



United Nations
Educational, Scientific and
Cultural Organization



Secondary Education Regional Information Base: Country Profile

Viet Nam



1st edition (2007)



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The project receives a generous financial contribution from the Japanese Government.

Reader's Guide

The following symbols are used in the statistical tables:

- ... No data available
- * National estimation
- ** UIS estimation
- Magnitude nil or negligible
- +n Data refers to the school or financial year (or period) after the reference year (or period)
- n Data refers to the school or financial year (or period) before the reference year (or period)

General Notes:

The Secondary Education Information Base: Country Profile uses statistics from the UNESCO Institute for Statistics (UIS) and national sources. Although, in principle, UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from the UIS Education Database (<http://www.uis.unesco.org>) on June 21, 2007. Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

Definitions:

A comprehensive list of education indicators, including their definition, purpose, calculation method, and formulas used in their calculation, is available from the UIS Glossary of [Education Indicators](#).

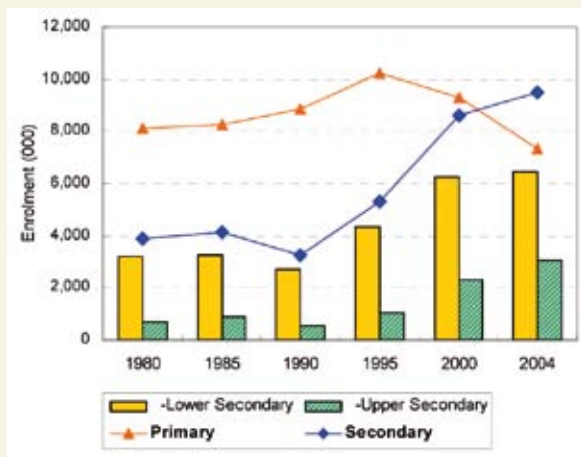
Levels of education in UIS statistics are defined according to the International Standard Classification of Education ([ISCED97](#)).

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

Abbreviations

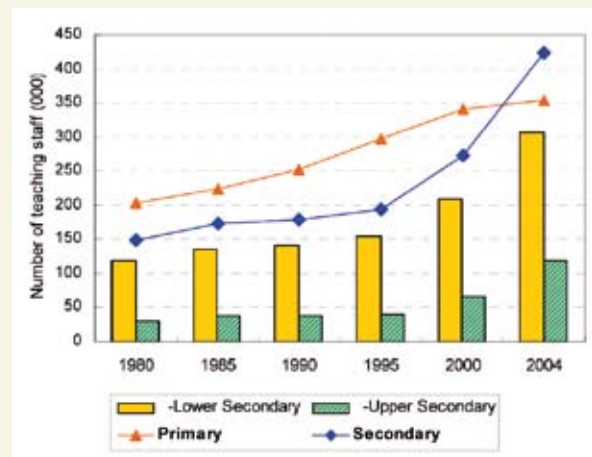
BOET	Bureau of Education and Training
DOET	Department of Education and Training
DPC	District People's Committee
EFA	Education for All
EMIS	Education Management and Information System
GDVT	General Department of Vocational Training
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
GSE	General Secondary Education
IBE	International Bureau of Education
IIEP	International Institute for Educational Planning
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MOLISA	Ministry of Labor, War Invalids and Social Affairs
MPI	Ministry of Planning and Investment
PPC	Provincial People's Committee
PPP	Purchasing Power Parity
PTR	Pupil-teacher Ratio
TA	Technical Assistance
TVE	Technical and Vocational Education
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USD	United States Dollar (currency)
VND	Viet Nam Dong (currency)

Figure 2. Change in Number of Enrolment, 1980-2004



Source: MOET. 1992, 1997, 2006d.

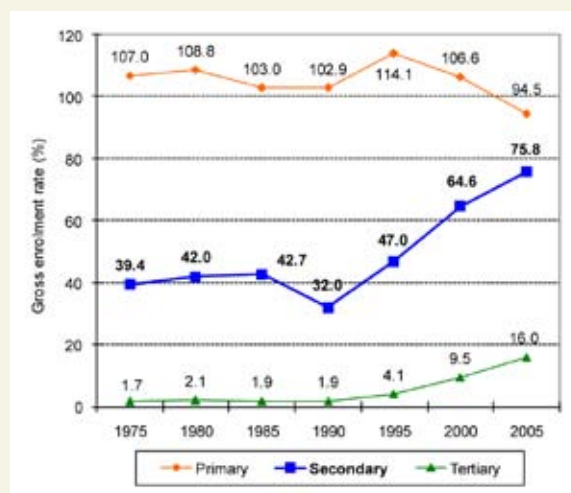
Figure 3. Change in Number of Teaching Staff, 1980-2004



Source: MOET. 1992, 1997, 2006d.

1.3 Access and Participation

Figure 4. Change in GER by Level, 1975-2005



Source: UNESCO Institute for Statistics. 2007a.

Table 4. GER in Secondary Education, 2005

	Total	Male	Female	GPI
Secondary	75.8%	76.7%	74.8%	0.97
Lower level	88.2%	90.5%	85.8%	0.95
Upper level	58.9%	58.0%	59.8%	1.03

Source: UNESCO Institute for Statistics. 2007a.

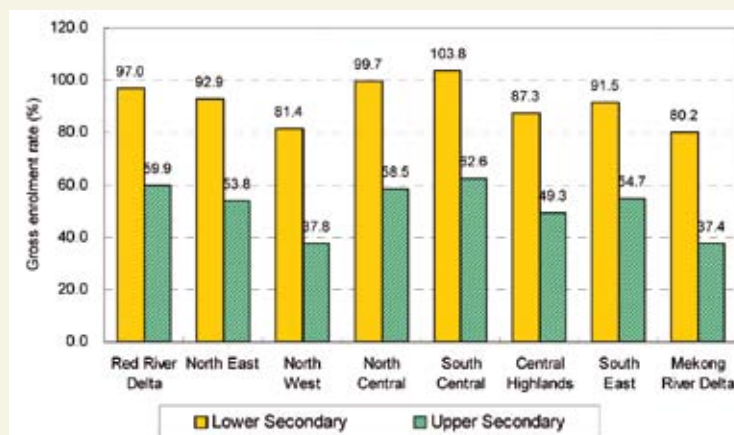
Table 5. NER in Secondary Education, 2005

	Total	Male	Female	GPI
Secondary	69.3%**	70.6%**	68.0%**	0.96**

Source: UNESCO Institute for Statistics. 2007a.

1.4 Geographical Distribution of Access

Figure 5. GER by Geographical Areas, 2005/06



Source: Department of Planning and Finance, MOET.

Table 6. GER by Geographical Areas and Sex, 2002/03

	Lower Secondary			Upper Secondary		
	Male	Female	GPI	Male	Female	GPI
Red River Delta	98.9%	94.1%	0.95	60.6%	42.6%	0.70
North East	95.4%	89.1%	0.93	47.6%	36.4%	0.76
North West	81.3%	63.3%	0.78	32.9%	24.0%	0.73
North Central	96.9%	97.1%	1.00	59.5%	46.4%	0.78
South Central	93.7%	90.0%	0.96	55.3%	41.0%	0.74
Central Highlands	86.1%	80.0%	0.93	43.0%	34.3%	0.80
South East	87.0%	85.5%	0.98	46.2%	13.1%	0.28
Mekong River Delta	74.5%	73.1%	0.98	34.4%	24.5%	0.71

Note: Gender Parity Index (GPI) was calculated by UNESCO Bangkok on the basis of MOET statistics.

Source: Department of Planning and Finance, MOET.

1.5 Student Progression

Table 7. Progression Indicators, 2005

Gross Primary Graduation Ratio ⁽¹⁾	99.8% ¹
Transition rate from Primary to Secondary	...
Gross Enrolment Ratio in Total Secondary ⁽²⁾	75.8%
Percentage of Repeaters in Total Secondary ⁽²⁾	1.0%
Upper Secondary Gross Graduation Ratio (General) ⁽²⁾	43.9%
Upper Secondary Gross Graduation Ratio (TVE) ⁽²⁾	13.8%

Source: ⁽¹⁾ General Statistics Office, 2005. ⁽²⁾ UNESCO Institute for Statistics, 2007a.

1.6 PTR and Average Class Size

Table 8. Pupil-teacher Ratio, 2005

Lower secondary	22.6
Upper secondary	27.1

Source: UNESCO Institute for Statistics, 2007a.

Table 9. Average Class Size, 2004

Lower secondary	39
Upper secondary	46.9

Source: MOET.

2 Institutional Context of Secondary Education

2.1 Education System

There are four levels of schooling in Viet Nam. Early childhood education caters to children from age three months to six years. Primary education consists of five years, where students are enrolled at the age of six years old. Students who successfully complete their primary education undertake four years of lower secondary schooling. Students who satisfactorily complete lower secondary education have several options available to them. These options include continuing with their schooling at upper secondary school or professional secondary schools, or undertaking vocational training. Some students may also undertake non-formal education or commence work. The two strands of formal education at this level, upper secondary education and professional secondary education, are conducted in separate schools by separately trained teachers, and are managed by the provinces under the aegis of the MOET. Upper secondary schooling is the much larger, academically-focused stream, whilst professional secondary education is a more practical and vocationally-oriented stream. Both can lead to university and college entry.

Recognizing the importance of basic education, the Government has set a target for universal lower secondary education by 2010. This commitment is also reflected in the Comprehensive Poverty Reduction and Growth Strategy, approved in November 2003, as well as the Education Development Strategic Plan for 2001-2010, approved by the Prime Minister on 28 December 2001. The revised Education Law, which was adopted by the National Assembly on 14 June 2005 and entered into force on 1 January 2006, also confirms that primary education and lower secondary education are universal educational levels that are compulsory for all children aged six to fourteen, with an additional stipulation in regard to the financial support and the exemption/reduction of school fees and other contributions for the disadvantaged, poor and ethnic minority students.

(See *Figure 1 Education Structure: Approximate Starting Age and Duration* on page 5.)

2.2 Legislative Framework and Key Policy Documents

The Constitution of the Socialist Republic of Viet Nam (1992)

The Constitution (Socialist Republic of Viet Nam, 1992) establishes that education and training are top-priority policies. It states that the aim of education is to form and nurture the personality, moral qualities, and abilities of the citizen, to train working people and equip them with skills, to imbue them with dynamism and creativeness, national pride, good morality, and the will to strive for national prosperity, so as to meet the need to build and defend the country.

It further provides that the State undertake the overall management of the national system of education with regard to the objectives, contents, plans, the standards required of teachers, the regulations governing examinations and the system of diplomas and certificates; that the State shall ensure the harmonious development of the educational system including early childhood education, general education, vocational training, college and post-graduate education; and that it shall enforce the universalization of primary education and elimination of illiteracy.

The Education Law (2005)

The Education Law (Socialist Republic of Viet Nam, 2005b) establishes clear objectives in relation to secondary education as follows:

Lower secondary education aims to help pupils consolidate and develop the outcomes of primary education, acquire general and basic knowledge and initial understanding about techniques and vocational orientation to continue with the upper secondary education, professional secondary education or vocational training or to enter the workforce.

Upper secondary education aims to help pupils consolidate and develop the outcomes of lower secondary education, complete the general education and acquire common understanding of techniques and vocational orientation as well as conditions to develop their personal ability in order to choose a developmental direction, to enter universities, colleges, professional secondary education schools, vocational training schools or the workforce.

Professional secondary education aims to train laborers in basic knowledge and practical skills of a profession, and create in them the ability to work independently and creatively as well as to apply technology to their work.

National Education for All (EFA) Action Plan 2003-2015 (2003)

The National EFA Action Plan (Socialist Republic of Viet Nam, 2003), covering the period 2003-2015 and approved by the Prime Minister, sets targets in each of the four EFA sub-sectors (Early Childhood Care and Education, Primary Education, Lower Secondary Education and Non-formal Education), and includes a financial plan as well as an implementation strategy. It introduces five strategic goals: (i) Moving from quantity to quality; (ii) Completing universal primary and universal lower secondary education; (iii) Providing lifelong learning opportunities; (iv) Mobilizing full community participation: All for Education; and (v) Ensuring effective management and better resource utilization.

In lower secondary education, these goals have been translated into targets for access, quality and relevance, and management. The objectives are: (i) access to affordable, quality lower secondary education for all children; (ii) all children complete a full four-year cycle of lower secondary education; (iii) a high level of quality and relevance; (iv) strengthened management at all levels; and (v) reform and development of basic education.

Education Development Strategic Plan for 2001-2010 (2001)

The Plan (Socialist Republic of Viet Nam, 2001) identifies the goals, measures, and steps in the direction of diversification, standardization, modernization, social participation to build up practical and effective education, to create a radical change in the qualitative aspect of education, to make education equal with developed countries in the region, to enhance mass knowledge, to train manpower, to nurture talent, and to take an active part in implementing the goals of the Socio-economic Strategic Development Plan for 2001-2010.

The Plan sets up the following key goals and targets relating to secondary education, to be achieved by the year 2010:

For lower secondary education – It will aim at providing students with lower secondary-level knowledge and preliminary understanding about technical knowledge and career orientation in order to prepare students for higher education or for the work force. It also sets a target to achieve universal lower secondary education in cities, urban and economically advantaged areas by 2005, and in the whole country by 2010. Finally, it seeks to increase the ratio in school attendance for the lower secondary age group from 74% in 2000 to 80% and 90% by 2005 and 2010, respectively.

For upper secondary education – The goals are to: (i) carry out rational streaming programmes in order to ensure that students have basic general education; (ii) create conditions for bringing into play a student's capacity; (iii) assist students in obtaining technical knowledge; (iv) pay attention to career orientation in order to facilitate streaming at the completion of upper secondary education; and (v) help students join the workforce successfully or choose a suitable field of further study.

For professional secondary education – The goal is to attract 10% and 15% of students in the relevant age group to join professional secondary education institutions by 2005 and 2010, respectively.

2.3 Administrative Structure

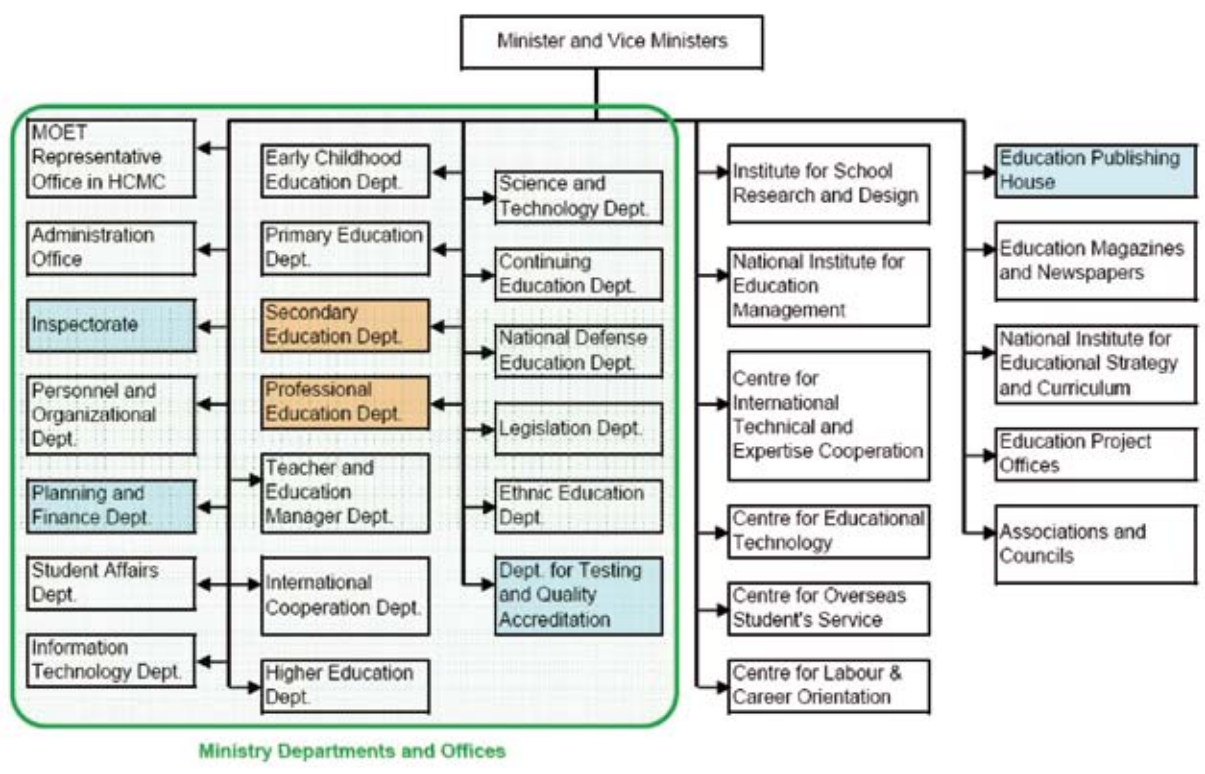
The Ministry of Education and Training (MOET) has overall responsibility for the whole education sector, implementing the function of nationwide state management of early childhood education, general education, professional education, higher education and continuing education.

Besides MOET, the People's Committees at various levels implement state management of education according to the Government's delegation and are responsible for ensuring financial conditions, infrastructure, teachers, and teaching equipment for public institutions under their management; for meeting the demand of scale expansion; and for improving educational quality and efficiency in their localities. The Department of Education and Training (DOET), which is the subordinate body under MOET, is responsible for providing technical/professional support to the PPC in its state-level management of education and training (except for vocational training) in the provinces. The Bureau of Education and Training (BOET), a subordinate body under DOET, fulfills the same function at the district level.

Broadly speaking, MOET manages higher institutions, whereas provinces manage upper secondary schools and districts and communes manage lower secondary, primary and early childhood facilities. In practice, this pattern varies by locality. Service provision has been increasingly decentralized through the removal of control from the central level, and consequent increased autonomy and accountability at the local level. As decentralization continues, various responsibilities and levels of authority will change, especially within schools. Decentralization with increased autonomy for the lower levels to make decisions and raise revenue has led to a rapid rate of improvement for some areas and a diversity of outcomes.

The establishment and use of a computerized education management information system (EMIS) to connect all major stakeholders in the education system is the central tool for management and administration.

Figure 6. MOET’s Organizational Chart



The following offices/departments within MOET are responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education (formal)	Secondary Education Dept., MOET
Professional secondary education	Professional Education Dept., MOET
Secondary teacher in-service training	DOET
Personnel management and development	PPC; DPC; DOET; BOET
Curriculum appraisal and submission for final approval	Secondary Education Dept., MOET
Learning assessment	Secondary Education Dept., MOET
Testing	Department for Testing and Quality Accreditation, MOET
Inspection	Inspectorate, MOET
Provision of learning/teaching materials, aids and equipment	Planning and Finance Dept., MOET
Textbooks	Education Publishing House, MOET
Planning and financing	Planning and Finance Dept., MOET
Budgeting	Planning and Finance Dept., MOET
EMIS	Planning and Finance Dept., MOET

In addition, the Center for Curriculum Development and Methodology of General Education at the National Institute for Educational Strategies and Curriculum (NIESAC) is responsible for curriculum development and research. In regard to TVE at the secondary level, the Professional Education Department under MOET shares the management responsibility of the system with the General Department of Vocational Training under the Ministry of Labour, Invalids and Social Affairs (MOLISA).

2.4 Financing

Education in Viet Nam is mainly financed from the following sources: state budget, tuition/admission fees, ODA funds, loans, donations, and grants. Funds provided by the State are generally distributed on a per capita, weighted index for the disadvantaged, supplemented at the local level through the application of fees that cover necessary teaching and learning expenses and school development. Additionally, educational institutions often make their own revenues through providing consultancies, technology transfers and services, and by carrying out their production and business activities.

Fiscal year is January 1 - December 31.

School year is September 5 - May 30.

Table 10. Public Expenditure on Education, 2004

As % of GDP ⁽¹⁾	4.6%
As % of total govt. expenditure ⁽²⁾	10.4% ²
Per pupil as % of GDP per capita	
Primary education	...
Secondary education	...
Tertiary education	...

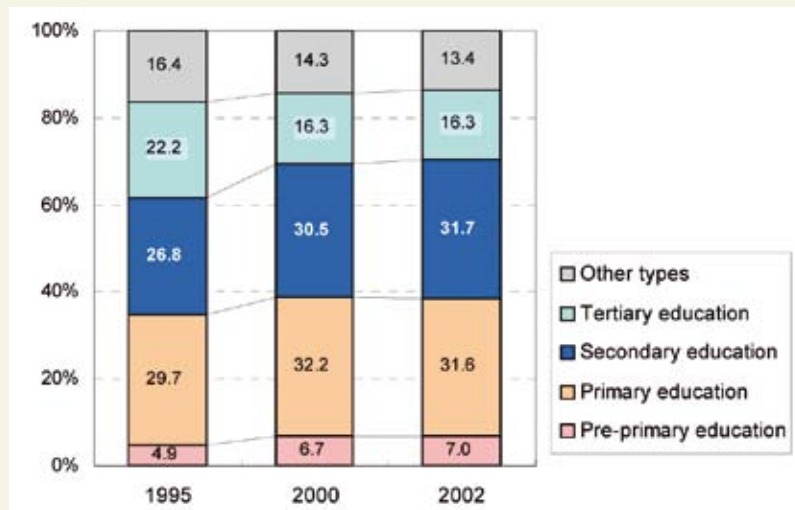
Source: ⁽¹⁾ MOF, ⁽²⁾ UNDP, 2005.

Table 11. Current Spending per Student per Academic Year (in million VND), 2006

	2006
Pre-primary education	3.8
Primary education	2.5
Secondary education	..
- Lower secondary	2.8
- Upper secondary	4
Professional secondary education	6.8
Vocational training	8
College education	10.4
University education	12.8
Master education	14
Doctoral education	17

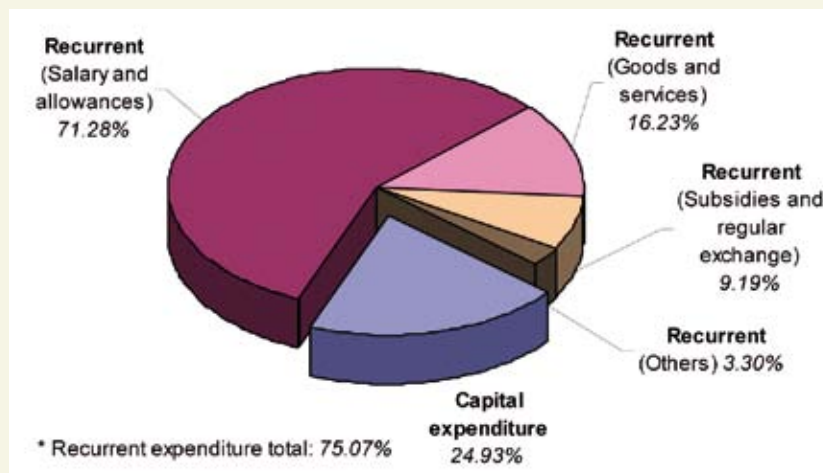
Source: Department of Planning and Finance, MOET.

Figure 7. Resource Allocation by Level as % of Total Education Expenditure, 1995-2002



Source: Department of Planning and Finance, MOET.

Figure 8. Resource Allocation by Nature of Spending as % of Total Education Expenditure, 2002



Source: State Budget Department, MOF.

3 General Secondary Education (GSE)

3.1 Types of Schools

There are several different types of institutions offering secondary education: lower secondary school, upper secondary school, and multi-level general school, which can be further divided into (i) combined primary and lower secondary school, (ii) combined lower and upper secondary school, and (iii) combined primary, lower and upper secondary school. Institutions offering education at the upper secondary level are under the authority of the provincial DOET, whereas the rest fall under the district-level BOET.

Table 12. Types of Secondary Schools, Administrative Authority, and Enrolments, 2005/06

	Grade								Administrative authority	Number of Institutions ¹	Enrolments ²
	5	6	7	8	9	10	11	12			
Combined PE+LS+US									DOET	...	...
Combined PE+LS									BOET	889	6,445,364
Lower secondary									BOET	9,386	
Combined LS+US									DOET	1,983	3,029,497
Upper secondary									DOET	315	

PE = Primary education; LS = Lower secondary; US = Upper secondary
 Source: 1General Statistics Office of Viet Nam. 2006 / 2MOET. 2006d.

Table 13. Change in Number of Institutions

	1995/96	2000/01	2005/06
Primary	11,701	13,859	14,688
Combined PE + LS	2,101	1,189	889
Lower Secondary	5,902	7,741	9,386
Upper Secondary	644	1,258	1,953
Combined LS + US	701	645	315

Source: General Statistics Office of Viet Nam. 2006.

3.2 Admission Requirements

Admission to the sixth grade (the first grade of lower secondary education) is given to all pupils at age eleven who have completed primary education, and no entrance examination is required.

Pupils entering tenth grade (the first grade of upper secondary education) must have a Lower Secondary Education Diploma at the age of fifteen. The Diploma is issued by the Head of BOET in the district, precinct, or town under provincial administration based on where pupils complete their lower secondary education programme and meet the requirements set by MOET.

There are three options for admission, which are to be decided by the PPC on the basis of local conditions and context, namely; (i) admission examination that takes place annually around June, in which students sit for three subjects (Math, Literature and another subject that is decided by the DOET Director 15 days before the end of the school year, at the earliest); (ii) a review of student's school performance over four years of lower secondary education; or (iii) a combination of both admission examination (in which students sit for two subjects, Math and Literature) and a review of student's school performance over four years. The second option is adequate for provinces which are confident in the quality of education provided for student over four years of lower secondary education, and believe that review is enough to screen students without carrying out the admission examination. The third option can be used by provinces which are confident but still need an examination to make sure that their screening is appropriate.

The School Admission Board, chaired by the principal, holds responsibility for the admission decisions for lower secondary education, and DOET for upper secondary education. However, in both cases, MOET shall make provisions in cases where schooling could be commenced at lower ages for pupils with early intellectual development, and at ages higher for pupils living in disadvantaged socio-economic regions, pupils belonging to ethnic minorities, disabled and handicapped pupils, pupils with physical and intellectual disadvantage, orphan pupils, pupils of poor households, pupils returning from overseas, pupils leaping grades, and pupils repeating classes.

3.3 Tuition

Although there are a number of programmes in effect offering financial support to special groups of pupils (see below for details), secondary education in principle is not provided free of charge in Viet Nam and students pay tuitions of VND 2,000-20,000 (equivalent of USD 0.12-1.25) for lower secondary education, and VND 4,000-35,000 (equivalent of USD 0.25-2.19) for upper secondary education (Socialist Republic of Viet Nam. 1998).

According to the Viet Nam Education Law 2005, the Provincial People's Council, in accordance with the Government's norms, sets the rate of tuition and admission fees for public educational institutions under the administration of the province, at the proposal of the People's Committee at the same level. Non-public educational institutions are allowed to set the rate of their tuition and admission fees in accordance with the Government's norms.

Support Programmes

The Government has allocated substantial resources to improve the provision of education to ethnic minority students through the mainstream MOET state budget and other targeted initiatives. In addition, in accordance with the Education Law (Socialist Republic of Viet Nam, 2005b), the State elaborates policies on subsidy and reduction/exemption of tuition for learners from social policy targeted groups, ethnic minorities in areas with extreme socio-economic difficulties, homeless orphans, disabled and handicapped people with economic difficulties, and people who overcome their exceptional economic difficulties to gain excellent study results.

The State also elaborates policies on granting academic scholarships to pupils with excellent scholastic achievements at specialized schools, schools for gifted students or to learners with good academic and training results at vocational education institutions and at universities; and on granting policy scholarships to students enrolled by form of nomination, pupils at pre-university schools, boarding schools for ethnic minorities, vocational training schools for war invalids, the disabled and handicapped people.

3.4 Curriculum

Secondary education curriculum has been undergoing revision since 2006. The revised lower secondary curriculum and upper secondary Grade 10 curriculum took effect in the 2006-2007 school year. The curriculum for grades 11 and 12 of upper secondary education is expected to take effect in the 2007-2008 and 2008-2009 school years, respectively.

In this revised curriculum, some of the subjects (e.g. history, geography) can be localized in accordance with the regulations. Depending on the subjects, the localized content may be covered within 1.5-2 periods per year (each period lasting 45 minutes). The DOETs at the provincial level are in charge of developing the localized content, which needs approval by the PPC.

Table 14. Statutory School-opening and Teaching Weeks per Year, Teaching Hours per Week

	School opening weeks per year	Teaching weeks per year	Teaching hours per week
Lower secondary	35 weeks	35 weeks	14.25 hours
Upper secondary	35 weeks	35 weeks	12.75 hours

Note: Teaching hours per week were calculated by UNESCO Bangkok based on the number of statutory teaching periods per week and duration of each period (45 min.).

Source: MOET and Ministry of Internal Affairs, 2006.

More comprehensive and detailed description on the curriculum is available from "[World Data on Education](#)" database by IBE. (Visit the country specific webpage from here: [Education system in Viet Nam, 2003](#))

3.5 Student Assessment and Promotion

Annual Promotion

According to an MOET decision dated 5 October 2006 (MOET, 2006b), students' annual promotion in secondary schools is decided by classroom teachers and school principals, based on the assessment of student's academic and moral performance. Specifically, students will be promoted to a higher grade if their academic and moral performance is at a satisfactory or higher level, and their absence from school does not exceed 45 days during the school-year. For academic performance, the average scores for all subjects must be at least 5.0 (maximum 10), with no subject under 3.5.

Table 15. Percent of Repeaters by Grade and Sex, 2005

	Lower Secondary				Upper Secondary		
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Both sexes	0.5%	0.9%	0.6%	-	2.1%	1.2%	-
- male	...	...	...	...	...	...	...
- female	...	...	...	...	...	...	...

Source: UNESCO Institute for Statistics. 2007a.

Graduation

MOET decisions in 2002 and 2006 (MOET. 2002, 2006) stipulate graduation requirements for lower and upper secondary students. According to the decisions, students' graduation in lower secondary schools is decided by BOET District Heads, based on the assessment of student's academic and moral performance at Grade 9 (the final grade of lower secondary education). More specifically, students will be recognized as lower secondary graduates if their academic and moral performance is at a satisfactory or higher level, and the number of absences does not exceed 45 days during Grade 9. A student's academic performance is regarded as satisfactory when the average scores for all subjects is at least 5.0 (maximum 10) and no subject is under 3.5.

In upper secondary education, students are required to sit for the final graduation examination administered by the provincial DOET, and their eligibility for the upper secondary diploma is decided based on this examination result. Specifically, students must achieve at least 5 marks on average, in which no subject is a 0 mark.

Table 16. Progression of Graduates, 2005

LS Graduates to US	77.24%
US Graduates to higher institutions	25.3%

Source: MOET. 2006c.

4 Private Education

Non-public institutions in Viet Nam consist of (a) people-funded and (b) private institutions, and they provide education at all levels, from early childhood care to higher education. People-funded institutions are established, invested in and covered financially for operating costs by local communities, whereas private institutions are supported by social organizations, social-professional organizations, economic organizations, or individuals with non-state budget funding. They operate on the principle of financial autonomy, self-balancing of revenue and expenditure, in compliance with regulations of laws on accounting and auditing.

The 2005 Education Law (Socialist Republic of Viet Nam. 2005b) states that non-public schools, regardless of types of institutions, all belong to and contribute to the national education system, and that the schools in turn benefit from the incentive policies on facilities, land, taxes, fees, credit, insurance, commendation and reward system according to the Government regulations. The Law also stipulates that non-public institutions have equal rights and are responsible for fulfilling the same tasks as those of public institutions concerning the implementation of educational objectives, contents, programmes, methods, and other regulations on admission, teaching, learning, testing, examinations, recognition of graduation, issuance of degrees, diplomas and certificates. They are autonomous and self-accountable for their planning, institutional development plan, organization of educational activities, development of teaching staff, and mobilization utilization and management of other resources to meet educational objectives. Furthermore, the degrees, diplomas and certificates issued by these institutions have equal legal status as those of public institutions. They are also subject to the management of State management bodies for education as regulated by the Government.

The Government has established a policy of encouraging the development of non-public schools in the framework of existing legislative and regulatory environment. The Education Development Strategic Plan for 2001-2010 asks for pushing up social participation in education through developing non-public education institutions by, among others, (i) changing some public institutions to non-public ones when suitable conditions are met; and (ii) consolidating and increasing the education quality of non-public institutions.

The Government Resolution dated 18 April 2005 (Socialist Republic of Viet Nam. 2005a) has given the following guidelines for education: (i) to encourage the setting up of non-public educational, training and job training establishments; (ii) to transform a number of public establishments into non-public ones; (iii) to restrict the opening of more public establishments in more economically developed regions; and (iv) not to maintain semi-public establishments and semi-public classes in public schools.

Table 17. Percent of Enrolment in Private Institutions, 2000 and 2005

	2000			2005		
	All	General	TVE	All	General	TVE
Secondary education	11.09%	11.30%	2.01%	9.81%	10.19%	2.21%
- Lower secondary	3.51%	3.51%	na	1.80%	1.80%	na
- Upper secondary	31.33%	34.04%	2.01%	26.16%	30.14%	2.21%

Note: The percents were calculated by UNESCO Bangkok on the basis of UIS Statistics.

Source: UNESCO Institute for Statistics. 2007a.

5 Secondary Level Technical and Vocational Education

Technical and vocational education at the secondary level in Viet Nam can be divided into two categories: professional secondary education and vocational training. According to the Education Law of 2005 (Socialist Republic of Viet Nam. 2005b), the professional secondary education aims at providing potential laborers with the basic knowledge and practical skills of a profession, morals and ethics, industrialized habits and physical health, enhancing their employability, self-employability or ability to further study to improve professional qualifications in order to meet the needs of socio-economic development, national defense and security. This type of programme is mainly offered by institutions under provincial DOET or PPC. Being considered part of the formal education, graduation from professional secondary education can lead to university and college entry. The vocational training, the other category of TVE, aims at training workers directly participating in production and service to have the practical ability of a profession adequate to the relevant training qualification, and programmes are offered by a variety of institutions under the management of the General Department of Vocational Training (GDVT) under the Ministry of Labor, War Invalids and Social Affairs (MOLISA). At the secondary level, vocational training is offered in vocational secondary schools, where a combination of skill training and general secondary education is offered. As such, in terms of content, the secondary vocational schools share the same content as vocational schools. At the same time, yet somewhat simplified, the content is also consistent with upper secondary school of the general education system.

The Education Development Strategic Plan for 2001-2010 (Socialist Republic of Viet Nam. 2001) sets the target to improve the TVE institutions and training of highly skilled technical workers, and to enhance the effectiveness of vocational training and linkages with local employment. More specifically, the Five-Year Socio-Economic Development Plan 2006-2010 (MPI. 2006) sets a target to increase enrolment in professional secondary schools to 15 percent (and increase long-term training by 15-17percent) to enable trained workers to constitute 40 percent of the total workforce.

The overall and specific objectives of vocational training are also clearly stated in the Vocational Training Development Strategy for 2001-2010, developed by the General Department of Vocational Training (GDVT) under the Ministry of Labor, War Invalids and Social Affairs (MOLISA). More specifically, the overall objectives are to enhance the capacity of the vocational training system in order to provide sufficient skilled workers for industrial parks, export processing zones, rural areas, key sectors and labor export, and to link vocational training with apprenticeship and production. The specific objectives are, among others, to increase the enrolment rate in vocational schools to 15 percent and 25 percent of the total lower secondary graduates by 2005 and 2010, respectively.

Table 18. Percent of Enrolment in TVE Programmes, 2000-2005

	2000	2001	2002	2003	2004	2005
Secondary education	2.3%	2.4%	2.2%	3.3%	3.8%	4.7%
- Lower secondary	na	na	na	na	na	na
- Upper secondary	8.5%	8.3%	7.7%	11.2%	12.1%	14.3%

Source: UNESCO Institute for Statistics. 2007a.

Levels of TVE

The programmes are generally categorized into three levels depending on the competency: elementary, intermediate and advanced¹.

Elementary-level courses cater to all qualified people; whereas intermediate-level courses cater to lower secondary graduates for the enrolment in 3-4 year courses, or upper secondary graduates in 1-2 year courses. Institutions offering courses at these levels include vocational secondary schools and professional secondary schools. Advanced-level courses are offered only in post-secondary institutions such as universities and colleges.

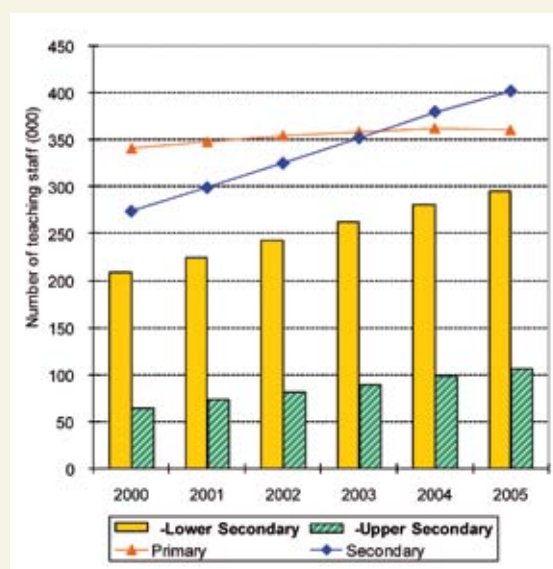
6 Teachers and Education Personnel in GSE

Table 19. Number of Teachers and Key Indicators, 2005

	Number of teachers	Percent of female teachers	Percent of trained teachers	Teacher-pupil ratio
Secondary education	401,642	63.8%	93.9%**	23.9
- Lower secondary	295,056	68.1%	94.6%**	22.6
- Upper secondary	106,586	53.3%	92.0%**	27.1

Source: UNESCO Institute for Statistics. 2007a.

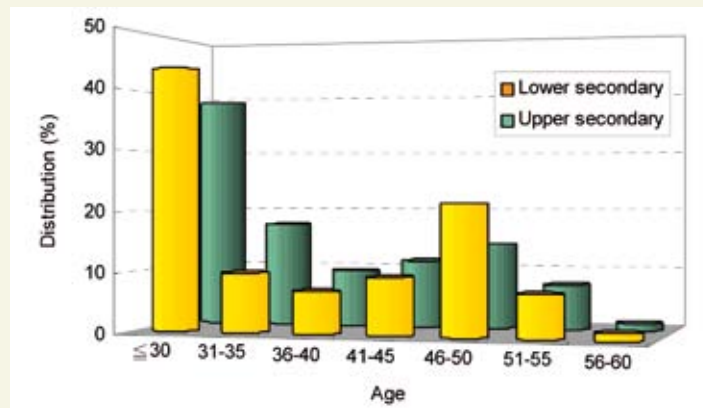
Figure 9. Change in Number of Teachers, 2000-2005



Source: UNESCO Institute for Statistics. 2007a.

1 Direct interpretation of Vietnamese terms should be 'primary', 'secondary' and 'college' for three levels, with each corresponding to the level of learners' knowledge and skills in specialized areas. The terms are replaced with 'elementary', 'intermediate' and 'advanced' here for clarity

Figure 10. Age Distribution of Teachers, 2004/05



Source: MOET.

6.1 Teacher Management

The management of teachers falls under district-level authorities for lower secondary education and provincial-level authorities for upper secondary education. The Department of Internal Affairs at each level is responsible for the overall administrative management; the Personnel Division for recruitment and deployment; the Planning and Financing Division for salary/allowance payment; and the Secondary Education Division for professional/academic management.

6.2 Qualifications and Pre-service Training

Lower secondary teachers must possess a pedagogical college diploma, or college diploma and certificate of pedagogy training; whereas for upper secondary teachers, possession of a pedagogical university degree and certificate of pedagogy training are necessary.

Ninety-five institutions currently offer pre-service training of teachers. These include fourteen teacher training universities, fifty-six teacher training colleges, six junior teacher training schools and nineteen faculties of education at various universities. Except for nineteen faculties of education that are under the direct management of various universities and/or government authorities, fifteen institutions are under the direct management of MOET and sixty-one of them are managed locally.

Lower secondary teachers are normally trained in locally-managed teacher training institutions for the duration of three years, whereas upper secondary teachers are trained at the university level for a four-year duration. During the in-service training, students are required to undertake a 2-month practical training (practicum) in actual schools.

6.3 In-service Training

The in-service training for secondary teachers in Viet Nam follows the cascade training mode. There are seven institutions available for this training: 1) Hanoi University of Education; 2) Hochiminh City University of Education; 3) Foreign Language Teacher Training University under Hanoi National University; 4) University of Education under Thainguyen Regional University; 5) University of Education under Hue City Regional University; 6) Quinhon University; and 7) Faculty of Education under Cantho University.

Teachers are required to participate in in-service training 30 days out of a year, and this participation is considered for the teachers' career development and advancement.

7 Recent Reforms

Examinations, 2005-2006

Final examinations which had been administered at the end of primary and lower secondary education were removed, leaving one final graduation examination at the end of upper secondary education conducted nationwide. For the upper secondary graduation examination, the MOET introduced in 2006 a multi-choice testing method in foreign language as part of the reform of Grade 12 assessment practices. The results will be evaluated to see if similar changes can be made in other subject areas. More work will be done in the coming years in terms of the need to continue with the reformation of the Grade 12 assessment and in benchmarking the curriculum against international standards at all grade levels to ensure that the learning outcomes sought are appropriate.

Curriculum, Textbooks and Teaching Methodology, 2002-2003

The Government's overall objective was to develop a new curriculum, educational methodologies and textbooks that would: (i) improve the overall quality of education; (ii) meet the requirements of human resource development for the cause of industrialization and modernization; and (iii) raise the level of Viet Nam's learning standard to that of developed countries.

The reform was designed in accordance with the objectives and requirements of content and methodologies suitable for each level, as stipulated in the 2005 Education Law. Specifically, it aims to (i) overcome the shortcomings of the existing curriculum and textbooks; (ii) improve practicability and self-learning capacity as well as the knowledge of social sciences and humanities; (iii) strengthen the articulation of general and vocational/higher education; (iv) support improved pathways to better balance the human resource structure; and (v) ensure consistency between knowledge/skill standards and applicability of the curricula and textbooks into local settings.

The reform was implemented in parallel with the upgrading of teaching/learning equipment, renovated assessment/testing and standardization of educational institutions and management.

Financial Management, 2001

This reform was implemented to decentralize financial management and to increase the autonomy of the local financing units. The reform ensures flexibility in staffing and allows remuneration above the minimum for some government units. This discretion was further extended in 2002 to service delivering units, including schools (Decree 10/2002/ND-CP). The MOET is responsible for providing guidelines to implement the reform. Under this reform, secondary school principals have been given increased powers in: (i) management of revenue and expenditure accounts; (ii) exploitation of alternative revenue sources; and (iii) decision-making concerning staffing levels and remuneration, including restructuring of staffing as well as adjustment of salary and wage packages subject to some ceilings.

8 Involvement of Development Agencies

Below is the list of major projects relevant to secondary education (either on-going or recently completed) that receive support from external development agencies (as of December 2006):

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Lower Secondary Education Development	ADB (Loan)	LS	1998-2004	Project website
Teacher Training	ADB (TA/Loan)	LS	Unknown/1999-	Project website
Secondary Education Sector Master Plan	ADB (TA)	LS + US	2001-2003	Project website
Upper Secondary Education Development	ADB (TA/Loan)	US	2001-2002/ 2002-2007	Project website
Capacity Building for Teacher Training	ADB (TA)	LS	1999-2001	Project website
Capacity Building for Upper Secondary Education	ADB (TA)	US	2003-2004	Project website
Upper Secondary and Professional Teacher Development	ADB (Loan)	US	2004-/ 2006-	Project website
Second Lower Education Development	ADB (TA/Loan)	LS	2002-/ 2004-2011	Project website
Secondary Education for the Most Disadvantaged Regions	ADB (TA/Loan)	LS + US	2006-/ 2007-(proposed)	Project website
Teacher Training	Belgium (TA)	PE + LS	1998-2002	
Improving Pre-and In-service Training of Primary and Lower Secondary Teachers in the Northern Highlands of Viet Nam Project –Phase 2	Belgium (TA)	PE + LS	2006-2009	
EFA Action Plan	UNESCO (TA)	Pre-school + PE + LS	2001-2002	PDF; 722kb

TA = Technical Assistance; PE = Primary education; LS = Lower secondary; US = Upper secondary
Implementation period: from the year of project approval to the [estimated] project completion year

The projects and information listed here are taken from agency websites.

9 Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information on education or the secondary education sub-sector.

Publications

IIEP. 2001. Education Financing and Budgeting in Viet Nam. Paris, IIEP/UNESCO. ([PDF](#); 470kb)

World Bank. 2005. Learning to Teach in the Knowledge Society (Final Report). Washington, DC, World Bank. ([PDF](#); 1,695kb)

Documents

Socialist Republic of Viet Nam:

The Education Development Strategic Plan for 2001-2010

The National Education for All (EFA) Action Plan 2003-2015 ([PDF](#); 722kb)

The Constitution of the Socialist Republic of Viet Nam (1992)

The State Budget Law 2002

The Education Law 2005

The Vocational Training Law 2006

The Five-Year Socio-Economic Development Plan 2006-2010 ([PDF](#); 715kb)

ADB

Secondary Education Sector Master Plan

Websites

Asian Development Bank: <http://www.adb.org> (English)

[Key Indicators](#)

General Statistics Office: <http://www.gso.gov.vn> (English; Vietnamese)

International Bureau of Education: <http://www.ibe.unesco.org> (English)

[World Data on Education – Education system in Viet Nam, 2003](#)

[Country-specific website](#)

Ministry of Education and Training: <http://www.moet.gov.vn/> (Vietnamese)

UNESCO (Hanoi): <http://www.unesco.org.vn> (English; Vietnamese)

UNESCO Institute for Statistics: <http://www.uis.unesco.org> (English)

[Education Database](#)

[Literacy Database](#)

[Country/Regional Profiles](#)

World Bank: <http://www.worldbank.org/> (English)

[Country website](#) (English; Vietnamese)

[Data and Statistics](#)

Reference

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UNESCO Institute for Statistics. 2007a. Education database. <http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx> (Accessed 26 November 2006)

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-----, 2002. Decision No: 17/2002/QD-BGD&DT on the Rules of Lower Secondary and Upper Secondary Graduation Exams.

-----, 2006a. Decision No: 11/2006/QD-BGD&DT on the Rules of Lower Secondary and Upper Secondary Graduation Requirements.

-----, 2006b. Decision No: 40/2006/QD-BGD&DT on the Rules of Lower Secondary and Upper Secondary Student Assessment.

-----, 2006c. EMIS. (Accessed 1 December 2006)

-----, 2006d. Statistical Yearbook 2006.

MOET and Ministry of Internal Affairs. 2006. Inter-Ministerial Circular No.35/2006/TTLT-BNV on the instructions on the norms of civil servants working in public general education institutions.

Ministry of Planning and Investment. 2006. The Five-Year Socio-Economic Development Plan 2006-2010. Hanoi, Ministry of Planning and Investment.

Socialist Republic of Viet Nam. 1998. Decision No: 70/1998/QD-TTg on the collection and use of tuition fees in public education and training institutions in the national education system.

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-----, 2003. National Education for All (EFA) Action Plan 2003-2015. Hanoi, Socialist Republic of Viet Nam

-----, 2005a. Resolution No: 05/2005/NQ-CP on Improving the Socialization of Educational, Healthcare, Cultural, Physical Training and Sport Activities.

-----, 2005b. The Education Law.

Annex: Background Statistics: Development Indicators

Geography

1	Area	325,360 sq km2 (land)
		4,200 sq km2 (water)

Source: Central Intelligence Agency. 2007.

Demography

2	Total population, 2005	84.2 million
3	Population growth rate, 2000-2005	1.37%
4	Urban population, 2005	26.7%
5	Life expectancy at birth, 2000-2005	70.4 years (total)
		68.4 years (male)
		72.4 years (female)
6	Total fertility rate, 2000-2005	2.32

Source: UNPD. 2006.

Social and Economic Indicators

7	Population below the national poverty line, 1990-2003	28.9%
8	Population below the absolute poverty line	...
9	GDP, 2004	USD 45.2 billion
		USD 225.5 billion (PPP)
10	GDP per capita, 2004	USD 550
		USD 2,745 (PPP)
11	GDP per capita annual growth rate, 1990-2004	5.5%
12	Human Development Index, 2004	0.709

Source: UNDP. 2006.

Education Indicators

13	Adult literacy rate (ages 15 and above), 2000-2004 ⁽¹⁾	90.3%*
14	Youth literacy rate (ages 15-24), 2000-2004 ⁽¹⁾	93.9%*
15	School life expectancy, 2004 ⁽²⁾	10.5 years (total)**
		10.9 years (male)**
		10.1 years (female)**
16	EFA Development Index, 2004 ⁽²⁾	0.910

Source: ⁽¹⁾UNESCO Institute for Statistics. 2006b. ⁽²⁾UNESCO. 2006.

Country profiles are updated on a regular basis. Visit the [Secondary Education Regional Information Base](http://www.unescobkk.org/education/epr/sepra/infobase) website to access the latest version or to check the status of updates. Other country profiles are also available from the website (<http://www.unescobkk.org/education/epr/sepra/infobase>).



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