Summary of the Teaching of Philosophy in Viet Nam

Philosophy in the National goals of Education

The education system in Vietnam aims to improve “general knowledge, training the workforce, and fostering talented people while broadening the scope of education and improving its quality and results, in order to contribute to the State goal of rich people, strong country, and civilized and equal society”⁶.

Philosophy related goals of education in Viet Nam are “to train independent and creative persons who can use their professional skills and knowledge to work hard and meet the needs of national construction and defence, while being sensitive to the genius of Vietnamese culture, fully combining the inheritance of national traditions and the broader civilization.”⁷ The government's policy is aimed “at raising the people’s intellectual level, training manpower, nurturing talent, and forming a pool of workers with knowledge and skills, practical ability, a dynamic and creative mind, revolutionary virtues, patriotism and love for socialism.”⁸

Primary education

Primary education consists of five years of education (Grades I-V). It should “enable pupils to have the basic and necessary understanding about nature and society; to acquire basic skills in listening, reading, speaking, writing and calculation; to acquire habits of maintaining health and hygiene; and to have a basic knowledge of music and fine arts.”⁹

The table with the weekly time allocation is shown on the next page.

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¹ http://www.prb.org/Countries/Vietnam.aspx
³ The GER is used in the education sector and by the UN. According to the UNESCO Institute for Statistics the definition of the GER is the “total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.” Its purpose is “to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment.” It is calculated by dividing “the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100.”
⁴ http://www.ibe.unesco.org/
⁵ Ibid.
⁶ Ibid.
⁷ Ibid.
⁸ Ibid.
⁹ Ibid.

Population: 86.185.000¹

Gross Enrolment Ratio²

Primary: 108% (1999)
Secondary: 62% (1999)

Percentage of GDP invested in education: 2.2% (1997)³
Percentage of government expenditure invested in education: 10.5% (1997)⁴

Compulsory Education: N/A⁵
**Weekly time allocation per grade in minutes**

<table>
<thead>
<tr>
<th>Subject</th>
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**Assessment**
Not available at this moment.

**Case studies of philosophy teaching in primary schools: Identified courses called “philosophy” in schools**
Not available at this moment.

**Case studies of philosophy teaching in primary schools: Philosophy related teaching in schools**
Not available at this moment.

**Secondary education**
Secondary education consists of lower secondary (Grades VI-IX) and upper secondary education (Grades X-XII). Lower secondary education should provide students with “skills and systematic knowledge of humanities, sciences, society and general techniques.”

Emphasis is placed on citizenship education but also vocational training and working skills. Below is the table with the weekly time allocation:

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**Moral Education or Political Education in the Vietnamese Educational System?**
Doan, Dung Hue

Vietnam has experienced the influences of different social standards and values of Confucianism, Communism and several major religions, such as Buddhism and Catholicism, and has also undergone tremendous social change in recent decades. Consequently, moral education in present-day Vietnam takes various forms and definitions. Nowadays, moral education is incorporated in the formal curriculum and taught as a single subject of study at all levels of the Vietnamese education system. The focus of moral education in primary schools is character and personality building. In secondary schools, the syllabuses focus on citizenship education, emphasising the notion of developing a socialist citizen. In higher education, the ideas of inculcating socialist thoughts and socialist principles are as important as building intellectual ability, thus, Marxist sciences and Ho Chi Minh thoughts are compulsory taught courses and make up 12% of total study hours in the undergraduate and postgraduate curriculum. Therefore, there are two different systems of morality existing in Vietnamese society-- traditional morality and socialist morality. Traditional morality is transmitted through informal channels of education, such as family education and religious institutions, while socialist morality is enforced through formal channels of the national curriculum and in various social activities and movements. However, it is still a real challenge for the Vietnamese educational system to redefine the objectives and content of moral education in order to cope with the complexity of a fast-changing society.

allocation for lower secondary education.

<table>
<thead>
<tr>
<th>Subject</th>
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</tbody>
</table>

Weekly time allocation per grade in minutes

Upper secondary education aims to equip students with “comprehensive general knowledge; systematic skills in natural and social sciences and humanities; and good morals. In addition students must have: love for their country and for peace; love for mankind; a sense of responsibility for family and society, responsibility to live and work in compliance with the laws; and eagerness for study.”

Below is the table with the weekly time allocation for higher secondary education.

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<td>Art education</td>
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</table>

Weekly time allocation per grade in minutes

Assessment
There is a national examination at the end of grade 9.

Case studies of philosophy teaching in secondary schools: Identified courses called “philosophy” in schools
Not available at this moment.

Case studies of philosophy teaching in secondary schools: Philosophy related teaching in schools
Not available at this moment.

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13 http://www.ibe.unesco.org/

Identified programmes to provide teaching materials in philosophy
Not available at this moment.

Links


http://www.ibe.unesco.org/

Acknowledgements

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