



# The Way Forward

Viet Nam Presentation – 12 Oct 2020

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# Desired outcome of K-12 Education System

- The main education goal in Vietnam is "improving people's general knowledge, training quality human resources, and nurturing and fostering talent.
- The priority areas:
  - Teaching quality will be improved by requiring almost all higher education instructors to hold masters or doctoral degrees by 2020.
  - Labor force development is being prioritized with large-scale investments in applied, employment-gearred training.
  - 70 to 80 percent of the student population should be enrolled in applied programs by 2020.
  - The secondary education system is also undergoing major reforms, most notably with regards to high school graduation examinations and university admissions.

# The key issues, constraints and challenges to achieve the desired outcome!

- Low real investment on education (~20% total state budget but ~80% for salary).
- Low motivation and underqualified teaching staff.
- University oriented!
- Vocational education underdeveloped!
- ICT imbalanced (only in developed areas)

# The roles of stakeholder groups

- Policy makers: appropriate policies needed.
- Educational administrators (provincial and district levels): better management skills; outcome-based approach.
- School leaders: facilitation for teachers
- Teacher trainers: Training more attached to reality.
- Teachers: improving teaching expertise; motivation and attitude.

# Steps to be taken to achieve the desired outcomes sooner

- Contents adjusted and adapted
- Teaching staff trained
- Flexible timelines and teaching schedules
- Multiplatform approach encouraged
- All related sectors mobilized
- A legal framework developed to recognize online and television/radio teaching and learning
- Coordination with other administrative agencies

# COVID-19 pandemic as education opportunities to hasten reform

- Mobile devices allowed inside classrooms with teachers' approval.
- Non-conventional teaching generally accepted.
- Assessment and evaluation changes (fewer tests, more performance-based evaluation/assessment).
- More investment in infrastructures (ICT...)
- Training in non-conventional teaching.

# COVID-19 pandemic as education opportunities to hasten reform

- “A mind for readiness” developed for teachers, administrators, students, parents and the society.
- Legal frameworks to officially recognize distant learning
- More funds made ready for preventing the pandemic
- Training for teachers, administrators, students’ new modes of teaching and learning
- Information technology systems for teaching, learning and management improved
- Teaching and learning resources made for multiplatform

# Result overview

- 87% students in the cities, over 40% students in needy areas learned via the Internet.
- 324 lessons broadcast on VTV7 and K + channels, 2.000 televised lessons made, 5.000 E-learning lectures established, about 3.5 million Office 365 accounts provided for free.
- Zoom, Google Meet, Microsoft Team...



# A Multi-dimension Approach

- Which partners (private sector, NGO, multilaterals, local gov partners, bilateral partners) that can contribute to the reform agenda?
  - Network; Content; and Service Providers like Viettel, VNPT, FPT and others...
- How best to obtain the support and buy-in of parents and the community at large?
  - A campaign on awareness raising is needed
- What alternative funding sources can the government tap on to realize its reform agenda?
  - WB; ADB; Resources from the public and community cooperation and investment

**THANK YOU!**