The issue of OOSC in Viet Nam: situation, policies and programs

Viet Nam Ministry of Education and Training

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An overview of the current OOSC situation in Viet Nam

- 14.3 million children between 5 and 14
- 1.5 mil of whom aged 5
- 6.6 mil aged 6 -10
- 6.2 mil aged 10-14
- Percentage of children aged 5 attending school was 87.81 %
- Percentage of out of school children aged 5 was 12.19 % equivalent to 175,848 children

An overview of the current OOSC situation in Viet Nam

- Percentage of children aged 6-10 attending school was 96.03 %
- Percentage of out of school children aged 6-10 was 3.97 % equivalent to 262,648 children
- Percentage of children aged 11-14 attending school was 88.83 %
- Percentage of out of school children aged 11-14 was 11.17 % equivalent to 868,849 children
- Total number of out of school children aged 5-14 was 1,127,345

Barriers

1. Economic barriers concerning the demand side of education

1.1 Poverty was the major economic barriers affecting school attendance

- Children have no money for school fees
- Difficult circumstances and high costs were major reasons for children to leave primary schools

1.2 Child labour was the second reason

Barriers

1.3 Migration for employment
1.4 Climate changes and disasters
2. Socio-cultural barriers
2.1 Children don’t want to go to school
2.2 Children with disabilities
2.3 Lack of parental care for children’s learning

Barriers

- 2.4 Poor result at school
- 2.5 Children in unregistered household
- 2.6 Cultural norms in some ethnic minority communities placed women and girls in a subordinate position to men
- 2.7 Early marriage
- 2.8 Cultural stereotypes define ethnics people as deficient and not like the Kinh majority

Barriers

Barriers on the supply side

- School infrastructures
- Teachers
- School management

3.1 School infrastructures

- Lack of school and low quality of school in remote and mountainous areas
- Distance to school and lack of mean of transportation
- Lack of clean water and sanitation facilities

Barriers on the supply side

3.2 Teachers
- Lack of teachers: especially ethnic minority teachers, esp. teachers from local ethnic groups
- Quality of teachers: lacked professional competence, resulting in limited teaching quality
- Policies for teachers

Barriers on the supply side

3.2 School management

- Pursuit of exaggerated achievements: grade transition, graduation rate and ranking was common in many provinces

- Challenges in school management: distance, flood, increase in migrant population in big cities, children with disabilities, inclusive education...

- Limited access to full-day schooling for vulnerable students/pupils

- Discrimination, bullying and violence

4. System analysis

- Curriculum requirements were difficult to achieve
- Education was not delivered in mother tongue
- Gaps in data and information for analyses of ethnic minority groups and other vulnerable groups
- Governance and capacity barriers
- Financial barriers

Relevant national policies vis-à-vis OOSC

The Government of Viet Nam has issued several policies aimed at removing the barriers related to OOSC and the five dimensions of exclusion should be replaced within the broader framework of poverty reduction. There are 2 types of policies:

- The first type of policies includes education policies that directly address the issue of OOSC.
- The second type of policies includes social protection and insurance policies related to education and OOSC.
Relevant national policies vis-à-vis OOSC and FLS

Policies address OOSC:

VN has adequate education policies to maximize enrollment of children aged 5-14 and priority are given to vulnerable children and children from disadvantaged areas. These contribute to the reduction of OOSC. Policies are here understood in broad term covering laws and sub-laws documents.

Relevant national policies vis-à-vis OOSC

- The assurance of equity in access to pre-primary, primary and lower secondary school education is started in the constitution and relevant laws of Vietnam.

- 1992 Constitution of SR Viet Nam, revised 2001, Article 36, states that the State gives priority investment to education and encourages differences sources of investment for education. Priority is reserved for education development in mountainous and ethnic minority areas and in regions with special difficulties. The 2013 Constitution continues to affirm this position.

Relevant national policies vis-à-vis OOSC

- The Law in Education of Vietnam (2005) outlines regulations for the development of a child-friendly learning environment, in which the education approaches are to stimulate interests and enjoyments in learning for students.

Relevant national policies vis-à-vis OOSC

- The Law on Persons with disabilities (2010) stipulates that the states shall facilitate learning opportunities for persons with disabilities that are appropriate for their capacity and needs.

Relevant national policies vis-à-vis OOSC and FLS

Decision No 62/2005/QD-TTg support universal lower secondary education

Decision No 82/2005/QD-TTg regulates the adjustment of Government scholarship for ethnic minority students

Decision No 152/2007/QD-TTg provides for priority scholarship to students and pupils

Decision No 157/2007/QD-TTg provides for micro credit for students
Relevant national policies vis-à-vis OOSC

- Decision No 85/2010/QD-TTg regulates provision of support for primary and lower secondary pupils at ethnic minority semi-boarding schools
- Decision No 1640/QD-TTg (2011) approves the scheme “Strengthen and develop the ethnic minority semi-boarding schools system 2011-2015”
- Decision No 2123/QD-TTg (2010) approves the scheme “Education development for very small ethnic minority groups 2011-2015”
- Decision 89/ QD-TTg / 2012 approves the project “Building learning Society in Viet Nam 2012-2020”. This is the most important national policy to promote lifelong learning in VN
Relevant national policies vis-à-vis OOSC

- Decree 61/2006/ND-CP regulates policies for teachers and management staff at specialized school in extremely disadvantaged areas.
- Decree 49/2010/ND-CP stipulates policies for teachers and management staff at specialized school in extremely disadvantaged areas.
- Decision No 239/QD-TTg (2010) approved the scheme “Universal five year preschool from 2010 to 2015”
Relevant national policies vis-à-vis OOSC

- Decision No 60/2011/QD-TTg stipulates policies for development of early childhood education
- Decision No 12/2013/QD-TTg stipulates policies to support upper secondary students in areas of extremely difficult
- Decision No 36/2013/QD-TTg stipulates a rice subsidy policy for students at schools in extremely disadvantaged region
Relevant national policies vis-à-vis OOSC

- Decision No 711/QD-TTg (2012) stipulates the “Education Development Strategies from 2011 to 2020”
- Decision No 1019/QD-TTg (2012) approved the scheme “Assistance for people with disabilities from 2012 to 2020”
Directive No 02/CT-TTg (2013) regulates the implementation of Conclusion No 51 made by Central Community Party Executive Committee, which is concerned with human resource planning in education, effective universal early childhood education for children five years of age, strengthening the result of universal primary and lower secondary schools, addressing the maintenance of deteriorating and temporary schools in remote, mountainous areas with extremely difficult conditions, implementation of incentive policies for teachers and education managers, especially in remote, ethnic minority areas and areas with extremely difficult conditions.
As a result of these policies, especially tuition exemption and subsidies for school materials and lunch at school, many children 5-14 years old in very difficult circumstance remained in school, thereby reducing the dropout rate.
Some other policies

- Targeted education programs
- Program 135
- Program 143
- Program 168, 173, 186 (regional)
- De-centralization and education management
- Policies to eliminate economic barriers and improve living standards
Social insurance and protection related to education and OOSC

- Social insurance programs
- Health insurance: free for disadvantaged groups and all children under 6
- Social assistance programs
- Planned strategies 2011-2020: universal, sharing, equitability and sustainability, promoting responsibility of individuals, special support for poor and vulnerable groups....
VNEN: Viet Nam New School Model

- Starts: 2012/2013 school year
- Ends: 2015/2016 school year
- Scopes
  - 1,704 primary schools in project and 1,039 voluntary schools at primary level joined VNEN (Total 2,508 schools among 15,000 primary school nationwide).
  - 24 schools (24 classes) in 6 provinces joined pilot VNEN at lower secondary level
RESULTS OF VNEN

Component 1. Material development

1. Development of Material “Learning Guide” and other documents on Vietnamese Language and Maths for Grade 2,3,4,5; on Nature and Society for Grade 2,3; on Science for Grade 4,5; on History and Geography for Grade 4,5

2. Guide to organize education activities for Grade 2,3,4,5
RESULTS OF VNEN

Component 2. Material for upgrading primary teachers’ institutional ability

- Material on Class organization for VNEN
- Guide on Community’s and students’ parental joins in VNEN
- Guide on teaching Art according to new method
  - Guide on Holding Professional Art according to new method of VNEN
  - Guide on educating life’s styles for Grade 5
RESULTS OF VNEN

VNEN  Lower Secondary Learning Guides
- Learning Guides  Grade 6 for Literature, Maths, Science and Nature, Science and Society, Civic Education, Computer Technology and Application Teaching Guides on Education activities; Organization of class after VNEN
- Training Teaching VNEN Grade 6
RESULTS OF VNEN

Documents for pedagogical universities:
- Methods on organizing education activity at primary school
- Methods on teaching subjects on nature and society at primary school
- Methods on teaching Vietnamese language at primary school
- Methods on teaching Maths at primary school
- Strengthen pedagogical profession in VNEN
- Psychological bases of organizing education activity in VNEN
RESULTS OF VNEN

- Video clips were made to illustrate the classroom lessons of VNEN2.
- Upgrading the capacity of building materials through training courses, conferences and workshops
- Pupils from Grade 2 to Grade 6 get free course books and learning guides
RESULTS OF VNEN

- Upgrading capacity for local education managers and teachers
- Innovation in methods of teaching, learning and assessment
- Pupils get used to new method of learning, with the aids from teachers
- Pupils get more active, positive, creative
- Innovation in organization, management of school with the help of pupils’ family and community
RESULTS OF VNEN

Changes at school
- Increase in understanding of staff, teachers, pupils, family and community
- Education environment has been renewed
- Education quality has been improved
- School is open for all children
Lessons learnt

In managing and monitoring fields:
- Strengthening media in various types
- Advising and relying on the support of local government
- Collaboration with parents and community
- Strengthening supervision and monitoring
- Effective use of project’s budgets
- Principals play an important role in changing activities and upgrading quality
Challenges

- Innovation in teaching and learning is still not effective
- Training job for management staff and teachers are not qualified
- Implementation conditions are still low in some areas
- Lack of a particular project on OOSC in VN
Thank you very much for attention!

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