the necessary qualifications, and 50 per cent of pre-school teachers will have at least a college degree in pre-school education.

Ongoing and regular refresher training for teachers and managers will be implemented, ensuring 80 per cent reach professional standards.

The ECCE program will be regularly reviewed and revised to enhance quality, while maintaining accessibility. The aim will be to ensure that children develop both physically and emotionally, gain knowledge and a sense of aesthetics, and form the first elements of personality. Children in ECCE programs will be provided with a good preparation for entering Grade 1. Innovations will continue in caring and educating children towards comprehensive, integrated, child-centered education. Ongoing efforts will enhance children's playing and experiential activities. The percentage of malnourished children in ECCE facilities will be below 8 per cent.

By 2020 the percentage of pre-schools reaching national standards will have increased by 50 per

cent. Pre-school institutions will be externally evaluated, with the assessment results finding that at least 40 per cent of the institutions meet the specified quality standards.

Management

Policies and mechanisms will be developed for State support in the form of partnership — fostering public-private partnership for the development of private ECCE.

Inter-sectoral collaboration will be strengthened between the Ministry of Education and Training and the other ministries engaged in early childhood care and education in a substantive way. Clarify the roles and responsibilities of participating ministries and agencies: the Ministry of Planning and Investment, the Ministry of Finance, the Ministry of Natural Resources and Environment, the Ministry of Health, the Ministry of Labour, Invalids and Social Affairs, and the Vietnam Women's Union.

Community-based youth groups and classes with independent, private teachers will be strengthened to reduce the disadvantages faced by children aged 0-2 living in industrial and export processing zones, areas with especially difficult circumstances and ethnic minority areas.

Policies will be studied and perfected with the aim of developing the capabilities of pre-school teachers and improving living standards of the teachers.

3.2.2. Basic education

a) Overall objectives

Basic education focuses on improving people's knowledge, discovering and fostering talent, forming children's qualities and supporting career-oriented students. It is necessary to improve the quality of basic education, focusing on moral education, life skills, foreign languages (mainly English), computer science and the capacity to apply knowledge to practical situations.

Strengthening of operations experience would improve the quality of education and ethical skills. Fostering motivation and self-learning capabilities would enable each student to engage in lifelong learning.

One objective is to develop a new general education program for post-2015 based on an assessment of existing education programs and with reference to the current program of advanced capacity development. Ensure consistency nationwide, but provide education that is appropriate to each particular locality. Ensure that 9th grade students share a common knowledge base, and prepare students for entry into lower-secondary and later into upper-secondary education. From 2020 onwards, implement the policy of compulsory education for nine years.

It is necessary to renew and enhance the effectiveness of teacher training and management staff training, ensuring high professional standards of teachers and principals. Enhance methods for providing support to teachers and teaching by using the Internet. Improve the application of information technology in education management. Promote the role of the CECs in fostering managers and teachers in primary and secondary education.

Another aim is to utilize evaluation results as part of the learning process; encourage evaluation of the training through learner self-assessment; evaluate the quality of education at the national level for grade 5 and grade 9 periodically, as a basis for policy proposals and strategies for improving the quality of education and training.

b) Objectives for primary education

Access

Ensure that by 2020 all children have access to and complete universal primary education. Primary education should be of good quality and free of charge.

Ensure that the primary school enrolment rate (at the right age) is 99 per cent.

Aim for 90 per cent of primary schools to provide two teaching-learning sessions per day.

Ensure 100 per cent of the provinces and cities achieve universal primary education 2 with at least 95 per cent of children aged 6 entering Grade 1; at least 80 per cent of children aged 11 completing primary education; and at least 70 per cent of children from disadvantaged socio-economic backgrounds completing primary education;

Ensure 50 per cent of provinces/cities achieve universal primary education 3, with at least 98 per cent of children aged 6 entering Grade 1; at least 90 per cent of children aged 11 completing primary education; and at least 80 per cent of children from disadvantaged socio-economic backgrounds completing primary school.

Quality

By 2020, 100 per cent of students will learn a foreign language from Grade 3, all primary school pupils will achieve Level 1 in foreign languages (as measured by the European framework of reference), and all primary school pupils will complete Level 1 in informatics.

Further train and retrain teachers to ensure that by 2020 all primary school teachers have achieved the standard training qualifications (college degree or higher). Improve the skills of foreign language teachers at primary level and to at least Level 3 in Vietnamese language skills.

Enhance the effectiveness of professional education for teachers and management staff. Improve teachers' teaching support activities provided via the Internet.

Enhance the application of information technology in education management. By 2020, 100 per cent of primary school teachers will have the ability to apply information technology in teaching and communication.

Ensure adequate numbers of teachers to provide two sessions per day (1.8 teachers per class), including enough teachers to teach specialized subjects such as foreign languages, science, music, art and physical education. Provide teacher and psychological support to students in elementary schools, and enable staff to support inclusive education.

Promote investment in building in accordance with national standards. Promote gradual standardization of school buildings and modernization of infrastructure, ensuring adequate financial resources and means for all educational institutions.

Develop and implement policies to ensure equal learning opportunities, and to support and develop priorities for the education of ethnic minorities and disadvantaged learners, focusing on the object of social policy, the poor. By 2020, development systems will support inclusive education, with 70 per cent of children with disabilities going to school.

c) Objectives for lower-secondary education

Access

Achieve compulsory education for nine years by 2020. Reach an enrolment rate in secondary education at the right age of 95 per cent. Ensure all provinces/cities achieve universal secondary education, in which 70 per cent of provinces/cities achieve Level 2 and 50 per cent of provinces/cities achieve Level 3. Develop the system of special education for people with disabilities, children affected by HIV, street children and other disadvantaged children. By 2020, 70 per cent of students with disabilities will attend lower-secondary school.

Quality

Ensure students have a secondary-level common knowledge platform that meets the standards and requirements.

Improve the quality of education in foreign

languages and information. Encourage students to participate in secondary school foreign language education. Students graduating from secondary school achieve Level 2 in foreign languages (European frame of reference).

Continue to develop innovative and powerful methods of teaching and learning, with a view to modernization of education. Promote positive, proactive and creative students and ensure learners can apply their knowledge and skills to practical situations.

Further train and retrain teachers to implement the general education program beyond 2015. By 2020, 100 per cent of teachers will have secondary training qualifications and 88 per cent of teachers will reach the standard of proficiency.

Train and retrain teachers to enhance the teaching of foreign languages and computer science. Provide teachers with the skills to serve as psychology counsellors and to provide vocational guidance, and also to support students with disabilities and develop the curriculum in secondary schools. By 2020, all secondary schools teachers teaching foreign languages and information technology will meet the standards; and all schools will have staff working in vocational counselling and supporting students with disabilities. By 2020, all teachers teaching foreign languages will reach Level 4 in Vietnamese language skills.

Standardize conditions to ensure a good quality training management process.

Perform periodic national assessments of learning outcomes for students in grade 9. Use results of national and international assessment programs as a basis for policy recommendations for improving the quality of education and training.

Management

Develop and implement policies to ensure equal learning opportunities, support and develop

education and training for ethnic minorities and the disadvantaged.

Provide incentives for teachers and education managers from ethnic minority groups and disadvantaged backgrounds. Support special education teachers and students with disabilities.

3.2.3. Ethnic minority education

Access

By 2020, the kindergarten enrolment rate for ethnic minority children aged 3-5 will be over 70 per cent; over 90 per cent of ethnic minority children of primary school age will be attending school, over 85 per cent of ethnic minority children of lower-secondary school age will be attending school; the adult (15-35) literacy rate among ethnic minorities will be 92 per cent; and the ratio of trained ethnic minority laborers will reach 50 per cent.

Quality

Ensure the areas with high concentrations of ethnic minority groups and remote, mountainous areas have pre-schools. Create resources for the training of minority groups.

Address basic infrastructure conditions of schools in ethnic minority areas. Remove temporary housing and structures, provide furniture, ensure public housing for teachers. Consolidate and develop permanent school buildings, including boarding schools, thereby providing good conditions to enable disadvantaged students to access education.

Assist ethnic minority children to become prepared with a sufficient level of Vietnamese language before entering the first grade. Incorporate both national culture and local knowledge and culture into education content to recognize and promote the value of cultural identity. Ensure high quality teaching in ethnic minority languages.

Revise textbooks, materials, teaching methods

and assessment methods in education institutions catering to ethnic minority groups, to improve the quality of national education. Upgrade methods of recruitment and training content. Enhance college preparation among ethnic minority students towards increasing access to skills training at university or college. Expand short-term vocational training for ethnic minority children to meet the requirements of economic development and society.

Management

Develop policies for boarding schools and pre-university preparatory schools; adjust the level of policy support for children from ethnic minority groups. Review policies for teachers, education managers and workers in schools in ethnic minority areas and mountainous areas.

3.3. Non-formal education and continuing education

Access

Expand literacy campaigns to cover all adults aged 15 to 60. Gradually raise literacy standards for individuals.

By 2020, the national adult literacy rate will reach 98 per cent, and the literacy rate of adults from minority groups will reach 90 per cent. For those aged 15-35, the literacy rate of adults will be 99 per cent, with a rate of 92 per cent for people from ethnic minority groups.

Create opportunities and conditions for all citizens to engage in lifelong learning. By 2020, ensure advanced computer skills, foreign languages for all civil servants and employees to meet the requirements. Ensure 40 per cent of civil servants and employees have a foreign language and 20 per cent have Grade 2 Level 3 qualifications. By 2020, 70 per cent of rural workers will have participated in learning, updating their knowledge and skills in science and technology; 90 per cent of workers will

have high school education or equivalent; 90 per cent of workers will have short-term vocational training; and 50 per cent of students are learning life skills in education institutions.

Quality

Review and update the content of the non-formal (continuing education) curriculum

- Literacy: Research approaches and develop programs in line with UNESCO's literacy program, imparting the essential foundation knowledge for a modern learning society for all people.
- Establish an education program that meet learning needs, providing skills, up-to-date knowledge and capacity in technology towards open learning programs that are widely available on the Internet.

Upgrade continuing education institutions:

- Develop patterns of activity associated with the learning center, creating a cultural-sports center for the community to take advantage of the facilities and personnel and avoid duplication.
- Ensure innovations in activities of CECs, such that they are the center for continuing education for each district.
- Develop a network of provincial CECs, with regular and ongoing professional development for teachers at all levels, thereby fostering professional competence and the provision of professional courses that can be accessed through Internet and e-learning.
- Provide professional development courses, with upgraded content and modern methods of adult education for management staff and teachers of continuing education programs.

Management

Ensure people, especially those in rural and disadvantaged areas, have opportunities to improve their knowledge, skills and professional qualifications and contribute to improving their quality of life; creating favorable conditions for job change; ensure sustainable literacy.

Participate in building global learning networks in cooperation with UNESCO; promote the building of a learning society in cooperation with ASEAN, ASEM, etc. Develop pilot 'community learning' and 'learning city' programs and organize an annual 'week of lifelong learning'.

Develop mechanisms and policies appropriate for mobilizing, encouraging and supporting learners, giving special priority to disadvantaged groups. Build communication mechanisms between formal and non-formal education (continuing education) and develop evaluation mechanisms for the inspection and recognition of learning outcomes of non-formal and informal education.

Encourage innovation in management of training quality of the continuing education curriculum, especially the diploma curriculum of the national education system (continuing education and upper secondary education). Likewise, encourage innovation in management of the quality of distance education in the direction of managed outputs, entrance on demand (enrollment), a training credit system, content, teacher training programs as formal education (self-taught or self-study); increased frequency of examination credits; exam content as regular credits; leading eventually to achieving industry/professional training Level 1 in qualifications for the various forms of training.

4. Recommendations for achieving education objectives in the post-2015 era

4.1. Encourage innovation in education management

Modify and supplement the *Education Law*, ensuring a uniform system of legal documents, as a basis for implementing innovative and comprehensive education and training.

Promote administrative reform, a focal point for implementation and management of state apparatus for synchronizing education decentralization. Improve and implement a mechanism for coordination between ministries and local industry. Encourage decentralization of state education and, accordingly, support actors at the local level to develop their education programs, with each school having its own school education program. Promote autonomy in personnel and finance to implement education goals.

Promote computerization of education management. Encourage robust innovation in information dissemination and communication to increase awareness, build consensus and mobilize participatory assessment and monitoring, and encourage debate in society for the reform and development of education.

Develop the structure of the national education system, building on the national framework for education so that it is compatible with other countries in the region and around the world, ensuring diversification of learning methods and the creation of lifelong learning opportunities for all.

Implement strategy management, education planning and development of human resources in each sector, in accordance with the local socio-economic context, development needs and security situation.

Focus on quality management in education: achieving learning outcomes and the quality assurance conditions on the basis of the achievements in science, technology and management, gradually reaching the standards of advanced countries.

4.2. Support the professional development of educators and education managers

Consolidate and develop the system of teacher training, creating innovative content and training methods, ensuring that the training for teachers and management staff enables them to be fully capable of implementing the innovative secondary education curriculum in the post-2015 era.

Ensure sufficient numbers of teachers; gradually implement comprehensive education, in accordance with the ECCE and general education curricula. Provide full-day schooling, foreign language teachers, school counsellors and vocational education teachers, and ensure teachers have the skills necessary for teaching learners with disabilities.

Standardize the training, selection, use and evaluation of teachers and education managers. Focus on improving the professional ethics, behaviour and knowledge of teachers and school staff so as to set an example for students.

4.3. Upgrade curricula and education content

Continue innovations in the field of ECCE, towards ensuring early childhood education is comprehensive, integrated and child-centered and offers fun activities to develop children's love of learning and expand their experiences. Focus on the formation and development of social skills at a level appropriate to each child's age, and in line with the requirements of both modern society and traditional culture. Direct the replication of pilot models built in the spirit of innovation in a number of pre-school institutions.

On the basis of the assessment of general education and with regard to current curriculum advances in the world, implement an innovative curriculum and associated textbooks in the post-2015 era towards developing the capacity of students. While ensuring consistency in the curriculum nationwide, ensure learning is

appropriate to the characteristics of each locality. Individuals and organizations are encouraged to develop textbooks based on the curriculum developed by the Ministry of Education and Training, then to submit it to the MoET for appraisal and approval before being putting into use. Where local governments create locality-specific educational materials, these should be subject to a self-evaluation before being submitted to MOET for approval.

Develop a continuing education curriculum that promotes the application of information and communication technology to meet the diverse learning needs of all people (including learning social skills), to help students develop their characters and expand their knowledge, to enable learners to gain professional qualifications that match job requirements and to assist people to improve their quality of life.

Continue to develop innovative teaching methods and methods for assessment of learning outcomes, towards promoting positivity, self-discipline, initiative, creativity and ability of learners.

4.4. Increase investment in education and support innovative financing mechanisms in education

Ensure the ratio of expenditure on education to the overall budget is 20 per cent or more, depending on the socio-economic conditions, and manage the education budget effectively. The education budget should cover general education, education for ethnic minorities and those in disadvantaged areas and circumstances, and education for the gifted and talented.

The State budget should gradually allow for the standardization and modernization of technical infrastructure, ensuring adequate financial resources and a minimum standard of teaching aids for all education institutions.

Enhance the mobilization of extra-budgetary resources for education and training through such means as encouraging models with high

quality education and high tuition fees and especially attracting funding for difficult areas and for special education.

Mobilize public-private cooperation in the application of the models and for new methods of education, especially with regard to private schools.

4.5. Enhance support for educational development in disadvantaged areas

Develop and implement policies to ensure equal learning opportunities, and provide support and priority assistance to human resource development in disadvantaged and ethnic minority areas. Prioritize support for teachers and education managers in disadvantaged and ethnic minority areas.

Develop distance education and vocational education. Strengthen and expand the system of boarding schools and semi-boarding school, and the new school model. Develop the system of special education for people with disabilities, HIV-affected children, street children, and other vulnerable children.

Increase investment in special education; develop preferential policies for special education teachers and students with disabilities.

4.6. Expand and improve the efficiency of international cooperation in education

Encourage national organizations and educational institutions to cooperate with international organizations and education institutions to develop innovative curricula, content, teaching methods, literacy activities and training of teachers and education managers.

Encourage international organizations and Vietnamese people residing abroad to renew investment in education in Viet Nam, including financial support for teaching, scientific research and applications, and technology transfer, to contribute to developing education in Viet Nam and enabling access for all.

Suggest that countries and international organizations support the application of advanced education models at the various education levels; support the implementation of special education, education for persons with disabilities and education for disadvantaged regions.

Encourage countries and international organizations to support the development of private pre-school education, and to provide parents with information to help them care for children.

Appendices

Appendix 1: Policies on the implementation of the EFA Goals

- Constitution 2013 (amended Constitution 1992); Education Law 2005 and amended Education Law 2009.
- Government Decree 136/2013/ND dated 21.10.2013, on policy of social assistance for social protection subjects.
- Minister of Education and Training Decision 27/2001/QD-BGD&DT dated 05/7/2001, on the regulation of recognizing schools meeting national standards.
- Minister of Education and Training Decision 26/2001/QD-BGD dated 07.05.2001, on regulations of standards, testing and certification assessment for universal lower secondary education.
- Minister of Education and Training Decision 45/QD-BGD on pre-school institutions meeting national standards of pre-school education in the period 2001-2005; amended Decision on standards and an accreditation process of national standard kindergartens level 1 and level 2.
- Minister of Education and Training Decision No. 31/2005 / QD-BGD&DT dated 20/10/2005, on minimum requirements for pre-school children and independent groups who have more difficult in places which are not eligible kindergartens.
- Minister of Education and Training Decision 14/2008/QD-BGDDT dated 07/4/2008, on regulations on organization and operation of the pre-school institutions.
- Minister of Education and Training Decision 36/2008/QD-BGDDT dated 07/4/2008, on regulations of recognizing pre-school institutions reaching national standards.
- Minister of Education and Training Decision 41/2008/QD-BGDDT dated 07/4/2008, on the organization and operation of private pre-school institutions.
- Minister of Education and Training Decision 5205/QD-BGDDT dated 19.09.2006, on pilot pre-school education curriculum.
- Minister of Education and Training Decision 2227/QD-BGD dated 08.05.2006, on the list of minimum pre-school education equipments serving pilot innovative curriculum.
- Minister of Education and Training Decision 2322/QD-BGDDT dated 07/5/2007, on plans for implementing a 2-year pilot pre-school education curriculum (2006-2007, 2007-2008).
- Minister of Education and Training Circular 17/2009/QD-BGD dated 07.25.2009, on pre-school curriculum.
- Minister of Education and Training Decision 23/QD-BGDDT dated 22/5/2006, on regulations on inclusive education for the disabled and handicapped people.

- Minister of Education and Training Decision 14/2007/QĐ-BGDĐT dated 04/5/2007, on occupational standards of elementary teachers.
- Ministry of Education and Training Circular 14/2011/TT-BGDĐT dated 08/4/2011, Standards on regulations on elementary principals.
- Ministry of Education and Training Circular 59/2012/TT-BGDĐT dated 28.12.2012, on evaluation standards, recognition of primary schools reach the minimum school quality standards, and national standards.
- Ministry of Education and Training Circular 67/2011/TT-BGDĐT dated 30/12/2011, on evaluation benchmarks of elementary schools.
- Ministry of Education and Training Circular 36/2009/TT-BGDĐT dated 04/12/2009, on the inspection regulations, recognized universal primary and lower secondary education at the right age.
- Ministry of Education and Training Circular 29/2009/TT-BGDĐT dated 22/10/2009, on promulgated high school principal standards, levels of lower secondary schools and high schools.
- Ministry of Education and Training Circular 30/2009/TT-BGDĐT dated 22/10/2009, on professional standards of teachers of lower secondary, upper secondary schools.
- Ministry of Education and Training Circular 47/2012/TT-BGDĐT dated 12.07.2012, Regulations on recognition of primary, lower and upper secondary schools meeting national standards.
- Ministry of Education and Training Circular 13/2012/TT-BGDĐT dated 06/4/2012, Standards on evaluation of levels of primary, lower and upper secondary schools.
- Prime Minister Decision No. 60/2011/QĐ-TTg dated 26/10/2011 on developing pre-school education in the period 2011-2015.
- Prime Minister Decision 112/2007/QĐ-TTg dated 20/7/2007, on support services to improve and enhance people's lives for the 2007-2010 period.
- Prime Minister Decision 201/2001/QĐ-TTg dated 28/12/2001, approving the strategy on education development from 2001 to 2010.
- Prime Minister Decision 711/QĐ-TTg dated 13/6/2012, approving the strategy of education development in the period of 2011-2020.
- Prime Minister Decision 07/2008/QĐ-TTg dated 10/01/2008, approving the national target program on education and training by 2010.
- Prime Minister Decision 1210/QĐ-TTg dated 05/9/2012, approving the national target program on education and training in the period 2012-2015.
- Prime Minister Decision 2123/2010/QĐ-TTg dated 22/11/2010, approving the scheme on supporting ethnic minority children in six provinces.
- Prime Minister Decision No. 161/2002/QĐ-TTg dated 11/15/2002, on development of early childhood education.

- Prime Minister Decision 149/2006/QĐ-TTg dated 23.06.2006, approving the scheme of pre-school education development for 2006-2015.
- Prime Minister Decision 239/QĐ-TTg dated 09/2/2010, approving the scheme of pre-school education for children aged 5 in the period 2010-2015.
- Prime Minister Decision 112/2005/QĐ-TTg dated 05.18.2005, approving the scheme “Building a learning society in the period of 2005-2010”.
- Prime Minister Decision 89/QĐ-TTg dated 09/1/2013, approving the scheme “Development of a learning society in the period of 2012-2020”.
- Prime Minister Decision 692/QĐ-TTg dated 04/5/2013, approving the scheme “Anti-illiteracy until 2020”.
- Prime Minister Decision 159/2002/QĐ-TTg dated 15.11.2002, approving the scheme on concretization of schools and classrooms.
- Prime Minister Decision 20/2008/QĐ-TTg dated 01/2/2008, on approval for the project of permanent schools, classrooms and teacher’s rooms in the period 2008-2012.
- Prime Minister Decree No. 20/2014/ND-CP dated 03/24/2014, on universal education, and anti-illiteracy.
- Politburo Directive No. 10-CT/TW dated 05/12/2011, on early childhood education for children aged 5, reinforcement of the results of universal primary and lower secondary education, streamlining of students after lower secondary education and adult literacy.
- Secretary of the Central Committee of the Communist Party of Viet Nam Directive 40/CT/TU dated 15/6/2004, on improving the quality of teachers and education managers.
- XI Party Central Committee Resolution 29-NQ/TW dated 04.11.2013, on radical and comprehensive renovation in education and training, laying the basis for improving the quality of education and training in general education, and early childhood education in particular.
- Xth National Assembly Congress (8th session) Resolution No. 41/2000/QH10 dated 12/09/2000, passing the universalization of lower-secondary education.
- Xth National Assembly Congress (8th session) Resolution 40/2000/QH10 dated 12.09.2000, on the innovative general education curriculum.

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Constitution of the Socialist Republic of Viet Nam 2013, Hong Duc Publishing House, Hanoi, 2014.

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Appendix 3: Figures and tables

List of Figures:

Figure 1: National education system of Viet Nam (2014)	9
Figure 2: GER in pre-primary education, 2000-2013 (%)	14
Figure 3: Annual enrolment rate, by age group (%)	15
Figure 4: Ratio of ethnic minority students to total students (%)	15
Figure 5: Ratio of new entrants in pre-primary, by region, 2000/01 and 2012/13 (%)	16
Figure 6: Percentage of new entrants to primary grade 1 who have attended ECCE	17
Figure 7: Enrolment rates in private pre-school institutions, 2000-2013 (%)	17
Figure 8: Percentage of trained pre-school teachers reaching national standard.	18
Figure 9: Gross intake rate in primary education, by region (2000-2013)	20
Figure 10: Net intake rate in primary education, 2006-2013(%)	21
Figure 11: Net intake rate for primary education, by region, 2000-2013 (%)	22
Figure 12: Enrolment rate for ethnic minority children in primary education, 2000-2013 (%)	23
Figure 13: Gross intake rate for lower-secondary education, by region, 2012-2013 (%)	26
Figure 14: Net intake rate for lower secondary education, by sex (%)	27
Figure 15: Net intake rate in lower secondary education, by region, 2005-2013 (%)	27
Figure 16: Ratio of ethnic minority students in lower-secondary education (%)	30
Figure 17: Percentage of primary teachers reaching national standards, 2006-2013	31
Figure 18: Percentage of lower-secondary teachers reaching national standards, 2000-2013	31
Figure 19: Percentage of primary students participating in full-day schooling.	36

List of Tables:

Table 1: Public expenditure on pre-school education
Table 2: Pupil-teacher ratio in pre-primary education
Table 3: Gross intake rate for primary education, by sex
Table 4: Gross enrolment rate in primary education, by sex, 2000-2013
Table 5: Net enrolment rate in primary education
Table 6: Number of disabled children enrolled in primary education
Table 7: Repetition rate for primary education (%)
Table 8: Drop-out rate, survival rate, primary cohort completion rate and transition rate
Table 9: GIR for lower secondary education, by sex (%)
Table 10: Gross enrolment rate for lower secondary education, by sex
Table 11: Net enrolment rate in lower secondary education, by sex (%)
Table 12: Repetition rate in lower secondary education, by grade
Table 13: Pupil-teacher ratio in primary and lower-secondary education
Table 14: Public expenditure on education as a percentage of GNP and GDP
Table 15: Ratio of expenditure on basic education to total expenditure on education
Table 16: Recurrent expenditure on primary education as a percentage of GNP and GDP
Table 17: Districts and provinces with universal primary education at the right age
Table 18: Districts and provinces with universal lower-secondary education, 2000-2013
Table 19: Youth literacy rate
Table 20: Adults (15 years old +) literacy rate
Table 21: Youth literacy rate, by region
Table 22: Adult literacy rate, by region
Table 23: Number and percentage of adults completing upper-secondary education

Table 24: Number and rate of learners participating in adult literacy classes

Table 25: Female learners in combined basic education and vocational training courses

Table 26: Youth and adult literacy rates, by sex

Table 27: Female learners participating in continuing basic education courses

Table 28: Gender parity index of gross enrolment and new enrolment, by education level

Table 29: GPI for literacy education, by age (2000-2013)

Table 30: Percentage of teachers reaching training standards, by sex and GPI

Table 31: Percentage of female teachers at each education level, 2000-2013

Table 32: Female chief education officers at the central, provincial and district levels

Table 33: Total education budget as percentage of GDP and GNP