The Socialization of Education Policy in Vietnam: Pursuing Quality Education for Children with Special Educational Needs

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The 18th UNESCO-APEID International Conference, Bangkok, Thailand
Overview

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3. Purpose of the Study
4. Inclusive Education in Vietnam
5. Development of Private Centers
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1-1. Background: Education for All movement

• Education 2030
  “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

• Convention on the Rights of Persons with Disabilities
  “State Parties shall ensure an inclusive education system at all levels and lifelong learning” (Article 24)

The terms “inclusive” and “inclusion” are being used more and more for policy documents: What does it means for?
1-2. Background: Rights of Persons with Disabilities

• The Salamanca Statement and Framework for Action (1994)
  ✓ “the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system” (Item 1)
  ✓ It calls upon governments and urges them to “adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise” (Item 3)

• The fundamental meaning of “inclusive” is to get children into regular education system, especially to reform regular school, its concept is known as Social Model,

• However, even if aiming for reformation of regular schools, is it possible for developing countries, where educational system is immature, to achieve this goal?

• Policies for special educational needs, as well as those of general education, “have their own problems of excessively ‘globalised’ goals and strategies.”: The dangers of international orthodoxies

(Urwick and Elliott, 2010)

- Effective history is “an interpretive lens that uses language, rather than chronological time, as a point of reference” in order to analyze policy documents.
- Focusing on international education policy, especially social model which is related to inclusive education

“This focus on language and policy as discourse reveals an effective history, allowing a critical analysis that delves beneath the chronology of policy as event”

- Analyzing international policy documents on disabilities, focusing on how they have developed international discourse
## 2-2. Conceptual Framework: Analysis on Policy Discourse

<table>
<thead>
<tr>
<th>Year</th>
<th>Policy document</th>
<th>Content areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>United Nations Convention Against Discrimination in Education</td>
<td>19 articles</td>
</tr>
<tr>
<td>1971</td>
<td>United Nations Declaration on the Rights of Mentally Retarded Persons</td>
<td>7 articles</td>
</tr>
<tr>
<td>1975</td>
<td>United Nations Declaration on the Rights of Disabled Persons</td>
<td>13 articles</td>
</tr>
<tr>
<td>1981</td>
<td>Sundberg Declaration</td>
<td>16 articles</td>
</tr>
<tr>
<td>1982</td>
<td>United Nations World Programme of Action 3 goals: Concerning Disabled Persons</td>
<td>Prevention, rehabilitation, and equal opportunity</td>
</tr>
<tr>
<td>1989</td>
<td>Tallinn Guidelines for Action on Human Resources Development</td>
<td>9 strategies</td>
</tr>
<tr>
<td>1990</td>
<td>Convention on the Rights of the Child (UNICEF)</td>
<td>54 articles</td>
</tr>
<tr>
<td>1990</td>
<td>World Declaration on Education for All (UNESCO, Jomtien)</td>
<td>10 articles</td>
</tr>
<tr>
<td>1994</td>
<td>World Congress on Special Needs Education, Salamanca</td>
<td>85 articles</td>
</tr>
<tr>
<td>1995</td>
<td>World Summit for Social Development</td>
<td>10 commitments, Programme of Action</td>
</tr>
<tr>
<td>2000</td>
<td>Education for All (EFA) Framework for Action (UNESCO, Dakar)</td>
<td>6 goals</td>
</tr>
</tbody>
</table>
2-2. Conceptual Framework: International Orthodoxy

- Peters’ Viewpoint of Effective History
  ✓ “International community values and philosophical commitment, ... say more about international collective commitment to education than they do about countries’ capacities to provide education in practice”
  ✓ Effective History “reveals that progress toward a social model of disability has not been even or continuous”

(Peters, 2007)

- Danger of International Orthodoxy
  ✓ “The most important flaw is the assumption that fully inclusive schooling is universally the most effective strategy for children with SEN”: “international orthodoxies should be put on hold while we roll up our sleeves and get to work”
  ✓ Multi track strategy for the long-term development of special and inclusive education: regional centers, selected regular schools, regular schools adjacent to special homes, other regular schools should be considered at large

(Urwick and Elliott, 2010)
3-1. Purpose of the Study

- Yet, the debate still revolve around a perspective on regular schools; there are alternative choices for children with disabilities.

- This study, therefore, portrays an outside school environment in the backdrop of inclusive education policy: A case for Vietnam

- In Vietnam, the Socialization of Education policy was adopted by the Communist Party of Vietnam in 1996, and the government implemented.
  - It aims to reinforce educational system by mobilizing community and foreign resources, and promoting privatization while enhancing government authority
  - Organization of people-founded (dân lập) and of individual (tư nhân) are promoted within education system

  The study reveals unintended effect of Socialization of Education on education for children with disabilities in Vietnam
### 4-1. Inclusive Education in Vietnam: Policy as Discourse

<table>
<thead>
<tr>
<th>Year</th>
<th>Policy document</th>
<th>Content areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>Integrated Education (giáo dục hội nhập) via UNESCO</td>
<td>Terms (hội nhập / hòa nhập) mingled</td>
</tr>
<tr>
<td>1989</td>
<td>Pilot project on education for children with disabilities</td>
<td>Cooperating CBR</td>
</tr>
<tr>
<td>1990</td>
<td>Ratified Convention on the Rights of Child</td>
<td>Advocate child rights</td>
</tr>
<tr>
<td>1991</td>
<td>Law on Universal Primary Education, Law on Child Protection, Care and Education</td>
<td>The term Inclusive Education (giáo dục hòa nhập) became pervasive</td>
</tr>
<tr>
<td>1996</td>
<td>Socialization of Education</td>
<td>Mobilize resources/Privatization</td>
</tr>
<tr>
<td>1998</td>
<td>The Education Law, The Ordinance on Disabled Persons</td>
<td>A term “Inclusive” (hòa nhập) on legislative</td>
</tr>
<tr>
<td>2002</td>
<td>Steering Committee on education for children with disabilities</td>
<td>Monitoring education at province, districts</td>
</tr>
<tr>
<td>2006</td>
<td>Ministry Decision (No.23) on Inclusive Education (giáo dục hòa nhập)</td>
<td>Inclusive Education to the whole country</td>
</tr>
<tr>
<td>2007</td>
<td>Signed Convention on the Rights of Persons with Disabilities</td>
<td>National action plan was launched</td>
</tr>
<tr>
<td>2010</td>
<td>Law on Persons with Disabilities</td>
<td>Inclusive Education became a major means of education</td>
</tr>
<tr>
<td>2014</td>
<td>Ratified Convention on the Rights of Persons with Disabilities</td>
<td>Relaunching the next national action plan</td>
</tr>
</tbody>
</table>

Continuously follow international trend while the terms are intermingled
4-2. Inclusive Education in Vietnam: National Education System

- **Primary School (5 years)** (99% Schools are national)
- **Junior High School (4 years)**
- **High School (3 years)**
- **Professional Secondary/Vocational Training (2-3 years)**
- **College**
- **University (4, 5 years)**
- **Kindergarten (5-year-old)**
- **Nursery**

**Promoting Inclusive Education**

- people-founded (dân lập)
- individual (tư nhân)

**Higher Education**

**Universal Education**

**Community/Foreign Resource**

**Socialization of Education**

**Promoting Privatization**

**General Education**

**Early childhood Education**

**Life-long Education**
4-3. Inclusive Education in Vietnam: Behind the Policy

Table 1. Statistics on Children with Disabilities in Primary Education

<table>
<thead>
<tr>
<th>Pupils (6yrs-11yrs)</th>
<th>Net enrollment ratio</th>
<th>Children in Inclusive Education</th>
<th>Children in Special Education</th>
<th>Children with Disabilities (16yrs and under)</th>
</tr>
</thead>
</table>

Resouce: MoET (2015)

Where do the other children go?
Inclusive Education in Vietnam: Alternative Choices

Table 2. Educational Environment at Primary Education Level

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular School</td>
<td>All schools are supposed to implement inclusive education, but it depends on principals and conditions vary.</td>
</tr>
<tr>
<td>Special School</td>
<td>Some special schools also implement inclusive education by means of accepting children without disabilities, but some parents do not prefer sending their children to special schools.</td>
</tr>
<tr>
<td>Parents’ Home</td>
<td>Although it is rare, a group of parents cooperate together to nurture and educate children with disabilities on their own.</td>
</tr>
<tr>
<td>Private Tutor</td>
<td>Teachers’ activity with monetary purpose is banned by education laws, but it is pervasive even in special education.</td>
</tr>
<tr>
<td>Private Center</td>
<td>Private centers recently grow into popularity, and provide education service.</td>
</tr>
</tbody>
</table>
5-1. Private Centers: Fieldwork in Hanoi

Date: 10th – 18th August, 2016
Location: Urban area in Hanoi

Identifying private centers

✓ Phạm Dung (the director of Medisch Comite Nederland-Vietna)

Private centers are now increasing because of privatization

14 or 15 exist in Hanoi

✓ List of 46 institutions for children with disabilities

5 of them are identified as private centers, providing children with disabilities with education and medical care.

Divided into two types: run as company (type 1), run by individuals (type 2)
5-2. Private Centers: type 1 (Run as Company)

• Established in 2010
• 134 children with disabilities, and 33 teachers
• 5,000,000 VND (224USD)/month
• basic math and reading/writing skills
• Registered as “Ltd. company special school” for Ministry of Planning and Investment, not for Ministry of Education and Training
5-3. Private Centers: type 1 (Run as Company)
5-4. Private Centers: type 1 (Run as Company)
5-5. Private Centers: type 2 (Run by Individuals)

• Established in 2002
• 65 – 70 children with disabilities, and 18 teachers
• 2,000,000VND, but practically give a discount: 500,000 (22USD)-1,000,000VND (45USD)/month
• The director used to be a doctor, and accept mainly children with developmental disabilities
• Its curriculum follows the guideline of Ministry of Education and Training
5-6. Private Centers: type 2 (Run by Individuals)
5-7. Private Centers: type 2 (Run by Individuals)
6-1. Discussion: Socialization of Education

- Promotion Privatization
- Promoting Inclusive Education
- Universal Education (99% Schools are national)
- Promoting Privatization

- Nursery
- Kindergarten (5-year-old)
- Primary School (5 years)
- Junior High School (4 years)
- High School (3 years)
- College (2-3 years)
- University (4, 5 years)
- Professional Secondary/Vocational Training
- Community/Foreign Resource

- Run as Company (type 1)
- Run by Individuals (type 2)
- People-founded (dân lập)
- Individual (tư nhân)
6-2. Discussion: Insights of Effective History

- While the terms of Vietnamese policy change and are intermingled, Vietnamese inclusive education policies continuously pursue international orthodoxy.
  
  International-oriented Policy did not pay enough attention on reality of children with disabilities.

- Children with disabilities access to private centers, which grow into popularity.
  
  It leads moving away from the national education system that implements inclusive education: Unintended effect of Socialization of Education.

- As schools of people-founded (dân lập) and of individual (tư nhân) are promoted, private centers also emerge as institutions run as company or by individuals.
7. Conclusion/Recommendation

• While community resources are mobilized for education system, people who have resources invest educational activities outside regular schools partially because of disappointment of general education.

• While private centers grow into popularity, people who need the service are not sure which center is appropriate and available because there is neither monitoring system nor connection of school education.

• It is necessary to establish monitoring system for private centers in order to provide information for those in need.

• The study suggests an insight of quality education beyond regular school: Improve quality of education and cooperation among educational choices for children with disabilities with broad perspective.
Reference

