



VIETNAMESE MINISTRY OF EDUCATION AND TRAINING

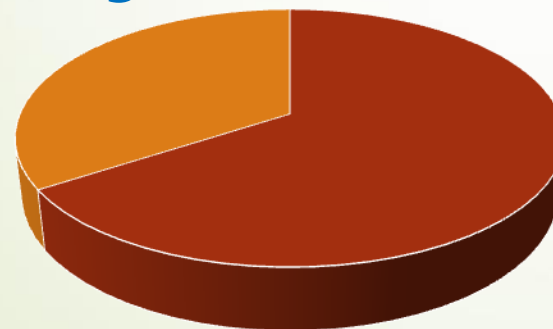
**TEACHER DEVELOPMENT FOR EQUITABLE
EDUCATION – EXPERIENCES FROM VIETNAM**

October, 2021

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I. INTRODUCTION TO VIETNAMESE EDUCATION:

- Vietnam has 63 provinces/central cities.
- Population: *Around 98 million people.*
- Population at labour ages: *51 million people*
- People with literacy:
 - + *between the ages of 15 – 60: 97,85%*
 - + *between the ages of 15-38: 99,3%*



■ Dân số ■ Độ tuổi lao động ■ ■



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1. Achievements in Vietnamese education

- Total number of students: 22 million, in which:
 - + Higher education students:
 - + Primary and Secondary education students:.....
 - + Pre- school children:.....
- 99,98% of under-5 children are going to kindergaten.
- Rate of completion of the univerlisation of pre-school, primary education and primary education curriculum: 92,08%
- The General Education Curriculum, based on learners' quality and competency development, was establised and issued in 2018.
- The quality of Vietnamese primary education has been evaluated as one of the TOP in ASEAN.

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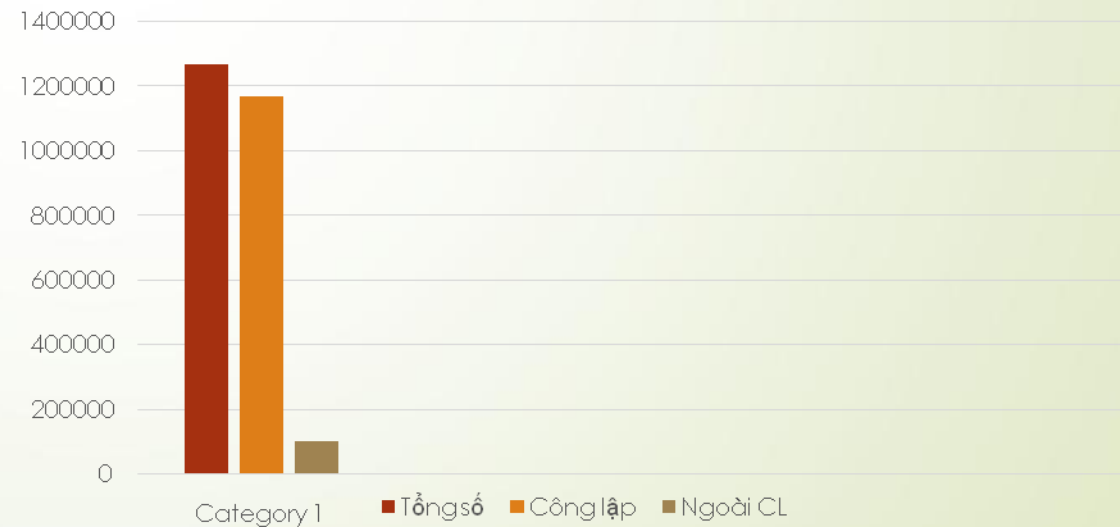
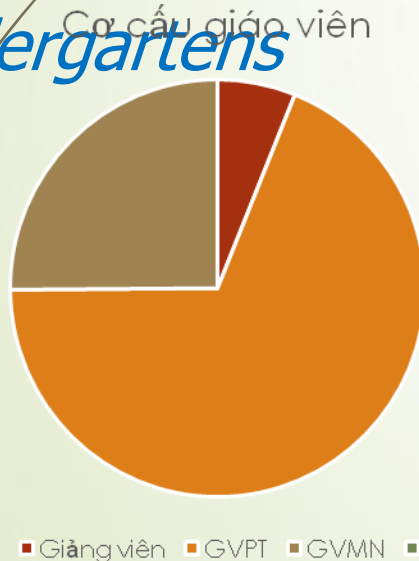
- Results achieved by Vietnamese students in International Olympic Competitions are generally high, being granted many prizes.
- Higher education is shifting to autonomy mechanism, gradually approaching the world's higher education. Several Vietnamese universities are listed in the rankings of international universities.
- Higher Education is linked and aligned with human recourse demand for socio-economic development, step by step approaching international standards of labour
- Life skill education for students is highly focused.
- ICT application in education has been promoted.
- International Integration in education is strengthened.

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2. Vietnamese Teachers

Total number of teachers: 1,267,268 people, in which:

- Higher education lecturers: 76,825 (*60,628 at public institutions*)
- General education teachers: 872,180 (*838,779 at public schools*)
- Pre-school education teachers: 318,263 (*269,612 at public kindergartens*)



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Teachers' Levels

- Higher education Lecturers: Professor, Associate Professor, Doctor:
- Pre-school education teachers:
- General education teachers:

- Targets to the year 202....:
- 100% of the general education teachers possess higher education qualifications
 - 100% of the pre-school education teachers possess junior college qualifications
 - 100% higher education lecturers possess post –graduate qualifications

II. Educational Equity in Vietnam

1. Viewpoints of Vietnam on Equity in Education

1.1. Equity in Education refers to fairness and social justice in accessing all means of education and learning.

2.2. The State of Vietnam enforces unified management of education in terms of Law and regulations, aiming to create truly equal learning opportunities; heading towards the objective "Learning is an equal right to everybody".

3.3. Equity in education does not necessarily means egalitarianism. The State of Vietnam develops policies to support and prioritize citizens in socio-economic disadvantaged areas, creating opportunities for talented/gifted people to develop through education.

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2. Teacher development for equitable education in Vietnam.

2.1- General remarks

- The State of Vietnam regards teachers as a critical and decisive factor to education quality, playing an important role in implementing educational equity.
- Teachers in Vietnam are most respected in society (acknowledged in the Education Law), being entitled to priorities and remuneration in accordance with the professional specialty.
- Vietnamese teachers have opportunity to work in just, civilized and developed environments
- The number of teachers are gradually increasing. The working conditions for teachers are increasingly improved, giving opportunities of autonomy for teachers to maximize creativeness in the teaching profession.

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2.2- Specific outcomes

a. Institution/ Law enforcement

- The Education Law has been amended and issued in 2019, creating equal learning opportunities for everyone, confirming teachers' standing in society and applying priority policies for teachers
- The State of Vietnam issued the policies which support teacher education students to become teachers, and attract talented people to study at teacher education universities to become future teachers.
- Teachers, who have not met the standards in terms of qualifications, are supported in training in order to meet the standards according to the timelines envisaged by the Ministry of Education and Training.

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b. Awareness

- Awareness of the viewpoints "*Education is the first national policy*", "*Investment in education has to be prioritized*" has to be raised at all management levels.
- Education development should be accordant with socio-economic conditions, customs and traditions of different regions and ethnicities
- 3 key school pillars have to be appreciated, namely Learner – Teacher – Facilities and Curriculum, in which teachers play an decisive role, leading and stimulating education development.
- Teachers' innovation and creativeness have to be highly respected, thereby maximizing conditions for teachers to accomplish educational tasks.
- Education should be comprehensive, based on learners' development in terms of quality and competency

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c. Teacher support in equitable access in professional activities

- The new general education curriculum was established towards open orientation, in which teachers can actively choose the methods and the contents to teach in accordance with local conditions
- Systems of key teachers have been founded, who can help and support other teachers, especially those in socio-economic disadvantaged areas
- Teachers are involved in training, building, commenting and critiquing education curricula and textbooks
- Teachers across the country have rights to use the "digital learning source", serving the objective of teaching and professional development.

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d. Support to teachers with difficulties in professional activities

- Teachers working in remote areas and socio-economic disadvantaged areas are supported in terms of incentive policy, travel costs and leave policy.
- Training and professional development activities are implemented online in order to facilitate access for teachers working in remote and socio-economic disadvantaged areas
- Supporting activities are implemented, such as “School help school”, “Department help Department”..., aiming at sharing and exchanging experiences in professional activities.
- Teachers’ working and living conditions are supported, for example, accommodation and teaching facilities

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d. Support to teachers affected by the pandemic Covid-19

* / The impacts by the pandemic Covid-19 to Vietnam's education

- The pandemic has interrupted and affected the school year plans, the final exam of secondary students and the university entry exam.
- Various education activities could not be implemented due to the pandemic (local education activities, creative and experiencing activities...)
- The learning mode had to be shifted from face – to – face to online, thus facing difficulties, affecting education quality.
- A large number of schools, especially non-public schools, had to stop working, even some of those permanently closed. Teachers working for these schools had to stop working or to leave the job.

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- The shift of learning modes has caused confusion and non-confidence for teachers. In addition, problems regarding devices, signal lines....are also challenges.

**/ Solutions set by the government and the education sector*

- Urgently respond to the pandemic statuses, encourage and stabilize teachers' psychological spirit through action plans set by the government, by the Ministry of Education and Training, and by inter-Ministries.

- Instantly support the schools facing difficulties and teachers who have to stop work, lose jobs and leave jobs.

- Streamline education programs; Guide local provinces to actively implement education activities towards the motto "Stop going to the school does not mean stop learning"; Implement education activities via different means, such as online, the media...

- Strengthen inter-cooperation to support teachers regarding teaching

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- Train teachers online teaching skills: classroom management skills, learner motivation skills....
- Establish the templates of teaching lesson as a reference source for teachers
- Maintain beneficial policies for teachers while teaching online
- Strengthen the measures to prevent and protect the pandemic within schools.

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THANK YOU FOR YOUR ATTENTION

