Viet Nam Education Fact Sheets | 2022

Analyses for learning and equity using Viet Nam SDGCW Survey data

MICS-EAGLE

unicef for every child

GPE KIX KNOWLEDGE INNOVATION EXCHANGE

VNIES

Acknowledgements

The 2022 MICS-EAGLE Viet Nam Education Fact Sheets were jointly developed by: Tara O'Connell, Nguyen Quynh Trang, Le Anh Lan, Hoang Anh Nguyen of the UNICEF Viet Nam Country Office; Akihiro Fushimi of UNICEF's East Asia and the Pacific Regional Office; and Suguru Mizunoya, Sakshi Mishra, and Peggy Kelly of the Education team in the Data and Analytics section, Division of Data, Analytics, Planning and Monitoring, with support from many helping hands.

We would like to express our deepest gratitude to the government ministers and their representatives from Viet Nam particularly Prof. Le Anh Vinh, Director Genderal of the Viet Nam National Institute of Educational Sciences and the research team, who provided inputs to the MICS-EAGLE factsheet, and without whose support this initiative could not have advanced.

This work was supported by the Global Partnership for Education Knowledge and Innovation Exchange, a joint endeavour with the International Development Research Centre, Canada.

Last but not least, the team would also like to thank Yug Kapoor for the design.

Photocredits

Cover page: © UNICEF/UN0610429/Le Vu
Page 5: © UNICEF/UN0259186/Viet Hung
Page 7: © UNICEF/UN0509358/Viet Nam/Truong Viet Hung
Page 8: © UNICEF/UN0610415/Le Vu
Page 13: © UNICEF/UN0677853/Viet Hung
Page 14: © UNICEF/UN0216072/
Page 19: © UNICEF/UN0610407/Le Vu
Page 22: © UNICEF/UN0259181/Viet Hung
Page 23: © UNICEF/UN0610414/Le Vu
Page 27: © UNICEF/UNI220518/Viet Hung
Page 29: © UNICEF/UN0610446/Linh Do
Page 30: © UNICEF/UN0259155/Viet Hung
Page 32: © UNICEF/UNI220430/Viet Hung
Page 33: © UNICEF/UN0677854/Viet Hung
Page 36: © UNICEF/UNI218972/Viet Hung
Page 40: © UNICEF/UN0677857/Viet Hung
Page 41: © UNICEF/UN0289675/Viet Hung
Page 42: © UNICEF/UN0259267/Viet Hung
Page 43: © UNICEF/UN0289765/Viet Hung
Page 47: © UNICEF/UN0410272/Le Vu
Page 48: © UNICEF/UN0509394/Viet Nam/Truong Viet Hung
Page 49: © UNICEF/UN0289782/Viet Hung
Page 52: © UNICEF/UN0259164/Viet Hung
Page 54: © UNICEF/UNI331426/Viet Nam/Truong Viet Hung
Page 55: © UNICEF/UN0610329/Le Vu

Table of contents

Introduction

What are MICS and Viet Nam SDGCW Survey 2020-2021?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries, including Viet Nam. Viet Nam SGDCW Survey 2020-2021 (or MICS6) includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

MICS6 in Viet Nam

MICS6 in Viet Nam was carried out under the name of "The Viet Nam SDGCW Survey". It was carried out in 2020-2021 by General Statistics Office (GSO) of Viet Nam in collaboration with government ministries as part of the Global MICS Programme of UNICEF. Technical and financial support was provided by the UNICEF and UNFPA. For all education questions, the data for the current school year refers to school year 2020-2021 and previous school year refers to school year 2019-2020.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Completion rates look at children aged 3-5 years older than the entry age for children for the last grade of that level of education. Therefore, in Viet Nam the target population for primary completion rate indicator will be young adults aged 12-14 years who have not completed primary education. In Viet Nam, 2 per cent of young adults aged between 12 and 24 have not completed basic education. Among this 2 percent who have not completed basic education, 60 per cent are males and 40 per cent are females.

Notes on MICS-EAGLE analysis

Differences between estimates from household survey and EMIS

In MICS, the questions on education are focused on 'attendance' instead of 'enrolment'. Attendance focuses on whether a child attended school (i.e. attended school in-person or digitally) whereas enrolment focuses on whether a child is enrolled in school (i.e. whether their name is registered in the school or not). For all 3- to 24-year-olds,an array of information on school attendance and completion is collected. This includes whether they ever attended school, whether they attended school in school year 2020-2021, their highest level of education, whether they attended school in school year 2019-2020, and whether they completed the grades attended. This is the information that has been used to calculate completion rate, out of school rate, drop-out and repetition rates in MICS6 (Viet Nam SDGCW) and MICS-EAGLE factsheet for Viet Nam. It is therefore, important to note that while indicators in MICS and EMIS may share the same names, they are different. The difference arises as a result of difference in data sources, the respondents in both sources, the school year, the question/ concept used to calculate the indicator (attendance versus enrolment). However, both estimates help provide a broad understanding of the education situation in Viet Nam.

Data and disaggregation in the factsheet

All analysis and disaggregation in the MICS-EAGLE factsheet are based on the Viet Nam SDGCQ Survey carried out by the General Statistics Office of Viet Nam. For more information on the sampling and data, please refer to 'Survey measuring Viet Nam Sustainable Development Goal indicators on Children and Women 2020-2021, Survey Findings Report'.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. The eight topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):

- **Access and Completion**
- **Skills** (learning outcomes, ICT skills and literacy rate)
- **Inclusive Education** (with a focus on disability)
- **Early Learning**
- **Out-of-School Children**
- **Repetition and Dropouts** (internal efficiency)
- **Child Protection** (child labour and child marriage)
- **Remote Learning**

Topic 1 Completion Rates

Guiding questions

1. For which level of education is the completion rate the lowest?
2. What regions have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socioeconomic characteristics of children who do not complete each level of education?

Overview

What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary, lower secondary, or upper secondary) who have completed that level of education. For example, if the official age of entry into primary education is 6 years, and primary school has 5 grades, then the intended age for the last grade of primary education is 10 years. In this case, the reference age group for calculation of the primary completion rate would be 13-15 years (10 + 3 = 13 and 10 + 5 = 15). This indicator is used to calculate SDG 4.1.2 – Completion rate (primary education, lower secondary education, upper secondary education).

FIGURE 1 Overview of completion rates

	PRIMARY	LOWER SECONDARY	UPPER SECONDARY
Richest	100%	98%	92%
Urban	98%	91%	75%
Total	98%	87%	59%
Rural	98%	85%	47%
Poorest	95%	67%	31%

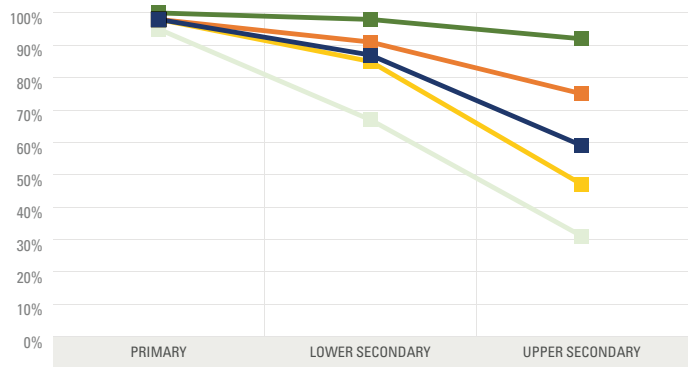


FIGURE 2 **Primary** completion rates

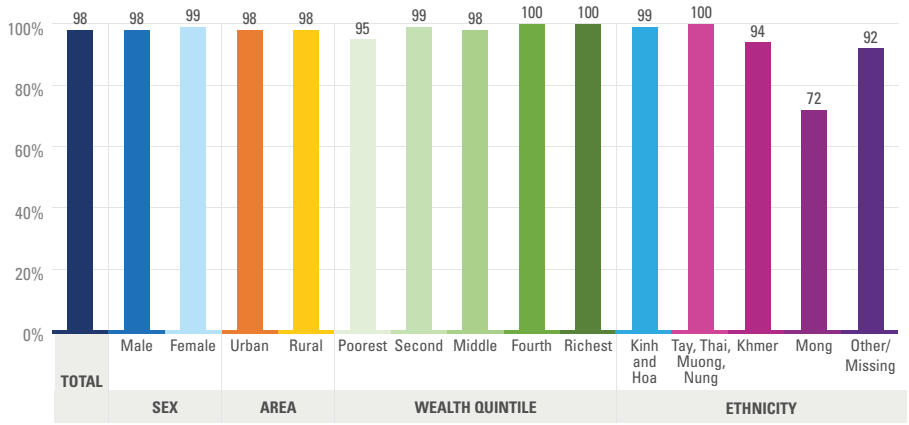


FIGURE 3 **Lower secondary** completion rates

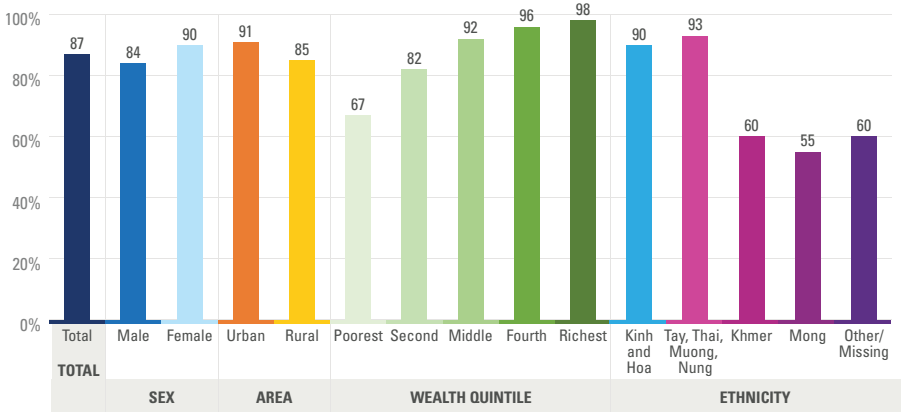
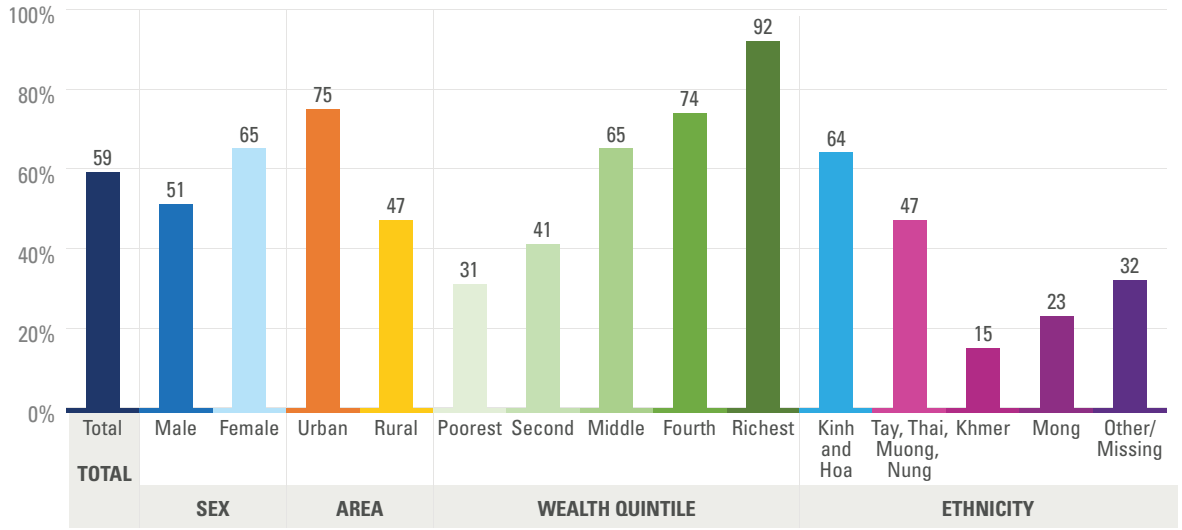


FIGURE 4 **Upper secondary** completion rates

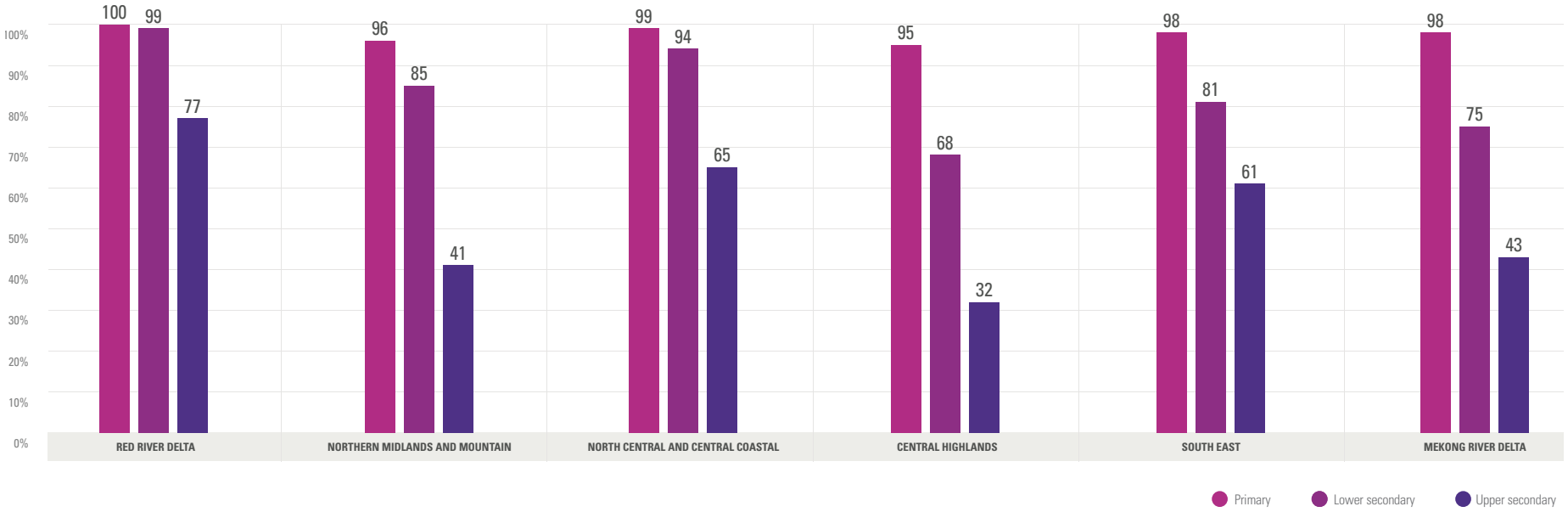


Findings

- Viet Nam has a very high primary completion rate at 98 per cent, nearly reaching universal primary completion. While there are no differences by urban-rural location, there is a difference along socio-economic lines.
- Completion rates decline somewhat for lower secondary education, and then quite steeply for upper secondary education, with 87 per cent having completed lower secondary and 59 per cent having completed upper secondary. Of note, however, upper secondary school is not compulsory in Viet Nam.
- At all levels, children from the poorest households have completion rates below the national average, whereas children from the richest households have completion rates above the national average.
- The gap between the completion rates of children from the richest and poorest wealth quintiles widens starkly as they progress through the education system. While 92 per cent of children from the richest quintile complete upper secondary education, only 31 per cent of children from the poorest quintile do so.
- Girls have higher completion rate across all levels. But the difference is greatest at the upper secondary level.
- Completion rates at all levels vary by ethnicity, although the differences are most pronounced at the upper secondary level. Kinh and Hoa ethnicity have the highest completion rate at the upper secondary level, at 64 per cent, and this contrasts starkly with Khmer, which has the lowest rate at just 15 per cent.

Regional disaggregation – completion rates

FIGURE 5 Completion rate, by **region**



Findings

- At primary level, all provinces have completion rates of 95 per cent or above.
- For all regions, completion rates decline at the lower secondary level when compared to the primary level.
- At the lower secondary level the Red River Delta has the highest completion rate at 99 per cent. From primary to lower secondary, Central Highlands has the largest decline in completion rates, from 95 per cent to 68 per cent.
- At the upper secondary level, for all regions the decline in completion rate is substantial. The drop in completion rates between lower secondary and upper secondary is most dramatic for Northern Midlands and Mountain, where it drops from 85 per cent to 41 per cent.

Profiles of children who do not complete each level of schooling

These profiles are based on the share of children who did not complete each level of education in Viet Nam, where 2 per cent do not complete primary 13 per cent do not complete lower secondary and 41 per cent do not complete upper secondary.

FIGURE 6 Profile of children who do not complete each level of schooling, by **sex**

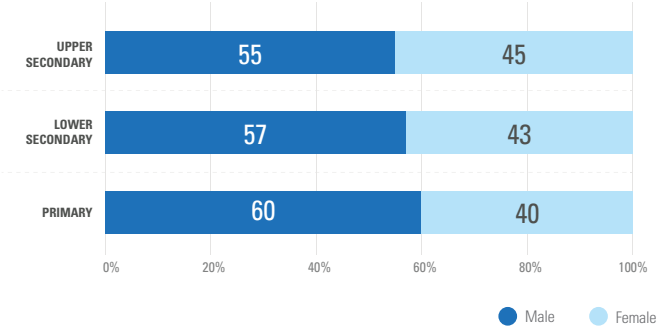


FIGURE 7 Profile of children who do not complete each level of schooling, by **area**

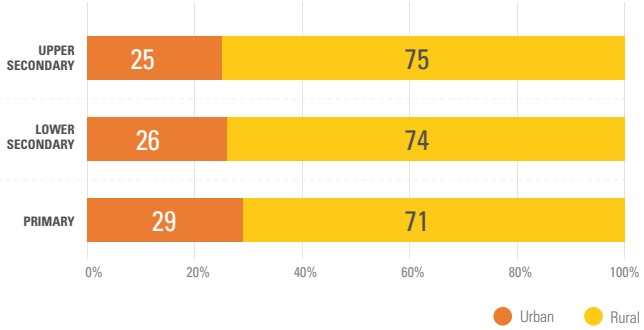
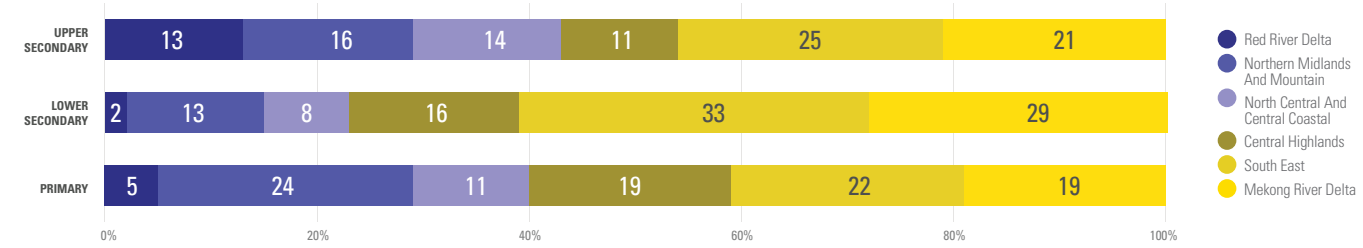


FIGURE 8 Profile of children who do not complete each level of schooling, by **region**



Findings

- At each level of education, a higher share of boys do not complete school than girls. The gap is the greatest at the primary level.
- Across all three levels of education, among children not having completed the level, more children are in rural areas.
- Children from the poorest two wealth quintiles make up around three-fourths of those who do not complete primary and lower secondary levels and about two-thirds of those who do not complete upper secondary school.
- Among children not having completed primary, the greatest share are in Northern Midlands and Mountain. At the lower and upper secondary levels, the greatest share of non-completers are from South East.
- At all three levels of education, members of the Kinh and Hoa ethnicity represent the majority of children who did not complete school, with this share rising to 74 per cent of all non-completers at the upper secondary level.

FIGURE 9 Profile of children who do not complete each level of schooling, by **wealth quintile**

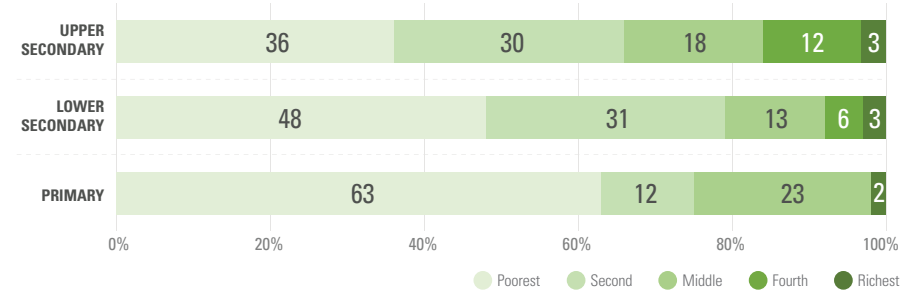
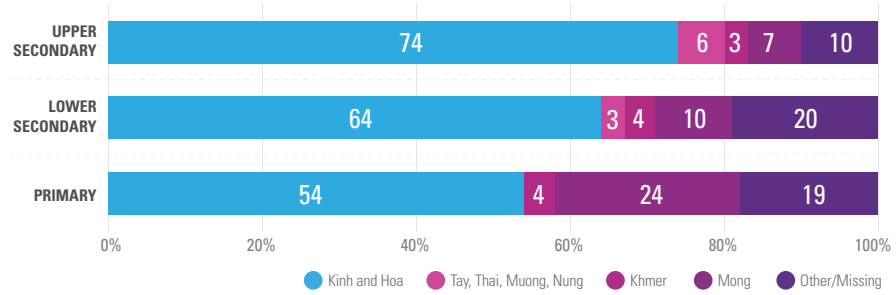


FIGURE 10 Profile of children who do not complete each level of schooling, by **ethnicity**



*Note: numbers may not sum to 100 per cent due to rounding.

TABLE 1. Non-completion - Rates & headcounts by various socioeconomic characteristics

		Non-Completion rates (%)			Estimated number of children who do not complete*		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		**2**	**13**	**41**	**70,600**	**508,100**	**1,562,400**
Sex	Male	2	16	49	42,200	293,200	859,000
	Female	1	10	35	28,500	214,900	703,500
Area	Urban	2	9	25	20,800	129,200	385,100
	Rural	2	15	53	49,900	378,900	1,177,300
Wealth quintile	Poorest	5	33	69	44,500	243,800	562,400
	Second	1	18	59	8,500	156,900	481,700
	Middle	2	8	35	15,900	64,100	279,400
	Fourth	0	4	26	-	30,900	189,200
	Richest	0.2	2	8	1,700	12,400	49,800
Region	Red River Delta	0	1	23	3,400	10,100	198,700
	Northern Midlands And Mountain	4	15	59	17,300	68,300	253,600
	North Central And Central Coastal	1	6	35	7,700	40,300	220,000
	Central Highlands	5	32	68	13,800	78,600	172,400
	South East	2	19	39	14,900	169,300	386,200
	Mekong River Delta	2	25	57	13,600	141,500	331,600
Ethnicity	Kinh and Hoa	1	10	36	37,500	325,300	1,148,300
	Tay, Thai, Muong, Nung	0	7	53	-	14,500	100,600
	Khmer	6	40	85	2,500	18,300	40,800
	Mong	28	45	77	17,200	52,800	114,600
	Other/Missing	8	40	68	13,400	97,200	158,200

*Headcounts are based on population estimates of the General Statistics Office of Viet Nam

Non-completion - Rates & headcounts by various socioeconomic characteristics

These charts show the number of children in various groups who did not complete the level of education (represented by the size of the bubble) and the non-completion rates for each group (indicated on the y-axis).

FIGURE 11 Non-completion rates and headcounts of children who do not complete **primary education**

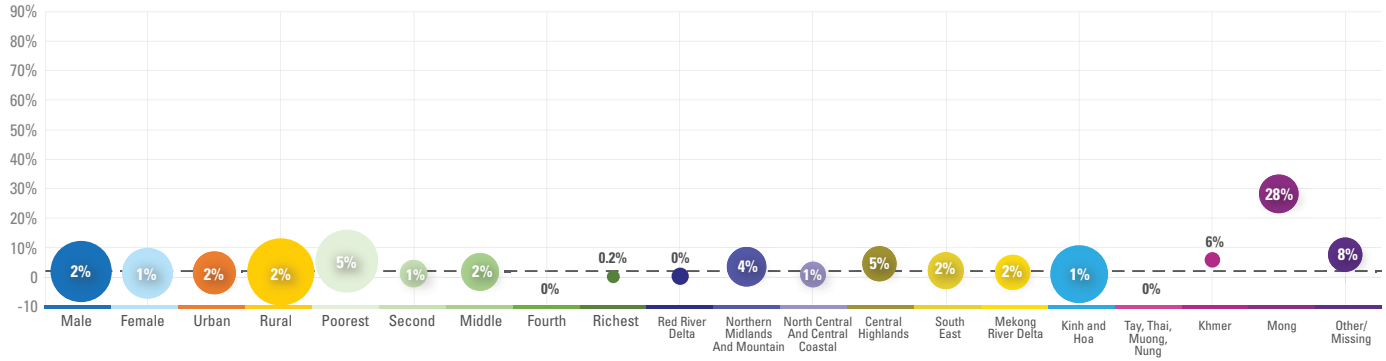


FIGURE 12 Non-completion rates and headcounts of children who do not complete **lower secondary education**

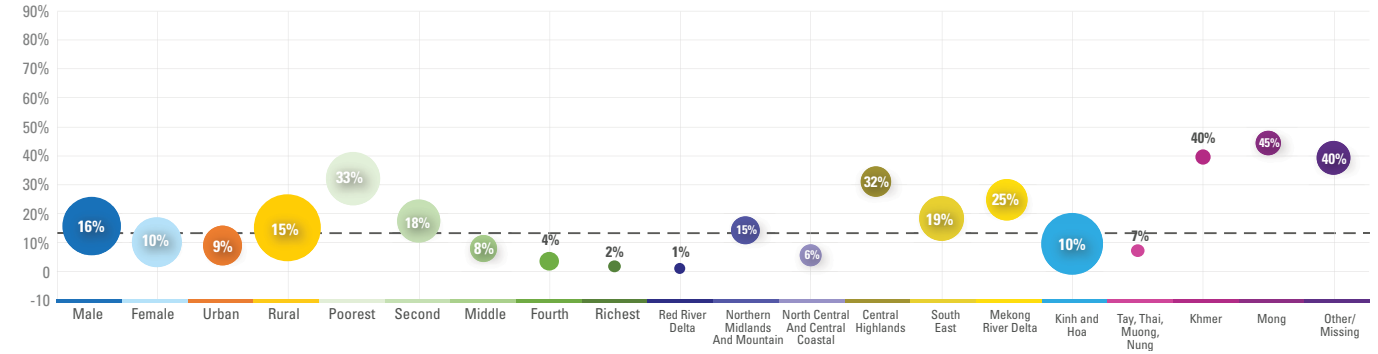
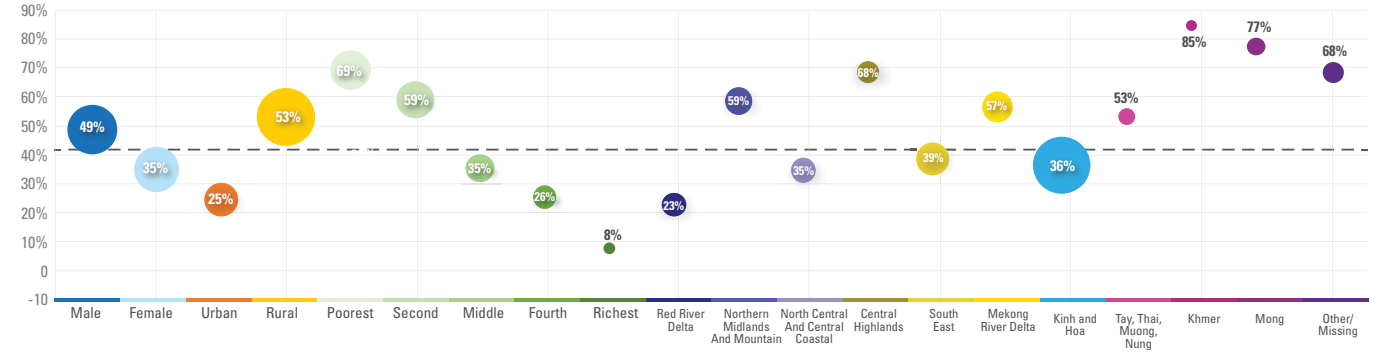


FIGURE 13 Non-completion rates and headcounts of children who do not complete **upper secondary education**



Findings

- At the primary level, there is little variation between groups by gender, urban-rural location, or by socio-economic lines, although the richest 40 per cent of children have higher completion rates than all other groups. The Mong ethnicity, however, has a much higher non-completion rate at the primary level than other ethnicities, at 28 per cent.
- At the lower secondary level, non-completion rates increase for all groups, with it being the highest for children from the poorest quintile. Among regions, Central Highlands has the highest share of children not completing lower secondary, but South East has the highest number of non-completers at this level. In terms of ethnicity, the Mong and Khmer have the highest share of non-completers at the lower secondary level, but the Kinh and Hoa have the highest number of non-completers at this level.
- At the upper secondary level, inequities are most visible. Non-completion rates among rural children are more than twice than of urban children. The differences are even larger by wealth quintile, as non-completion rates for the poorest quintile are over 8 times higher than for children belonging to the richest wealth quintile. Among regions, Central Highlands has the highest non-completion rate at this level but South East has the highest headcount of non-completers. As for differences by ethnicity, Khmer has the highest share of non-completers at the upper secondary level, but Kinh and Hoa have by far the largest headcount.

Topic 2 Foundational Learning Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?
2. Which characteristics are linked to higher shares of reading and numeracy skills?
3. What share of each group of young people are literate, and what share have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills measured at the Grade 2/3 level

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years. These data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i) reading and (ii) numeracy, by sex.

FIGURE 14 Share of children with foundational skills, by **highest grade attended**

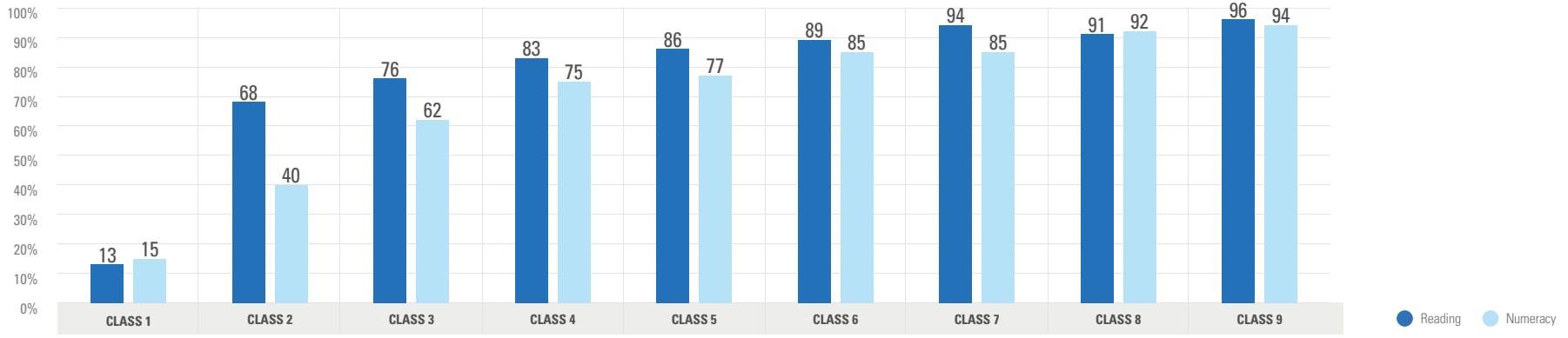


FIGURE 15 Share of children aged 7 to 14 with foundational **reading skills**

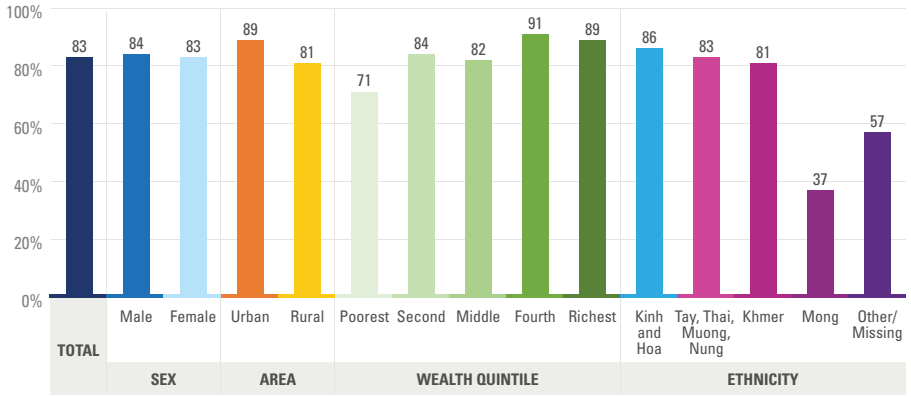
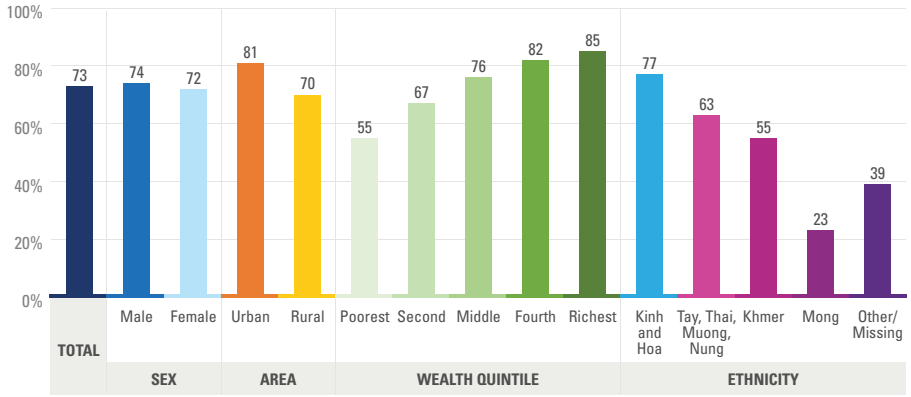


FIGURE 16 Share of children aged 7 to 14 with foundational **numeracy skills**



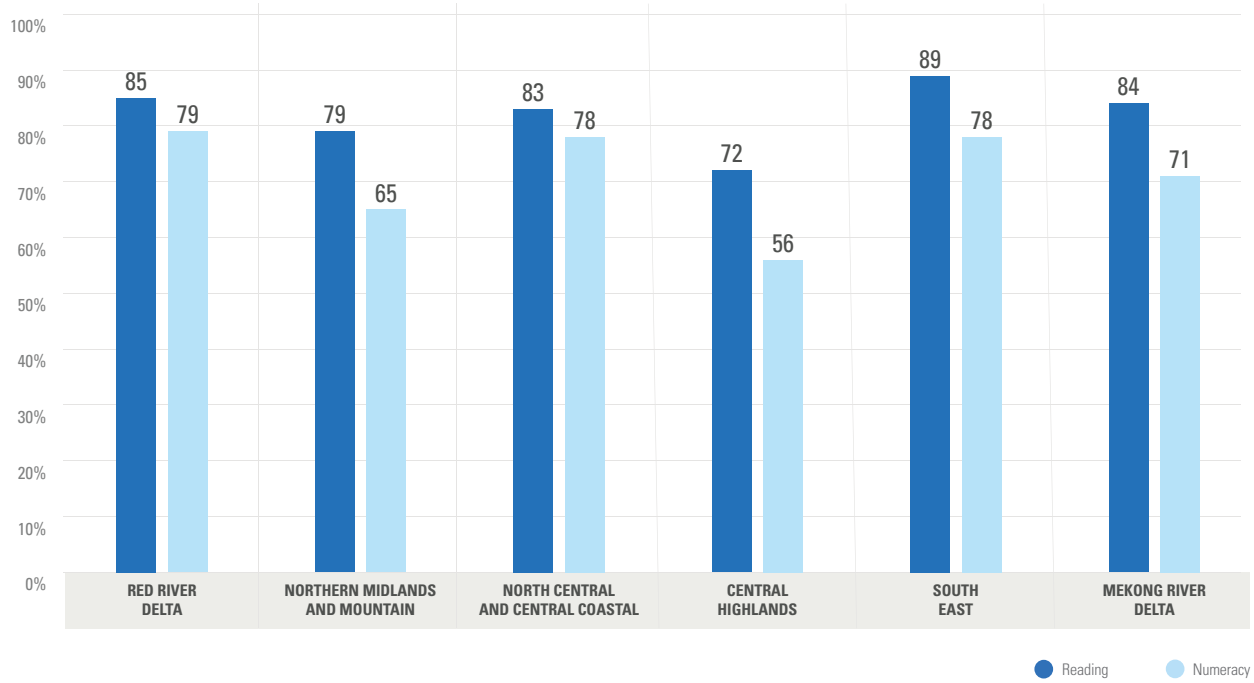
*Values are based on 25 to 49 unweighted observations

Findings

- The Foundational Learning module assesses skills at the Grade 2/3 level. 76 per cent of children who have Grade 3 as the highest grade attended have the expected reading skills for that grade, while 62 per cent of children have the expected numeracy skills.
- Data indicate that children learn by staying in school, as the share of children with foundational learning skills increases with each highest grade attended.
- The share of children with Grade 2/3 level reading skills (or foundational reading skills) increases from 76 per cent in Grade 3 to 96 per cent in Grade 9, whereas the share of children with numeracy skills at the Grade 2/3 level (or foundational numeracy skills) increases from 62 per cent in Grade 3 to 94 per cent in Grade 9. It is important to note that all children are assessed based on contents of Grade 2/3 material, and in Viet Nam, there are children whose highest grade is 9 who still do not have foundational skills.
- Learning gaps along socioeconomic lines can be seen in Viet Nam, where a higher share of urban children and children from wealthier households have foundational reading and numeracy skills.
- The largest learning gap is associated with household wealth: the share of children from the richest quintile with foundational reading skills is 13 percentage points higher than the share of share of children from the poorest wealth quintile. This gap is even wider for foundational numeracy skills, where 85 per cent of children from the richest quintile have foundational numeracy skills, compared to 55 per cent of children from poorest wealth quintile.
- There are substantial differences in foundational learning skills by ethnicity. For both reading and numeracy skills, the Kinh and Hoa have the highest share of children with these skills, and the Mong have the lowest share. In both cases, the gap in the share of children with foundational learning skills between these two ethnicities is about 50 percentage points.

Regional disaggregation – foundational learning skills

FIGURE 17 Share of children aged 7 to 14 with foundational skills, by **region**



Findings

- Learning gaps vary by province. South East province has the highest share of children with foundational reading skills, at 89 per cent, whereas Central Highlands province has the lowest share, at 72 per cent. For foundational numeracy skills, Red River Delta has the highest share of children with these skills, at 79 per cent, and Central Highlands has the lowest share, at 56 per cent.
- Differences in the share of children with foundational reading and numeracy skills is observed in each region. Across all regions, a smaller share of children have foundational numeracy skills than foundational reading skills. The difference ranges from 6 percentage points in favor of foundational reading skills in Red River Delta province to 16 percentage points in Central Highlands province.

Literacy rate and ICT skills among youth aged 15 to 24 years

ICT skills are based on the information of women and men age 15-49 about whether they carried out at least one of nine specific computer related activities in the last three months prior to the survey.

Literacy was assessed for women and men age 15-24 years on the ability to read a short simple statement or based on school attendance. Those who have ever attended lower secondary or higher education are immediately classified as literate, due to their education level and are therefore not asked to read the statement. All others who successfully read the statement are also classified as literate.

FIGURE 18 **Literacy rates** among youth aged 15 to 24 years

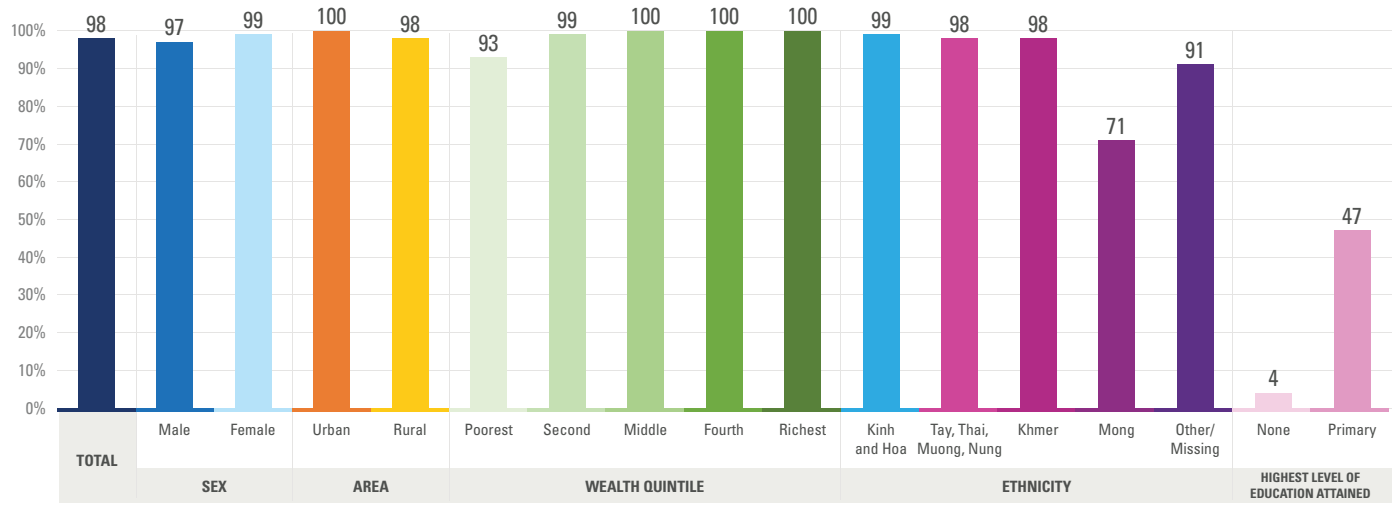
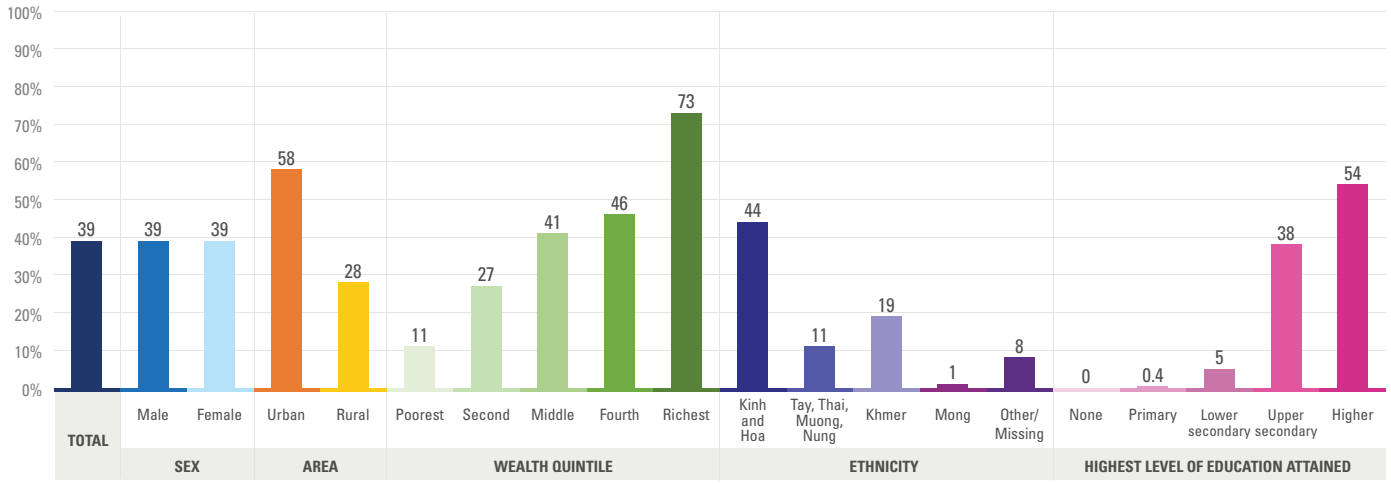


FIGURE 19 **ICT skill** among youth aged 15 to 24 years



Findings

- 98 percent of 15 to 24 year olds in Viet Nam are literate. However, those who did not attend school have an extremely low literacy rate, at 4 per cent. The literacy rate for the Mong ethnicity is also considerably below the national average, at 71 per cent.
- Only 47 per cent of those whose highest level of education is primary were able to read a short simple statement.
- 39 per cent of 15 to 24 year olds have ICT skills in Viet Nam, based on their responses to 9 ICT-related activities in MICS.
- Equal shares of males and females have ICT skills, although about twice as many urban youth have ICT skills as rural youth.
- Strong inequities are observed in ICT skills signaling a digital divide may exist along prevailing socio-economic lines. Youth from the richest quintile are nearly 7 times as likely to have ICT skills as youth from the poorest quintile.
- A large difference in ICT skills is observed by the highest level of education attained, with 54 per cent of youth who have higher education having ICT skills compared to 5 per cent of youth with lower secondary education.
- Differences in ICT are pronounced among ethnicities. Whereas only 1 per cent of Mong ethnicity have these skills, the share rises to 44 per cent among Kinh and Hao.

Profiles of children aged 7 to 14 years who do not have foundational skills

These profiles are based on the 17 per cent of children in Viet Nam aged 7 to 14 years who do not have foundational reading skills and the 27 per cent who do not have foundational numeracy skills.

FIGURE 20 Profile of children who do not have foundational skills, by **sex**

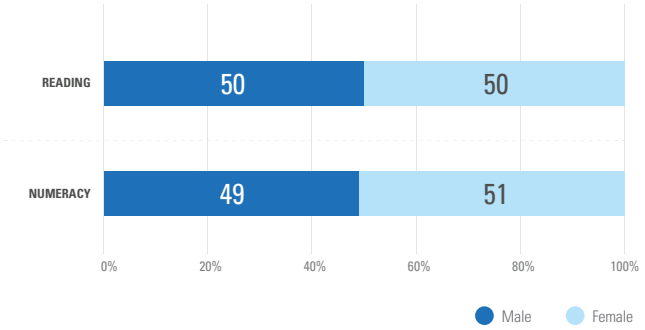


FIGURE 21 Profile of children who do not have foundational skills, by **area**

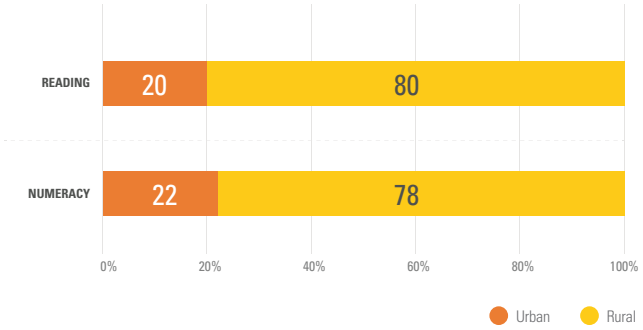
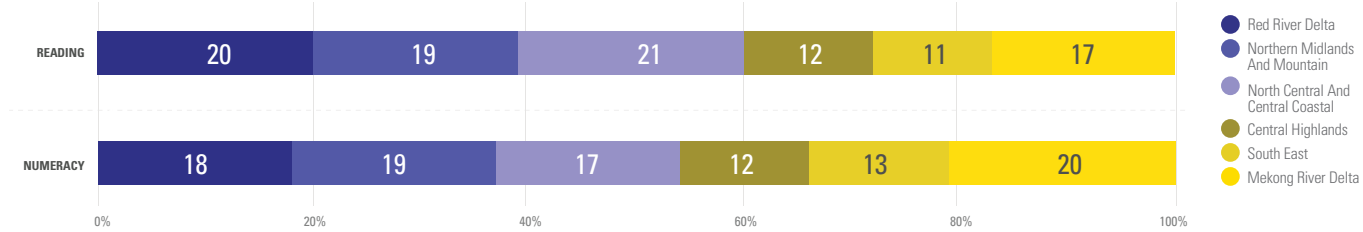


FIGURE 22 Profile of children who do not have foundational skills, by **region**



Findings

- Equal shares of boys and girls lack foundational reading skills, but slightly more girls lack foundational numeracy skills.
- Most children who are not learning are in rural areas.
- The majority of those not learning foundational skills are from the poorer quintiles. 53 per cent of 7 to 14 year olds who do not have foundational reading skills and 56 per cent of those who do not have foundational numeracy skills belong to the poorest 40 per cent of the population.
- Of the children who do not have foundational learning skills, Central Highlands and South East form the smallest share in both reading and numeracy, whereas North Central and Central Coastal has the proportional majority of children reading and Mekong River Delta has the proportional majority of children not learning numeracy.
- Kinh and Hoa ethnicity represent nearly three-fourths of children who do not have either foundational reading or numeracy skills.

FIGURE 23 Profile of children who do not have foundational skills, by **wealth quintile**

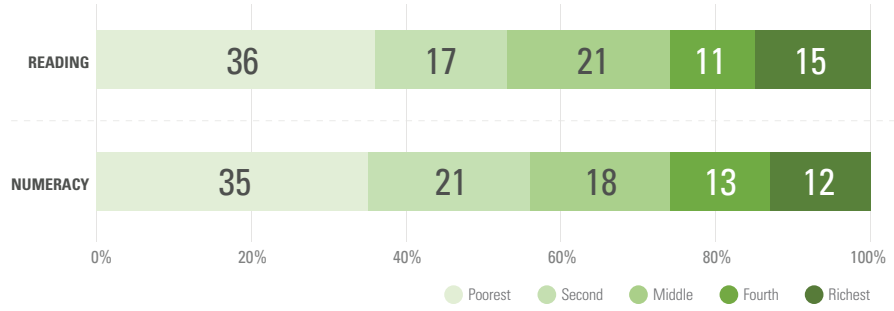


FIGURE 24 Profile of children who do not have foundational skills, by **ethnicity**

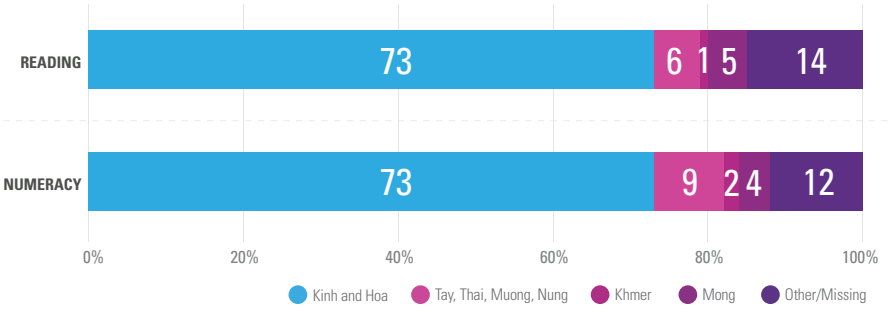


TABLE 2. Foundational skills – Shares & headcounts of children aged 7 to 14 who do not have foundational skills, by various socioeconomic characteristics

		Share of children who do not have foundational skills (%)		Estimated number of children who do not have foundational skills*	
		Reading	Numeracy	Reading	Numeracy
Total		**17**	**27**	**1,722,100**	**2,711,200**
Sex	Male	16	26	864,500	1,335,200
	Female	17	28	857,600	1,376,000
Area	Urban	11	19	347,200	591,600
	Rural	19	30	1,374,900	2,119,600
Wealth quintile	Poorest	29	45	623,200	974,900
	Second	16	33	274,300	558,700
	Middle	18	24	371,800	484,200
	Fourth	9	18	200,200	369,100
	Richest	11	15	252,700	324,300
Region	Red River Delta	15	21	352,400	484,200
	Northern Midlands And Mountain	21	35	319,100	530,300
	North Central And Central Coastal	17	22	354,700	467,000
	Central Highlands	28	44	217,700	339,800
	South East	11	22	183,300	360,900
	Mekong River Delta	16	29	294,800	529,000
Ethnicity	Kinh and Hoa	14	23	1,258,100	1,966,800
	Tay, Thai, Muong, Nung	17	37	109,400	236,600
	Khmer	19	45	20,900	49,000
	Mong	63	77	87,400	106,500
	Other/Missing	43	61	246,300	352,300

*Headcounts are based on population estimates of the General Statistics Office of Viet Nam

Foundational skills – Shares & headcounts of children aged 7 to 14 who do not have foundational skills, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various group who do not have foundational learning skills as measured by the foundational learning module in MICS6.

FIGURE 25 Shares and headcounts of children who do not have foundational **reading skills**

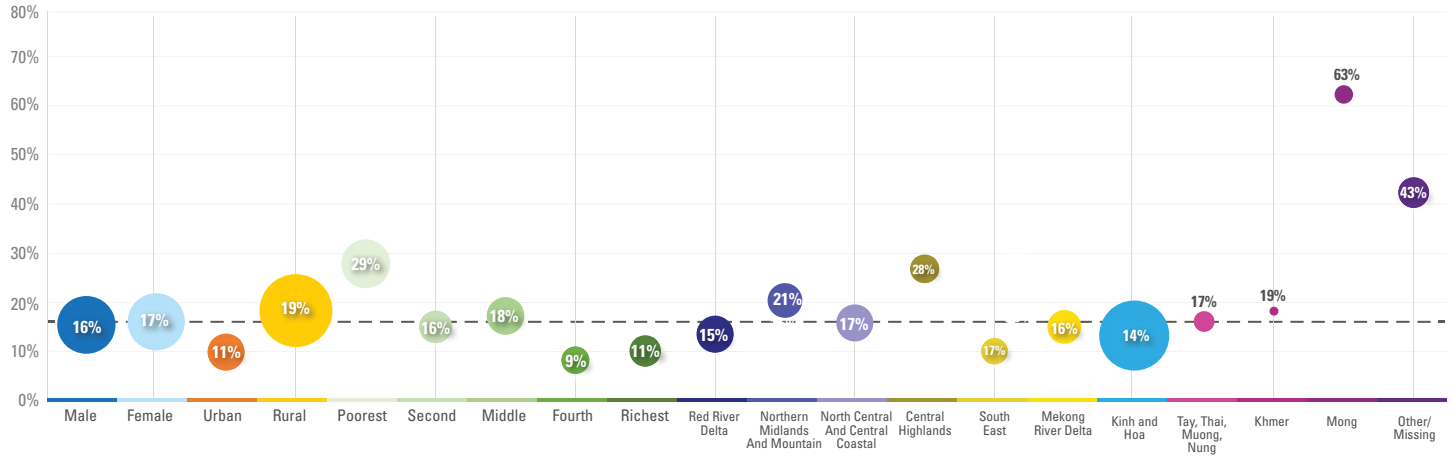
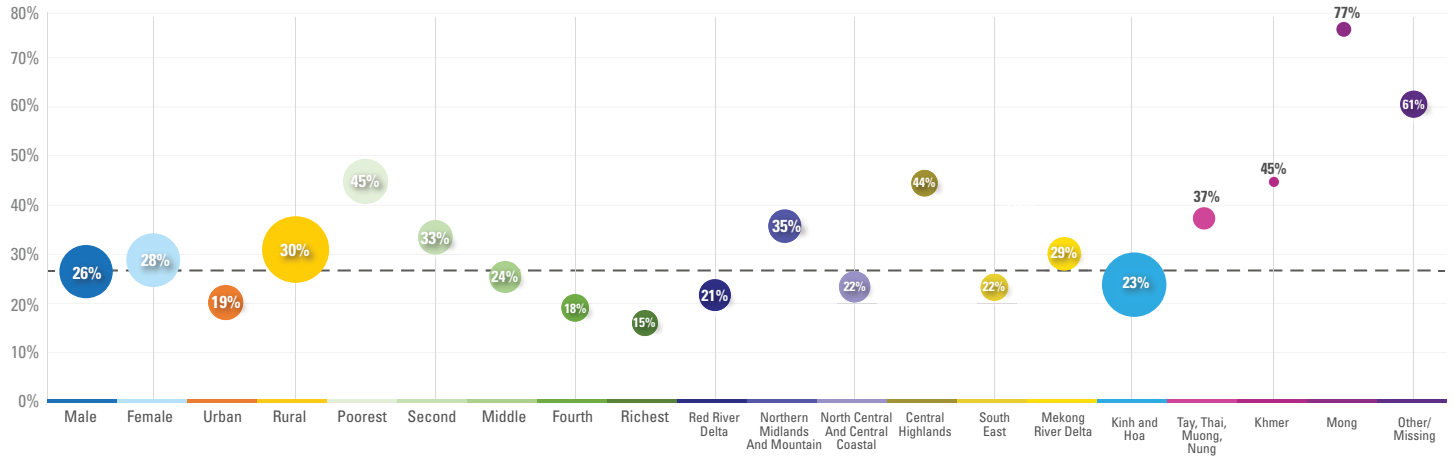


FIGURE 26 Shares and headcounts of children who do not have foundational **numeracy skills**



Findings

- For both foundational reading and numeracy skills, a larger share as well as a larger headcount of children from the three poorest wealth quintiles are not learning as compared to children from the top two wealth quintiles.
- A far greater number of children from rural areas lack foundational reading and numeracy skills than children from urban areas.
- Among regions, Central Highlands has the highest share of children without foundation reading skills, while North Central and Central Coastal has the highest headcount of children without these skills.
- For foundational numeracy skills, Central Highlands has the highest share of children without these skills, but the headcount for children without foundational numeracy skills is greatest in Northern Midlands and Mountain.
- For both foundational reading and numeracy skills, Mong ethnicity represents the greatest share of children without these skills, but the highest headcount of children without these skills is among Kinh and Hoa ethnicity.

Topic 3 Out-of-School Children

Guiding questions

1. Which level of education has the highest rate of out-of-school children?
2. How many children are out of school?
3. Which regions have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?

Overview

Who are out-of-school children?

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 – Out-of-school rate for different levels of education, including primary, lower secondary and upper secondary. The out of school rate covers formal general and vocational education from primary to upper secondary school. Informal education is not included in the out of school analysis.

FIGURE 27 Overview of out-of-school rates

	PRIMARY	LOWER SECONDARY	UPPER SECONDARY
Richest	1%	1%	2%
Urban	1%	4%	13%
Total	1%	5%	22%
Rural	1%	6%	25%
Poorest	2%	15%	47%

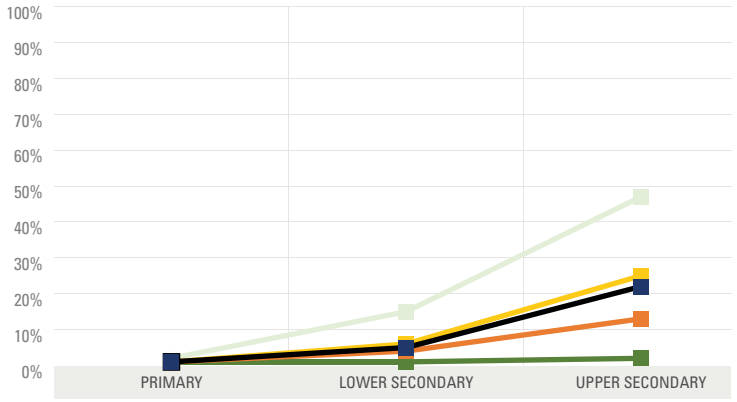
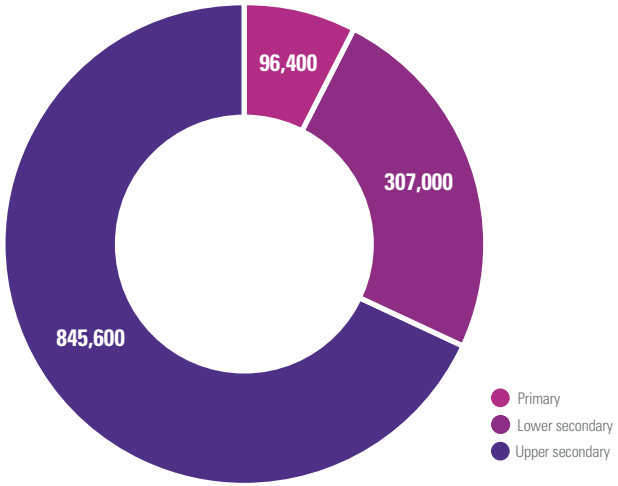


FIGURE 28 Out-of-school population (estimated headcounts)



Findings

- Nationally, 1 per cent of primary school age children are out of school. At the lower secondary level, the out-of-school rate increases to 5 percent of children, and at the upper secondary level 22 percent of children are out of school. It is worth noting, however, that upper secondary school is not compulsory in Viet Nam.
- At all levels, the poorest children have out-of-school rates higher than the national average. The gap in out-of-school rates between children from the poorest and richest wealth quintile increases with the level of education: it is 1 percentage point for primary, 13 percentage points for lower secondary, and 45 percentage points for upper secondary level.
- Out-of-school rates for rural children are higher than the national average at lower secondary and upper secondary levels.
- In total estimated 96,400 primary school-age children and 307,000 lower secondary school-age children were out of school. At the upper secondary level, the number of out-of-school children is 845,600.

Out-of-school children by level of education

FIGURE 29 **Primary** out-of-school rates

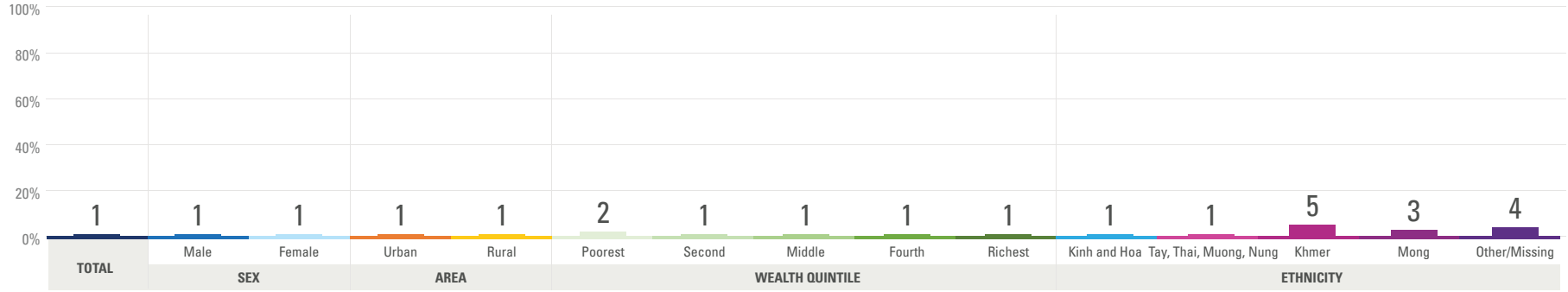


FIGURE 30 **Lower secondary** out-of-school rates

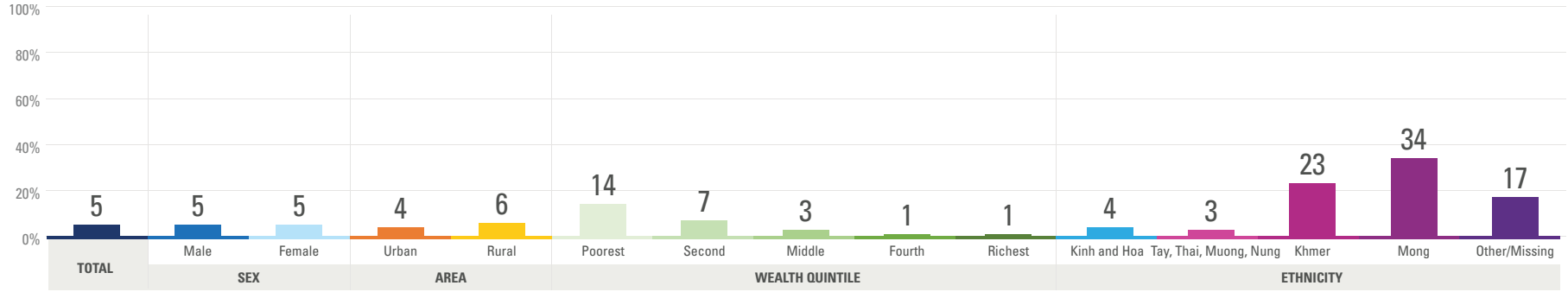


FIGURE 31 **Upper secondary** out-of-school rates

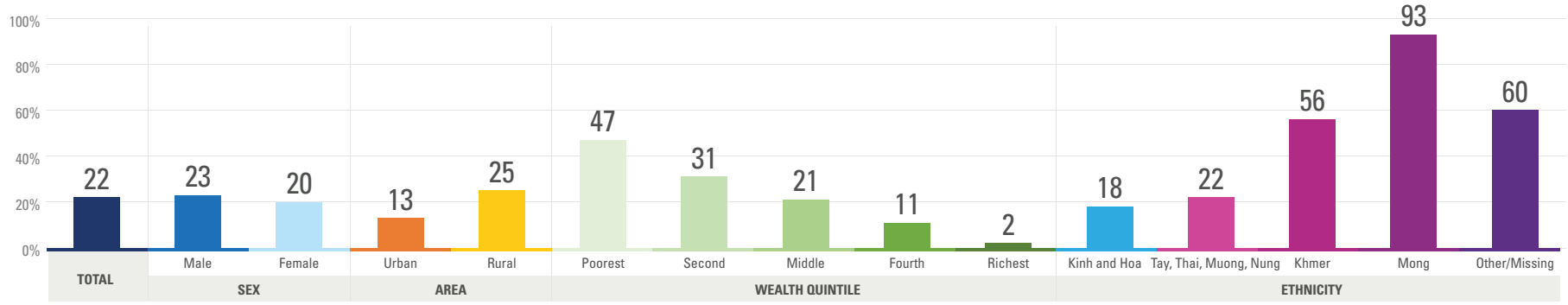
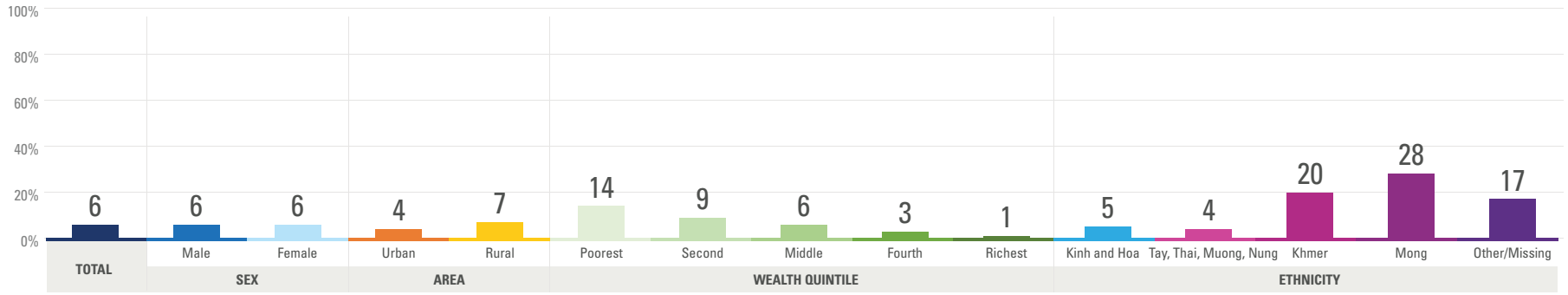


FIGURE 32 **Primary to upper secondary** out-of-school rates/ Out of school rates 6 to 17 year olds

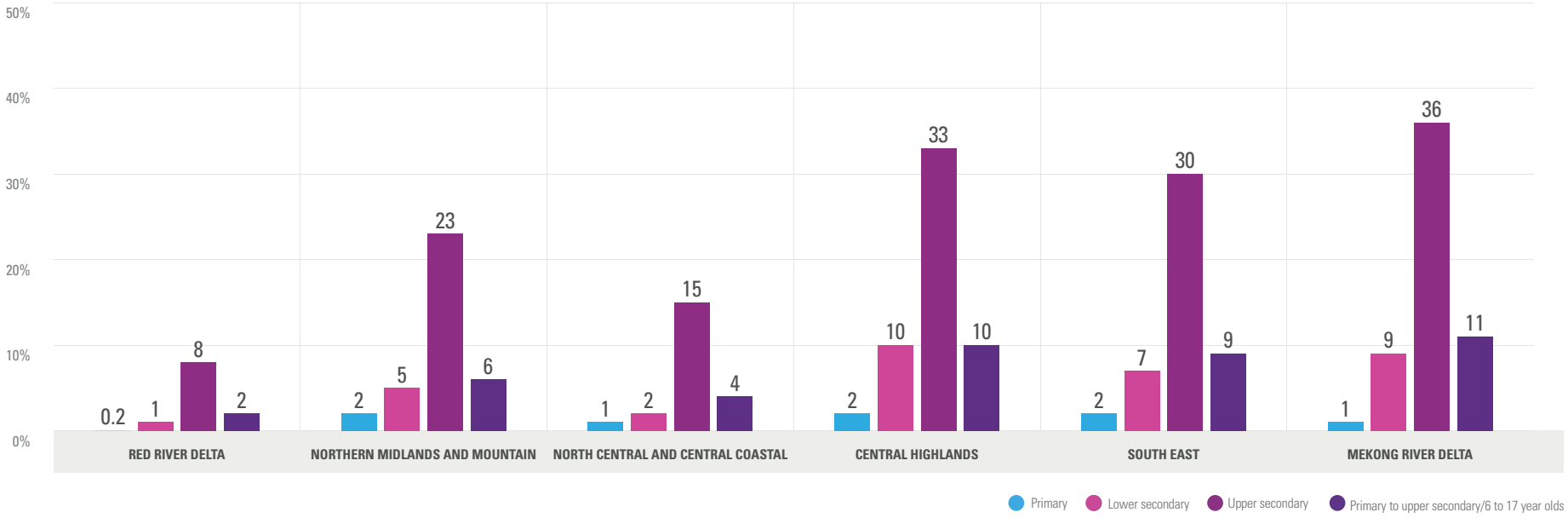


Findings

- At the primary level, 1 per cent of children are out of school, with little difference across groups, with the exception of ethnicity, as the Khmer ethnicity has the highest out of school rate at 5 per cent, compared to 1 per cent for Kinh and Hoa and Tay, Thai, Muong, Nung.
- At the lower secondary level, the national out-of-school rate is 5 per cent, although the share of rural children who are out of school is above average. Among ethnicities, the Mong have the highest out of school rate at the lower secondary level at 34 per cent, nearly seven times the national average.
- A far greater share of children from the poorest wealth quintile are out of school at the lower secondary level, at 14 per cent, as compared to children from the wealthiest quintile, at 1 per cent.
- At the upper secondary level, the out-of-school rate increases for all groups, with the national average rising to 22 per cent. Differences are also observed along urban and rural location, with a higher share of rural children being out of school, as well as by wealth quintile, with 47 per cent of children from the poorest quintile out of school as opposed to 2 per cent from the wealthiest quintile. Differences in out of school rates at the upper secondary level are also substantial by ethnicity, with 93 per cent of children of Mong ethnicity out of school at this level, compared to 18 per cent of Kinh and Hoa.
- Across all levels of education, from primary to upper secondary, 6 per cent of children ages 6 to 17 are out of school. Out of school rates for this group of children are higher for those from the poorest households, at 14 per cent, as well as among children from the Mong ethnicity, where the out of school rate reaches 28 per cent.

Regional disaggregation – completion rates

FIGURE 33 Out-of-school rates by **region**



Findings

- At the primary level, Central Highlands and South East have a slightly higher out of school children rate than other provinces.
- At the lower secondary level, North Central and Central Costal has the lowest out-of-school rate, at 2 per cent, whereas Central Highlands has the highest rate, at 10 per cent.
- At the upper secondary level, out-of-school rates increase substantially for all regions. In particular, Central Highlands and Mekong River Delta have out-of-school rates of 33 and 35 per cent, respectively.

Profiles of out-of-school children

These profiles are based on the share of children who are out of school in Viet Nam, where 1 per cent of children are out of school in primary, 5 per cent in lower secondary and 20 per cent in upper secondary.

FIGURE 34 Profile of out-of-school children, by **sex**

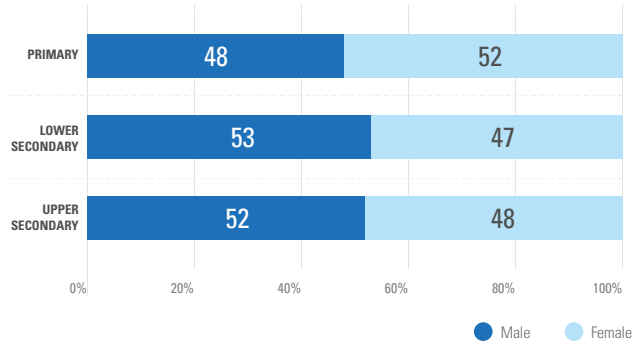


FIGURE 35 Profile of out-of-school children, by **area**

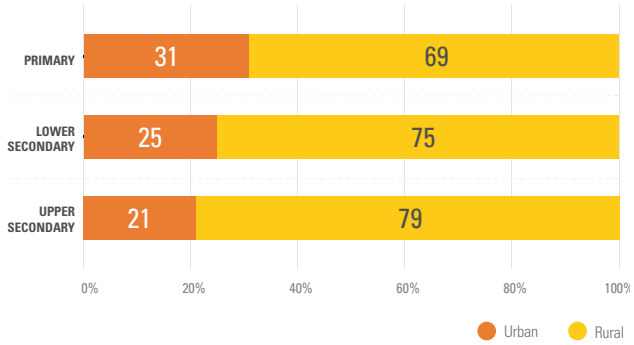
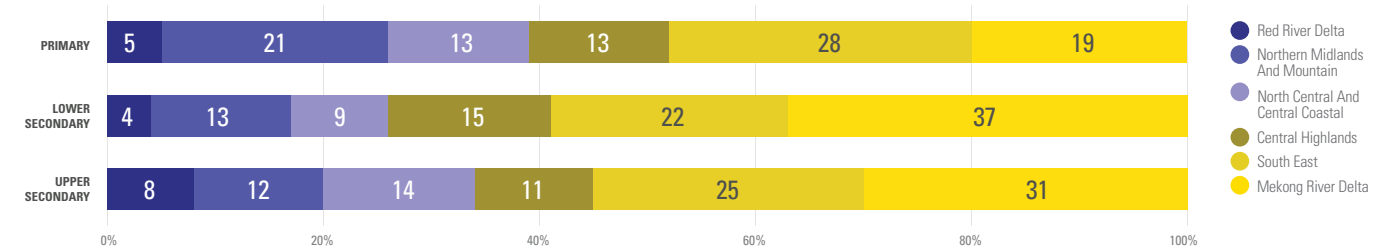


FIGURE 36 Profile of out-of-school children, by **region**



Findings

- At the primary level, the majority of out-of-school children are girls. However, this changes at the lower and upper secondary levels, where the majority of out of school children are boys.
- At all levels of education, there are far more out-of-school children in rural areas than in urban areas.
- Children from the poorest two quintiles comprise the majority of those who are out of school at all levels, although they comprise nearly 80 per cent of all out of school children at the lower secondary level.
- At all levels of education, the greatest share of children who are out of school are from South East. By contrast, the smallest share of out of school children at each level of education is from Red River Delta.
- The majority of out of school children at all levels are of Kinh and Hoa ethnicity, and at the upper secondary level this ethnicity represents nearly three-fours of all out of school children.

FIGURE 37 Profile of out-of-school children, by **wealth quintile**

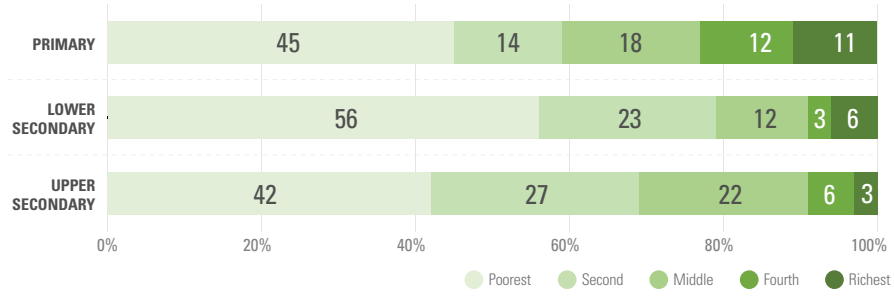


FIGURE 38 Profile of out-of-school children, by **ethnicity**

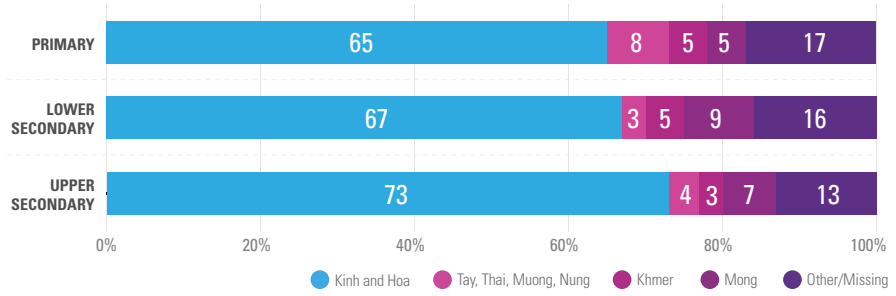


TABLE 3. Out-of-school - Rates & headcounts by various socioeconomic characteristics

		Out-of-school rates (%)			Estimated number of out of school children*		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		**1**	**5**	**22**	**96,400**	**307,000**	**845,600**
Sex	Male	1	5	23	46,500	166,700	451,900
	Female	1	5	20	49,900	140,300	393,700
Area	Urban	1	4	13	29,800	71,300	174,100
	Rural	1	6	25	66,600	235,700	671,600
Wealth quintile	Poorest	2	14	47	45,600	171,300	345,900
	Second	1	7	31	12,600	69,500	224,800
	Middle	1	3	21	16,200	36,300	174,500
	Fourth	1	1	11	10,900	12,200	78,700
	Richest	1	1	2	11,100	17,700	21,700
Region	Red River Delta	0.2	1	8	4,700	10,700	83,200
	Northern Midlands And Mountain	2	5	23	20,200	39,000	103,800
	North Central And Central Coastal	1	2	15	11,700	31,500	118,500
	Central Highlands	2	10	33	13,100	44,200	87,200
	South East	2	7	30	27,900	65,300	205,400
	Mekong River Delta	1	9	36	18,900	116,300	247,600
Ethnicity	Kinh and Hoa	1	4	18	62,800	205,900	619,200
	Tay, Thai, Muong, Nung	1	3	22	7,800	9,000	34,000
	Khmer	5	23	56	4,400	15,400	22,100
	Mong	3	34	93	5,300	26,500	59,700
	Other/Missing	4	17	60	16,200	50,200	110,600

*Headcounts are based on population estimates of the General Statistics Office of Viet Nam

Out-of-school rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

FIGURE 39 **Primary** out-of-school rates and headcounts

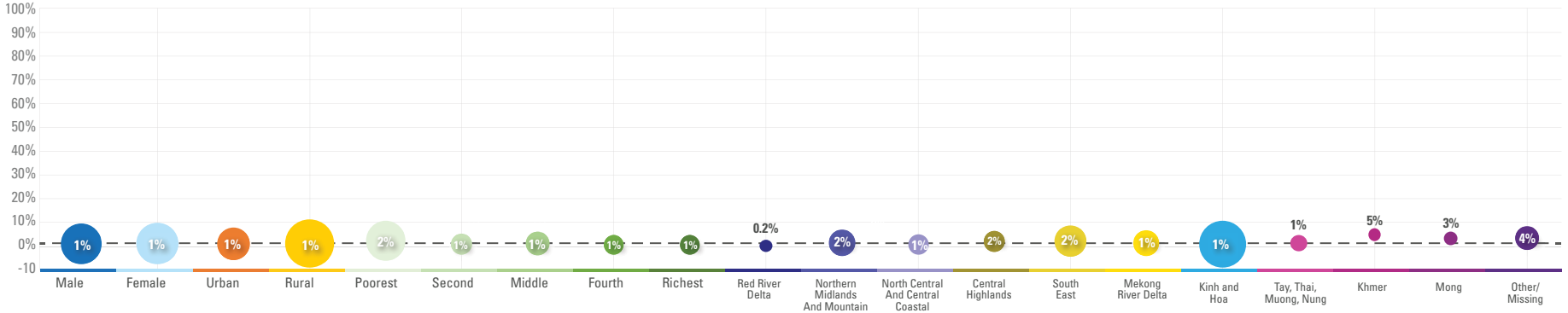


FIGURE 40 **Lower secondary** out-of-school rates and headcounts

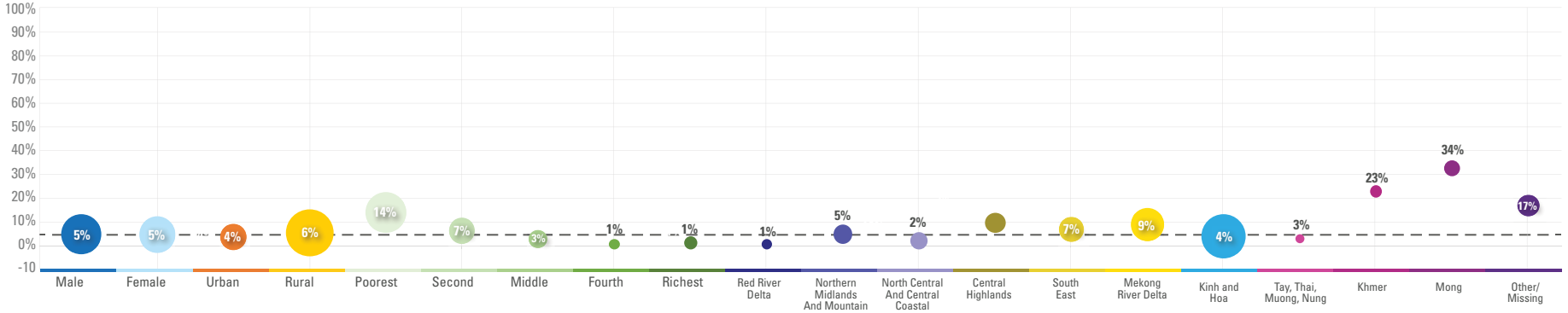
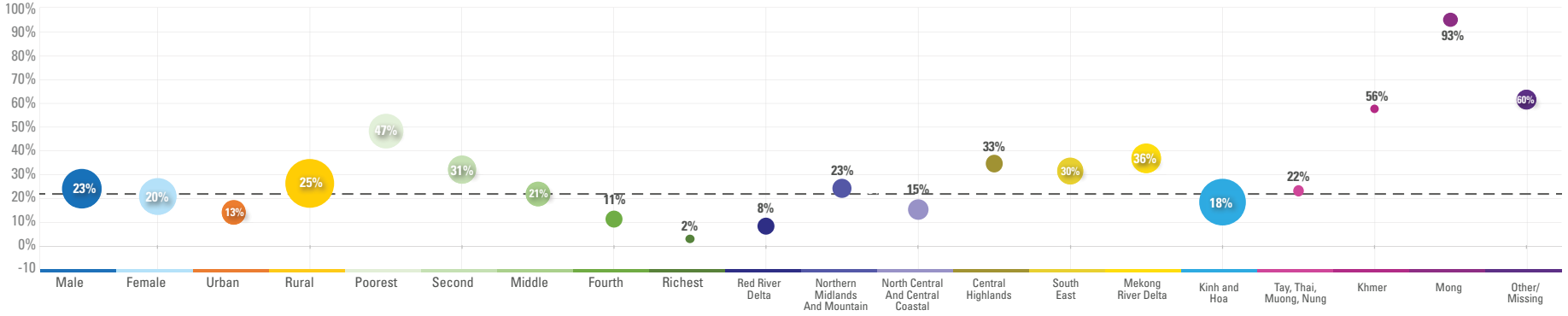


FIGURE 41 **Upper secondary** out-of-school rates and headcounts



Findings

Primary level:

- At the primary level, although there is little difference in the share of out of school children by different groups, the highest headcount is among children from rural areas and children from the lowest wealth quintile. South East also has the highest headcount of out of school children at the primary level. In terms of ethnicity, Khmer has the highest share of out of school children, while Kinh and Hoa have the highest headcount.

Lower secondary level:

- At the lower secondary level, both a higher share of children as well as a higher headcount of children from the poorest quintile and from rural areas are out of school than their urban and wealthier counterparts. Among regions, Central Highlands has the highest share of out of school children, whereas Mekong River Delta has the highest headcount. Among ethnicities, Mong has the highest share of out of school children and Kinh and Hoa has the highest headcount.

Upper secondary level:

- Similarly, at the upper secondary level, both the share and the headcount of out of school children is higher among rural children and children from the poorest wealth quintile. The share of out of school children from the poorest quintile is more than twice the national average, and more than 20 times higher than the rate for children from the wealthiest quintile. Among regions, Mekong River Delta has both the highest out of school rate and headcount at this level. As for ethnicities, the Mong have by far the highest share of out of school children, and the Kinh and Hoa have by far the highest headcount.

Topic 4 Early Childhood Attendance and Development

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending early childhood education (ECE)?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

What is ECDI 2030?

The Early Childhood Development Index 2030 (ECDI2030) module captures the achievement of key developmental milestones by children between the ages of 24 and 59 months. The data generated by the ECDI2030 can be used for monitoring and reporting on SDG indicator 4.2.1, and to inform government efforts to improve developmental outcomes among children. The measure includes 20 questions about the way children behave in certain everyday situations, and the skills and knowledge they have acquired, reflecting the increasing difficulty of the skills children acquire as they grow. The 20 items are organized according to the three general domains of health, learning and psychosocial well-being. A child is considered to be developmentally on track if they have achieved the minimum number of milestones expected for their age group.

FIGURE 42 Age distribution at Grade 1 of primary education (%)

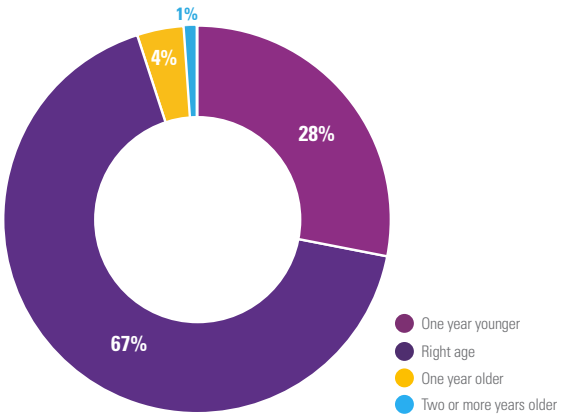


FIGURE 43 Level of education attended by 3 to 6 year olds

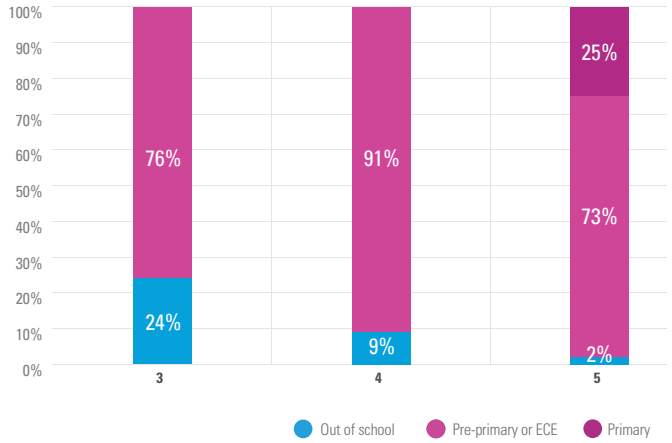


FIGURE 44 Share of children aged 2 to 4 years who are developmentally on track, as measured by the Early Childhood Development Index (ECDI)

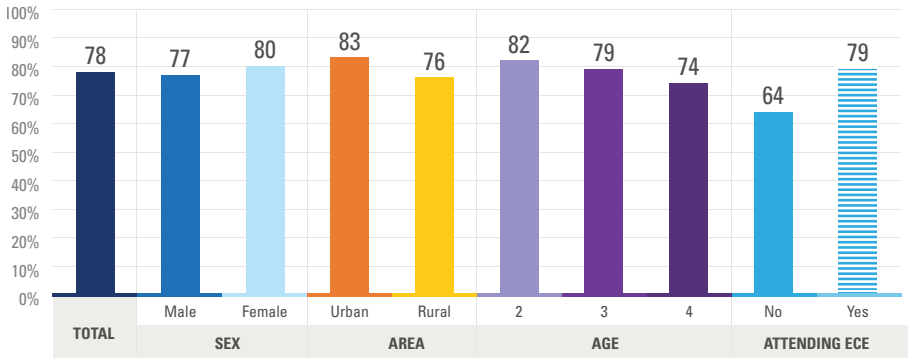
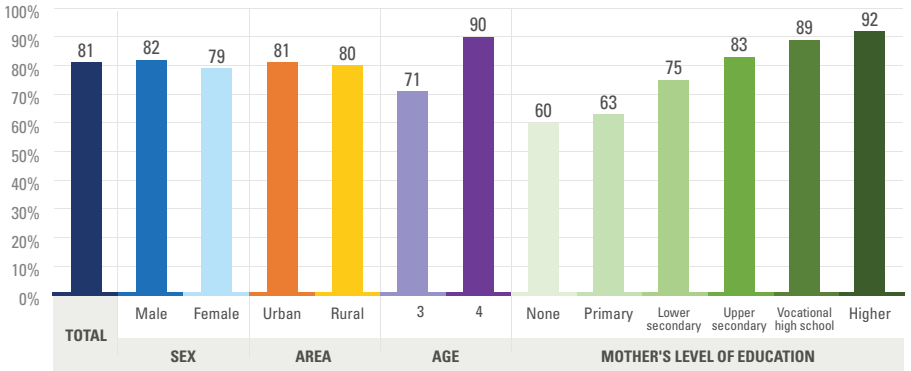


FIGURE 45 Share of children aged 3 to 4 years attending ECE



*The question for ECE attendance was only asked to 3 and 4 year olds

Findings

- Around 78 per cent of Vietnamese 2 to 4-year olds are developmentally on track as measured by the ECDI.
- Higher shares of urban children are developmentally on track as measured by the ECDI.
- Nationally, around 81 per cent of children aged 3 to 4 years attend ECE. Moreover, ECE attendance increases with age: 71 per cent of 3-year olds and 90 per cent of 4-year olds attend ECE.
- ECE attendance is comparatively low for children whose mothers have no education or only primary education.
- The majority of children aged 3 to 5 are in pre-primary or ECE, although 25 per cent of 5-year olds are in primary school.
- In grade 1, about two-thirds of students are the right age for the grade i.e. age 6, but 28 per cent of students are 5 years old when they enter grade 1, which could be a reflection that some children turn age 6 within three months of beginning primary school.

Regional disaggregation - Early childhood development and education

FIGURE 46 Share of 3 to 4 year olds who are attending ECE, by region

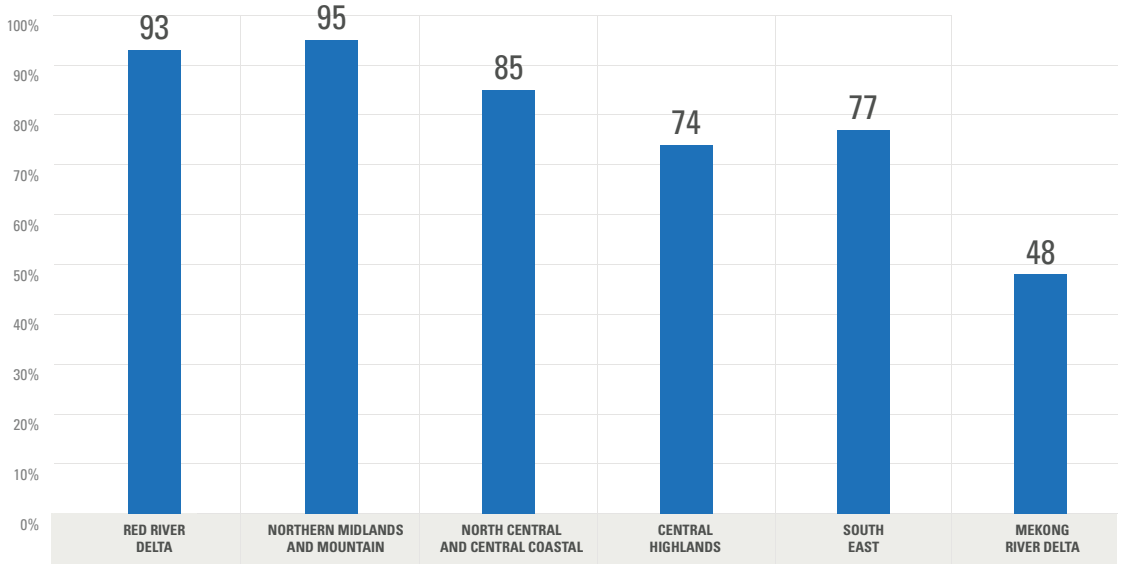
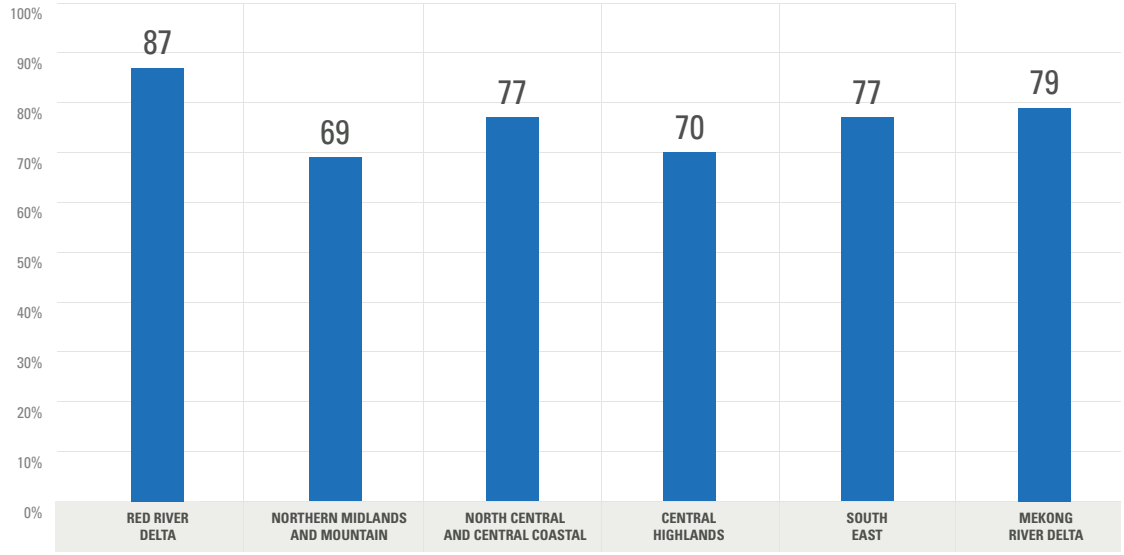


FIGURE 47 Share of 2 to 4 year olds who are developmentally on track, by region



Findings

- ECE attendance varies greatly by province. Twice the share of children attend ECE in Northern Midlands and Mountain, which has the highest ECE attendance among all regions, than Mekong River Delta, which has the lowest ECE attendance.
- In all regions, the share of 2 to 4-year olds who are developmentally on track is 69 per cent or greater.
- However, some provinces have higher shares than others. For example, in Red River Delta, 87 per cent of 2 to 4-year olds are developmentally on track, while in Northern Midlands and Mountain the share is 69 per cent.
- In Mekong River Delta, there is a large gap between ECE attendance and children who are developmentally on track as measured by ECDI, with the latter being higher. The reverse is true for Northern Midlands and Mountain.

Profiles of children aged 3 to 4 years not attending ECE or not developmentally on track

These profiles are based on 3 to 4-year olds who are not attending ECE or are not developmentally on track as measured by ECDI. 20 percent of Vietnamese 3 to 4-year olds are not attending ECE and 24 percent of 3 to 4 year olds are not developmentally on track as measured by ECDI.

FIGURE 48 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by **sex**

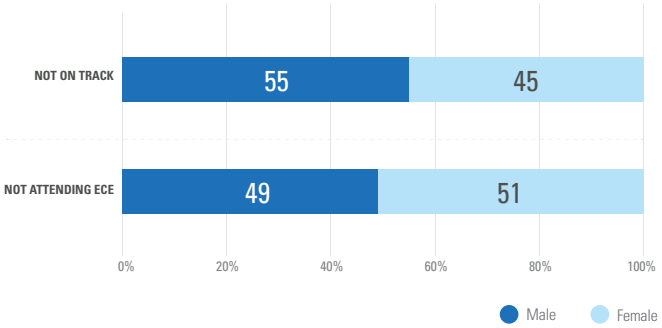


FIGURE 49 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by **area**

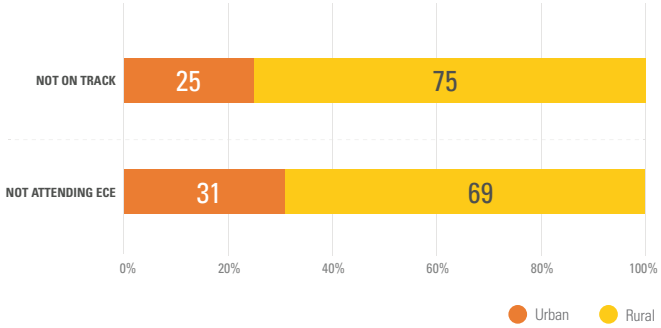
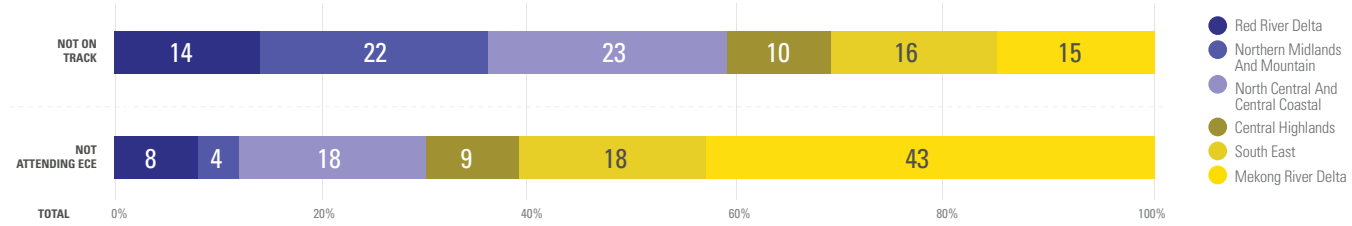


FIGURE 50 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by **region**



Findings

- Slightly more girls than boys are not attending ECE but more boys than girls are not developmentally on track as measured by the ECDI.
- Rural areas are home to about three-fourths of children who are not developmentally on track as measured by the ECDI and about two-thirds of children not attending ECE.
- Socio-economic background impacts ECDI and ECE. Children from the three poorest wealth quintiles make up 80 per cent of children who are not developmentally on track as measured by ECDI and 77 percent of children who are not attending ECE.
- The highest shares of children who are not developmentally on track are from Northern Midlands and Mountain and North Central and Central Coastal, and for those who are not attending ECE, proportionally higher shares of children are in Mekong River Delta.
- The overwhelming majority of children not attending ECE and not on track for ECDI are of Kinh and Hoa ethnicity.

FIGURE 51 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by **wealth quintile**

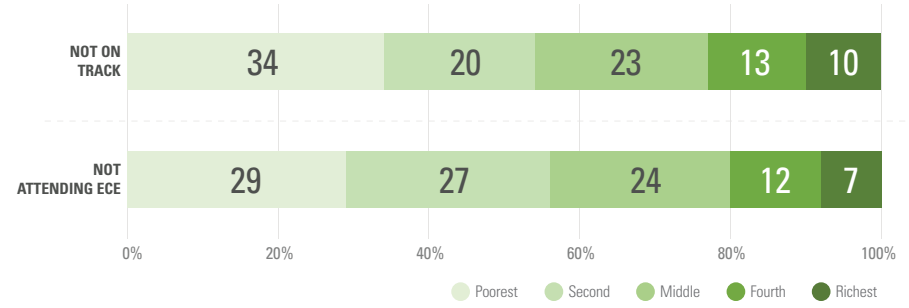


FIGURE 52 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by **ethnicity**

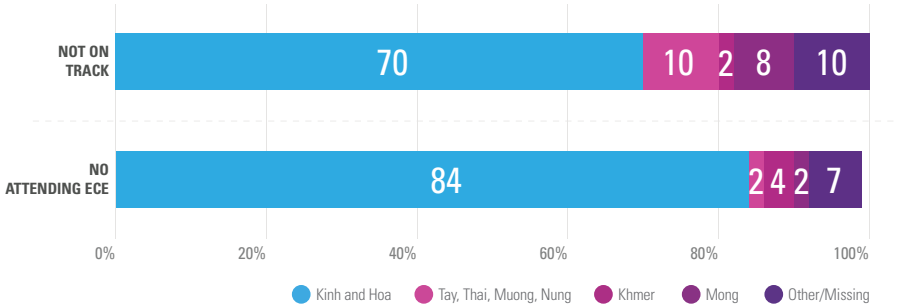


TABLE 4.1. Early childhood attendance and development – Shares & headcounts of children aged 2 to 4 years, by various socioeconomic characteristics

		Share (%) of children	Headcount of children* (in thousands)
		Aged 2 to 4 who are not on track on ECDI	Aged 2 to 4 who are not on track on ECDI
Total		**22**	**1,062,000**
Sex	Male	23	586,100
	Female	20	475,900
Area	Urban	17	269,000
	Rural	24	793,000
Wealth quintile	Poorest	35	363,000
	Second	25	210,700
	Middle	24	246,500
	Fourth	13	136,500
	Richest	11	105,300
Region	Red River Delta	13	148,500
	Northern Midlands And Mountain	31	234,000
	North Central And Central Coastal	23	240,900
	Central Highlands	30	107,800
	South East	23	175,300
	Mekong River Delta	21	155,500
Ethnicity	Kinh and Hoa	19	748,300
	Tay, Thai, Muong, Nung	29	97,500
	Khmer	35	21,900
	Mong	54	81,200
	Other/Missing	38	113,100

*Headcounts are based on population estimates of the General Statistics Office of Viet Nam

TABLE 4.2. Early childhood attendance and development – Shares & headcounts of children aged 3 to 4 years, by various socioeconomic characteristics

		Share (%) of children	Headcount of children* (in thousands)
		Aged 3 to 4 who are not attending ECE	Aged 3 to 4 who are not attending ECE
Total		**20**	**665,900**
Sex	Male	18	324,200
	Female	21	341,700
Area	Urban	19	206,800
	Rural	20	459,100
Wealth quintile	Poorest	27	194,800
	Second	30	181,700
	Middle	23	160,800
	Fourth	11	78,500
	Richest	7	50,100
Region	Red River Delta	7	53,400
	Northern Midlands And Mountain	5	26,300
	North Central And Central Coastal	15	120,400
	Central Highlands	26	61,400
	South East	23	119,000
	Mekong River Delta	52	285,300
Ethnicity	Kinh and Hoa	20	560,100
	Tay, Thai, Muong, Nung	6	14,000
	Khmer	62	29,200
	Mong	15	15,700
	Other/Missing	24	46,900

*Headcounts are based on population estimates of the General Statistics Office of Viet Nam

Early childhood attendance and development - Shares & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not attending ECE (top) and not on track in terms of the ECDI (bottom).

FIGURE 53 Share and headcounts of children aged 3 to 4 who are **not attending ECE**

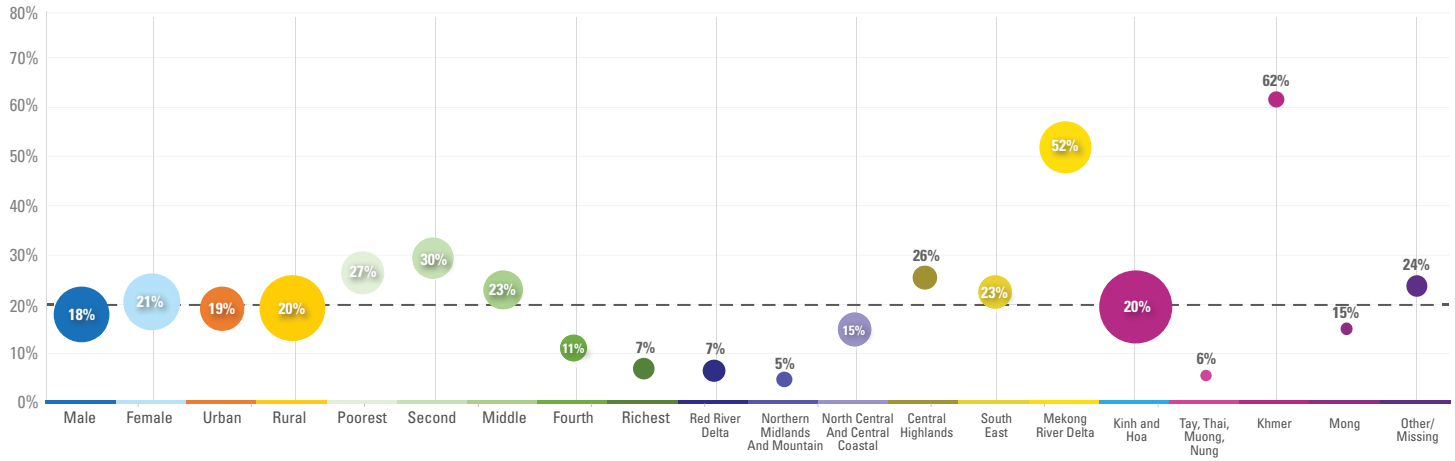
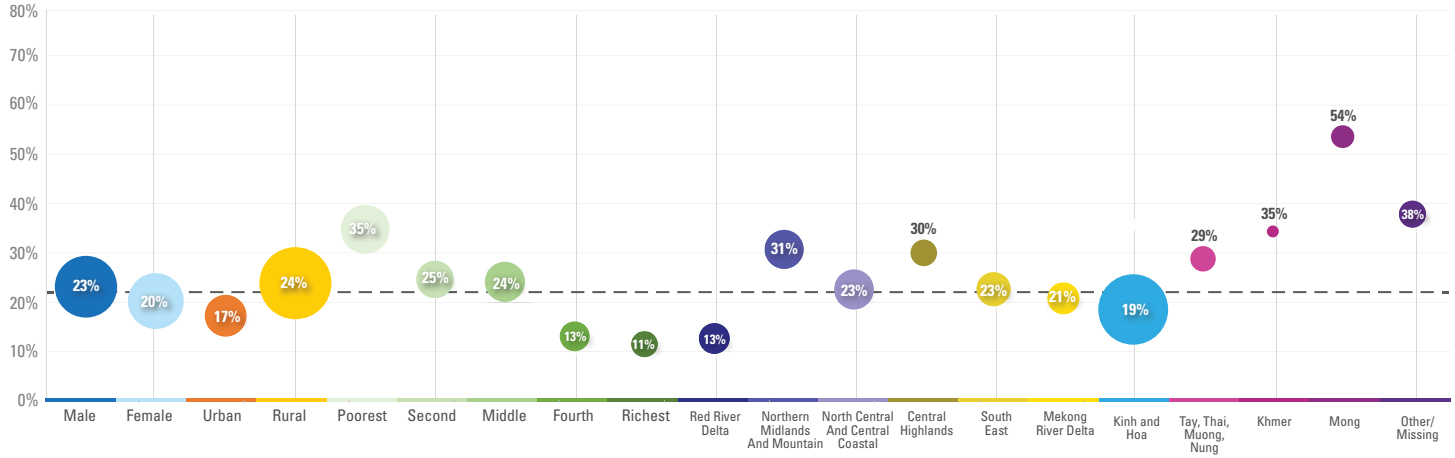


FIGURE 54 Share and headcounts of children aged 2 to 4 who are not developmentally on track, as **measured by ECDI**



Findings

- Nationally, 22 percent of 2 to 4-year olds are not developmentally on track as measured by ECDI and 20 percent of 3 to 4-year olds are not attending ECE.
- Although a similar share of rural and urban children aged 3 to 4 are not attending ECE, the headcount is more than twice as large for rural children.
- Mekong River Delta has both the highest share and the highest headcount of children aged 3 to 4 who are not attending ECE whereas Northern Midlands and Mountain has the smallest number and the lowest share.
- Among ethnicities, Khmer has the highest share of children not attending ECE, at 62 per cent, but Kinh and Hoa has the highest headcount.
- For ECDI, both a larger share and headcount of children aged 2 to 4 in rural areas are not developmentally on track than children in urban areas.
- The Mong ethnicity has the highest share of children not developmentally on track but Kinh and Hoa have by far the largest headcount.
- In both ECE attendance and ECDI, higher share of children from the poorer quintiles are not attending ECE and are not developmentally on track as measured by ECDI than children from the richer quintiles.

Topic 5 Repetition, Dropouts and Non-Transitions

Guiding questions

1. Which level or grade has the highest rates of repetition, dropouts and non-transitions?
2. What is the profile of children who repeat a grade?
3. What is the profile of children who drop out of school?
4. What is the profile of children who do not transition to the next level of education?

Overview

What is the repetition rate?

The repetition rate measures the share of children in a given grade in a given school year who repeated that grade as a percentage of the total number of children who attended the grade in the previous year.

What is the dropout rate?

The dropout rate measures the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for dropout rate.

Who is a non-transitioner?

Non-transitioners refer to those children who attended the last grade of a level but did not continue to the next level.

FIGURE 55 **Repetition** rate by grade

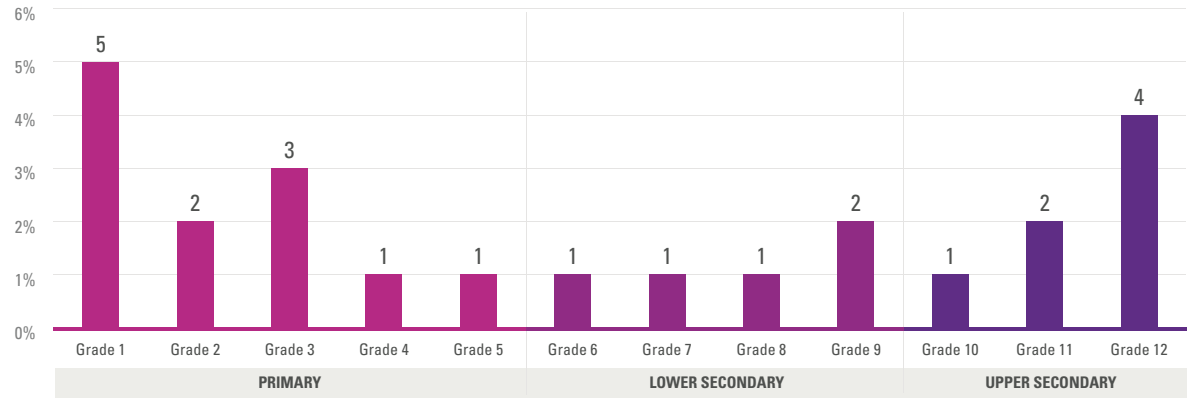


FIGURE 56 **Dropout** rate by grade

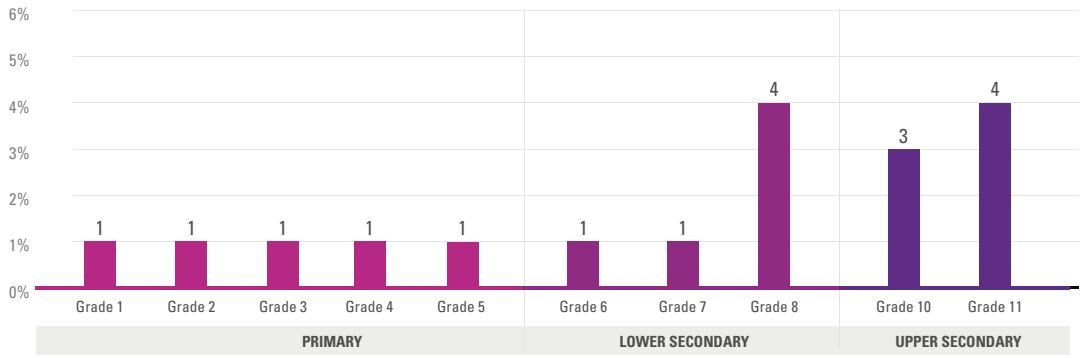


FIGURE 57 Rates of **non-transition** from the last grade of one level to the next level

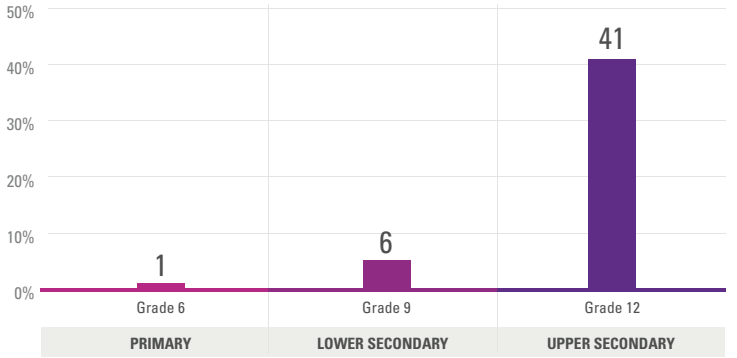
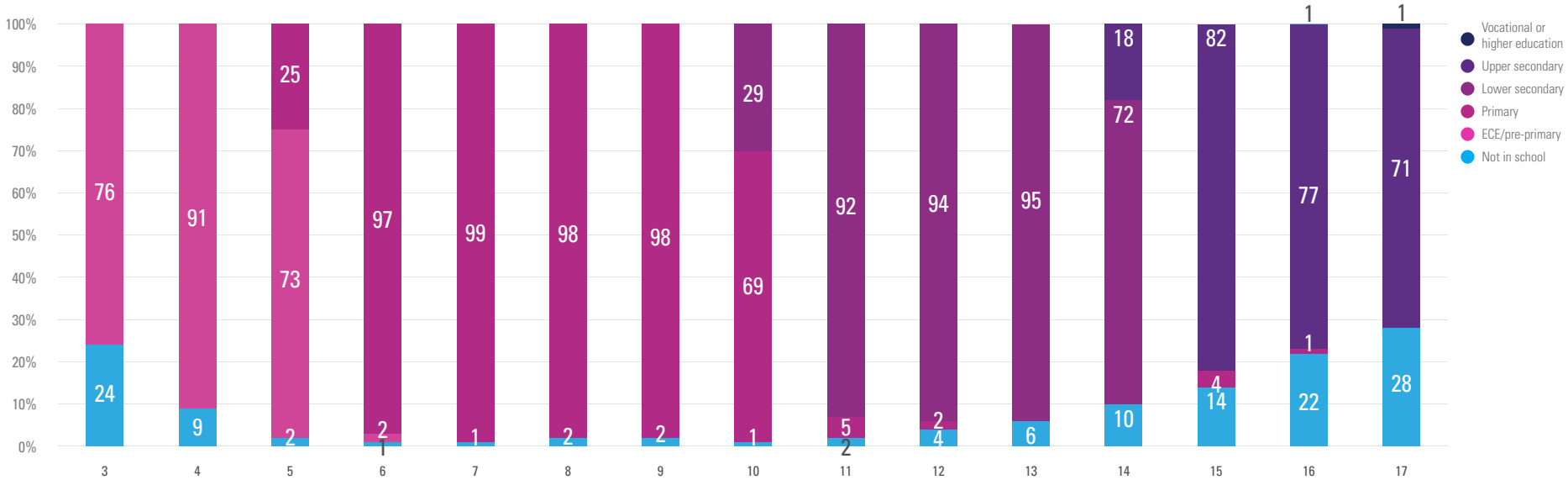


FIGURE 58 Education attendance, by **age**



Findings

- Repetition rates vary by grade. At the primary level, the repetition rate is highest in Grade 1 at 5 per cent but drops to 1 per cent in Grade 5.
- Whereas repetition rates remain low in lower secondary and at the start of upper secondary, it increases to 4 per cent in Grade 12.
- Dropout rates are low in Viet Nam for primary and lower secondary levels, but increase to 3 and 4 per cent in Grades 10 and 11 of upper secondary.
- Non-transition rates in upper secondary are quite high at 41 per cent. This means that 41 per cent of children who attended the last grade of upper secondary in the previous school year did not continue to higher education in the current school year. This also includes students who may be waiting to retake their examinations or have taken a gap year in their education.
- In primary, the non-transition rate is just 1 percent. This means that nearly all children who attended the last grade of primary continued to lower secondary.
- Education attendance by age shows the majority of children aged 3 to 4 years are in ECE.
- The primary age bracket in Viet Nam is 6 to 10, the lower secondary age bracket is 11 to 14 and upper secondary is 15 to 17.
- Most children of primary school age attend primary level. Similarly, most children of lower secondary and upper secondary school age attend the appropriate levels, although 4 per cent of 15 year olds are still attending lower secondary.
- The share of children not in school begins to steadily increase at about age 12, until reaching 28 per cent among 17 year olds.

Profiles of repeaters, dropouts and non-transitioners

These findings are based on Vietnamese children who repeated, dropped out from primary to upper secondary or those who did not transition. 2 per cent of Vietnamese students repeat and 1 per cent dropout overall and 2 per cent do not transition.

FIGURE 59 Profile of repeaters, dropouts and non-transitioners,, by **sex**

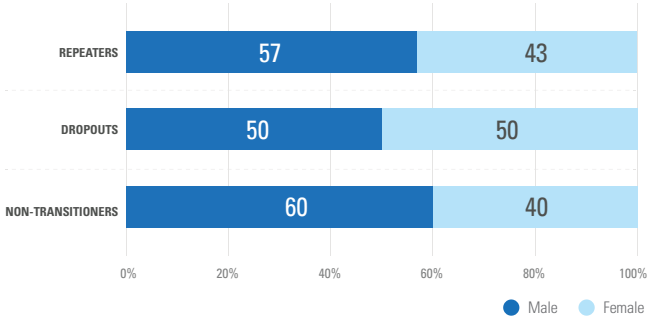


FIGURE 60 Profile of repeaters, dropouts and non-transitioners,, by **area**

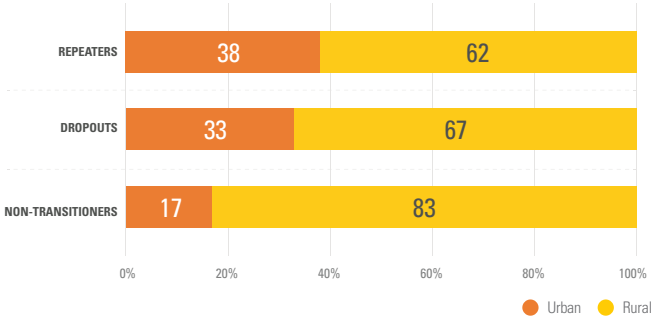
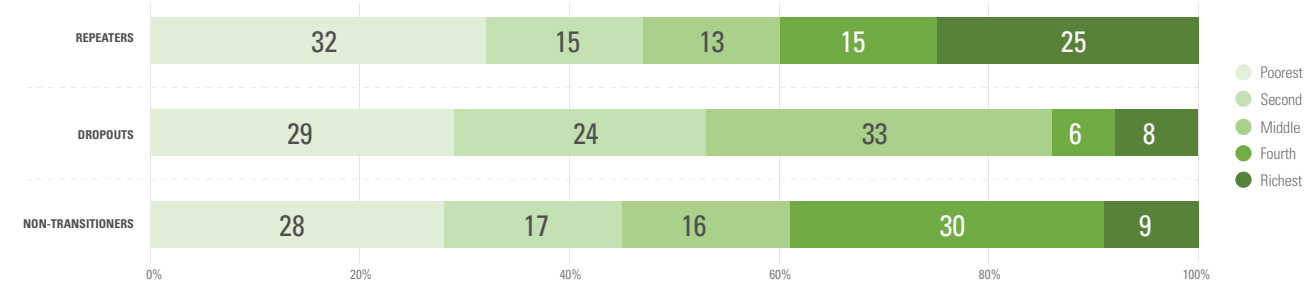


FIGURE 61 Profile of repeaters, dropouts and non-transitioners,, by **wealth quintile**



Findings

- More boys than girls repeat or are non-transitioners, but equal shares of boys and girls drop out of school.
- Among children who repeat, dropout or are non-transitioners, rural children form the majority.
- Of the children who repeat, the proportional majority are children from the poorest wealth quintile, although there are also a high proportion of children from the wealthiest quintile who also repeat.
- Among non-transitioners, the share of children from the second richest wealth quintile is comparatively large, and similar to that of the share of children from the poorest wealth quintile.
- Of the repeaters, 66 per cent repeat primary level, compared to 16 per cent who repeat upper secondary. Among non-transitioners, however, 66 per cent are at the upper secondary level, compared to 8 per cent at the primary level.
- The large majority of repeaters, dropouts, and non-transitioners, over 80 per cent, are from the Kinh and Hoa ethnicity.

FIGURE 62 Profile of repeaters, dropouts and non-transitioners, by **ethnicity**

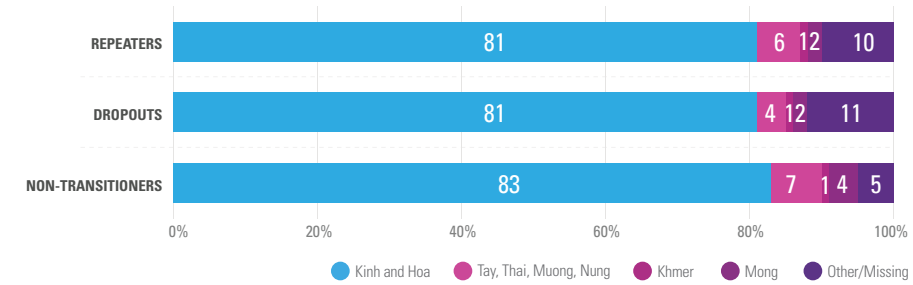


FIGURE 63 Profile of repeaters, dropouts and non-transitioners, by **level of education**

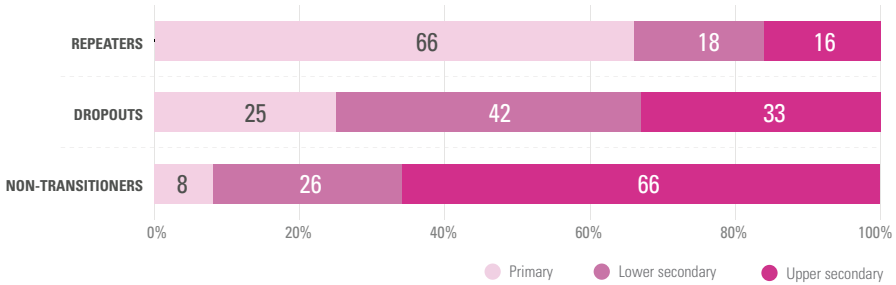


TABLE 5. Repetition, dropouts and non-transitions - Rates & headcounts by various socioeconomic characteristics

		Share (%)			Estimated number of children*		
		Repetition	Dropouts	Non-transitions	Repetition	Dropouts	Non-transitions
Total		**2**	**1**	**9**	**319,000**	**202,900**	**382,400**
Sex	Male	2	1	10	180,600	102,500	220,900
	Female	2	1	7	138,400	100,400	161,500
Area	Urban	2	1	4	120,700	66,300	74,400
	Rural	2	1	11	198,200	136,600	308,000
Wealth quintile	Poorest	3	2	15	96,100	56,600	95,100
	Second	2	2	9	44,000	50,700	61,800
	Middle	1	2	7	39,200	66,000	64,100
	Fourth	2	0.3	12	53,500	12,200	123,300
	Richest	2	0.4	3	86,200	17,400	38,200
Region	Red River Delta	1	0.2	9	52,200	10,900	116,600
	Northern Midlands And Mountain	2	0.4	8	37,500	12,000	38,800
	North Central And Central Coastal	3	1	6	109,700	40,400	65,300
	Central Highlands	3	2	6	26,600	22,300	16,300
	South East	2	2	9	57,100	53,300	68,200
	Mekong River Delta	1	2	12	35,900	64,000	77,300
Ethnicity	Kinh and Hoa	2	1	8	262,300	163,700	319,200
	Tay, Thai, Muong, Nung	2	1	11	18,000	11,100	25,700
	Khmer	2	2	13	2,500	2,500	5,000
	Mong	4	1	32	6,600	3,200	13,400
	Other/Missing	4	3	12	29,500	22,400	19,100

*Headcounts are based on population estimates of the General Statistics Office of Viet Nam

Repetition, dropouts and non-transitions - Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (middle) or do not transition (bottom).

FIGURE 64 **Repetition** rates and headcounts

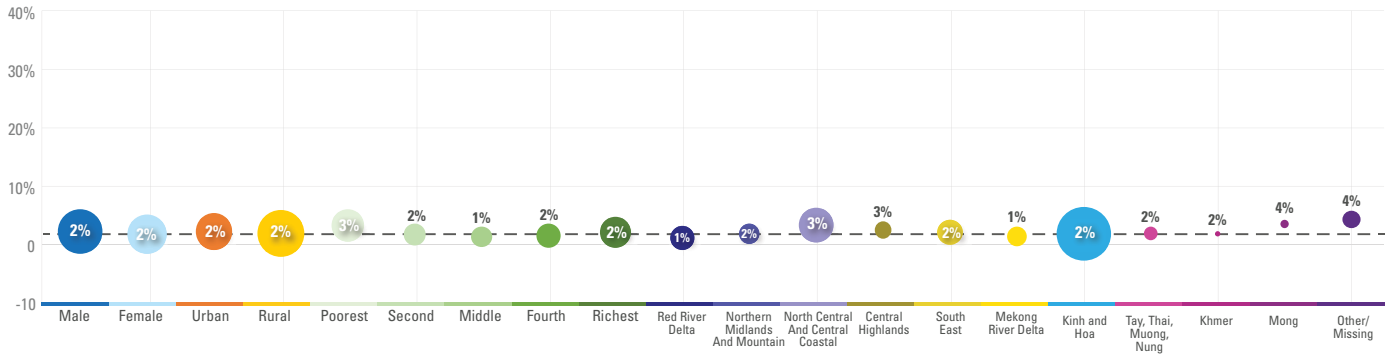


FIGURE 65 **Dropout** rates and headcounts

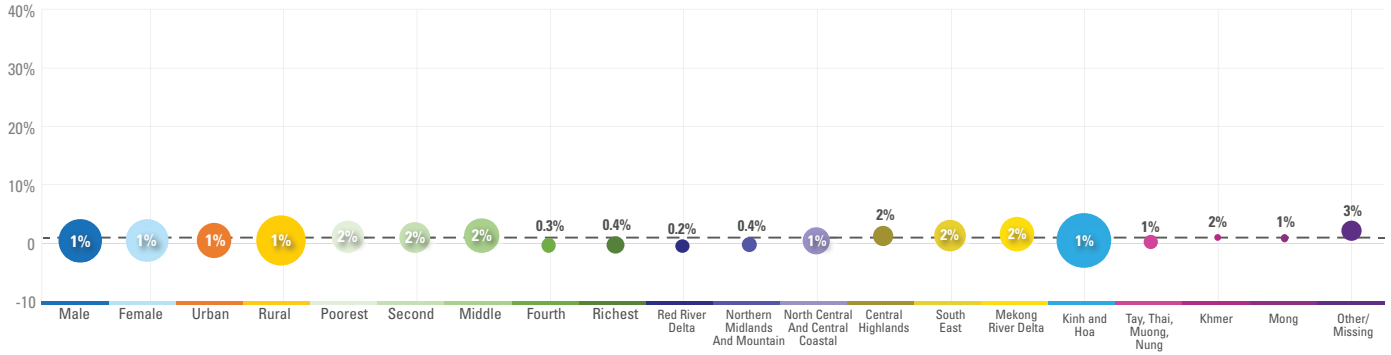
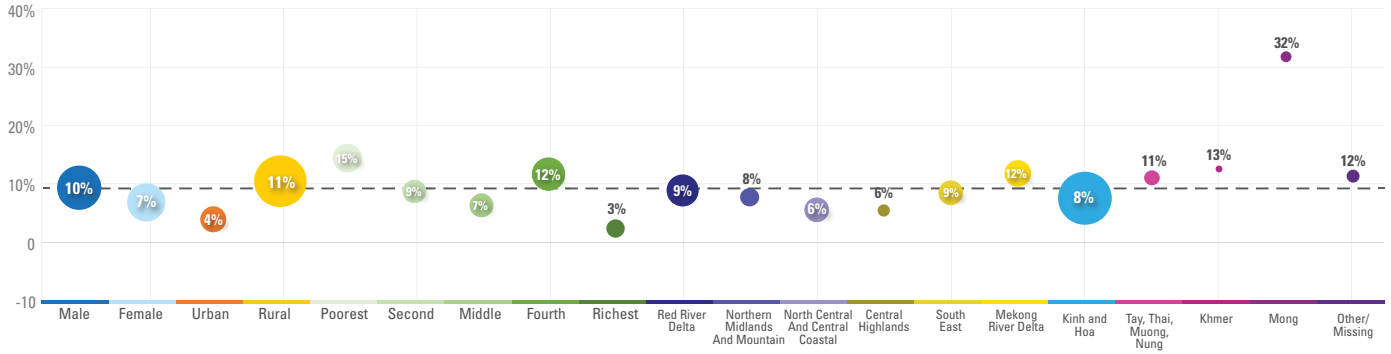


FIGURE 66 **Non-transition** rates and headcounts



Findings

- Repetition and dropout rates are relatively low for all groups, although children belonging to the poorest wealth quintile have higher rates in all three categories than children belonging to the wealthiest quintile. Children of Mong ethnicity have higher repetition rates, while children of other ethnicities have both high repetition and dropout rates.
- There is little difference in the repetition and dropout rates between urban and rural areas, but in both cases the headcounts are greater in rural areas. For non-transitioners, both the rate and the headcount is greater in rural areas.
- Among provinces, repetition rates are highest and headcounts greatest in North Central and Central Coastal. For dropout rates, this is true in Mekong River Delta. For non-transitioners, rates are highest in Mekong River Delta, but headcounts are greatest in Red River Delta.
- Non-transition rates are the highest among Mong ethnicity, at 32 per cent, which is nearly three times higher than among other ethnicities. The highest headcount of non-transitioners, however, is among Kinh and Hoa ethnicity.

Topic 6 Child Protection

Guiding questions

1. Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to education attendance and foundational learning skills?
4. How does child labour explain the profile of children out of school or not learning in school?

Child marriage and education

What is child marriage?

Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

FIGURE 67 Per centage of 20–24 year old males who married early

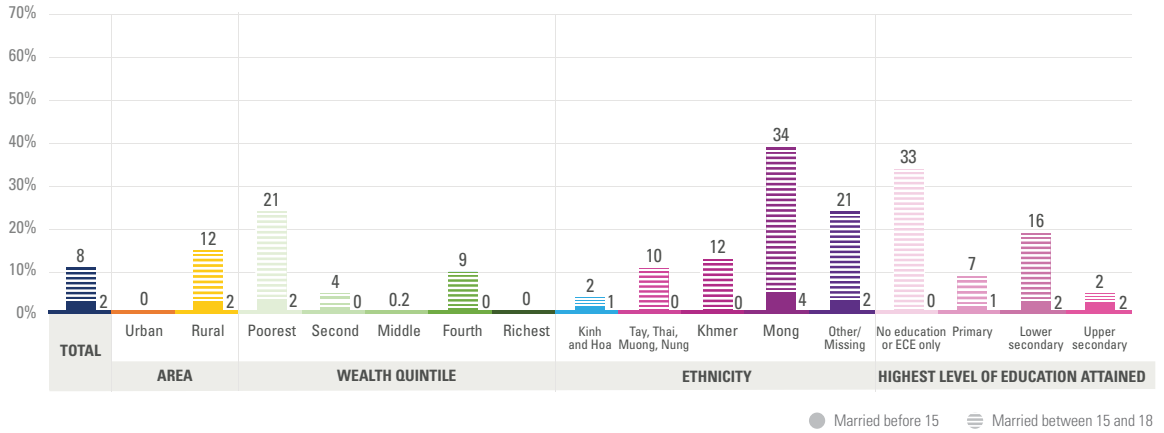


FIGURE 68 Per centage of 20–24 year old females who married early

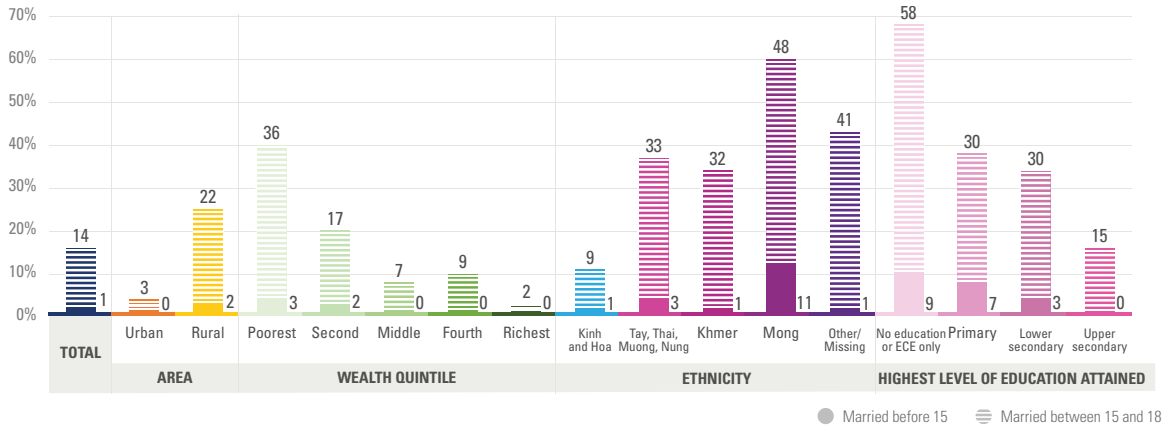


FIGURE 69 **Literacy rate** of youth age 20 to 24 year olds by marriage status

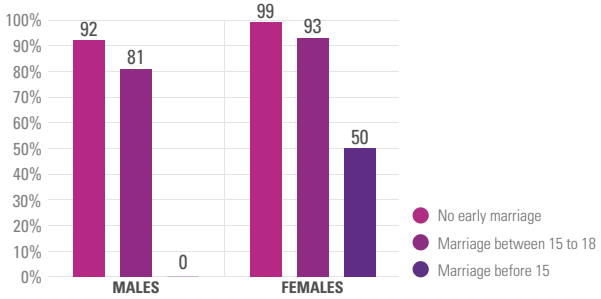
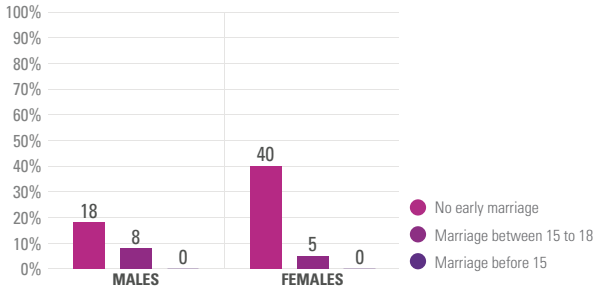


FIGURE 70 **ICT skills** of youth age 20 to 24 year olds by marriage status



* Males married between 15 and 18 not included owing to small sample size

Findings

- The prevalence of child marriage is higher among girls between the ages of 15 and 18 than for boys of this age. While 8 per cent of male youth between ages 15 to 18 years were married, 14 per cent of female youth in this age group were married. The prevalence of child marriage is higher in rural areas, especially for youth who got married between age 15 and 18.
- For young males, early marriage, especially those between 15 and 18, is far more prevalent in the bottom wealth quintile, and drops substantially for the richest quintile. The same holds true for young females, although the difference is even more striking: 36 per cent of girls between age 15 and 18 from the poorest wealth quintile are married, compared to just 2 per cent of their peers from the wealthiest quintile.
- Early marriage is most common among the Mong ethnicity, where nearly half of all females aged 15 to 18 marry early, as well as about one-third of males this age. Among both the Tay, Thai, Muong, Nung and Khmer ethnicities, however, about one in three females aged 15 to 18 marry early, although the early marriage rates for males of this age are much lower for these ethnicities, at about 10 per cent.
- Early marriage rates tend to decline with higher levels of education attained. For males between 15 and 18, 33 per cent of those with no education or ECE only are married, whereas this rate is just 2 per cent among males who have attained an upper secondary education. Similarly, among girls aged 15 to 18, 58 per cent with no education or ECE only are married, compared to 15 per cent of those who have attained an upper secondary education.
- For both males and females, literacy rates and ICT skills are lower for those who married early. The difference is greatest for females who married before age 15. Only half of girls who married before age 15 are literate, compared to 99 per cent of their peers who did not marry early, and virtually none of the females who married before 15 have ICT skills, compared to 40 per cent of their non-married peers.

What is child labour?

In the MICS module, children are considered to be in child labour if they engage in at least one of two categories: economic activities and household chores. For each category, there is a time threshold based on different age groups.

FIGURE 71 ANAR per school age group, by child labour status

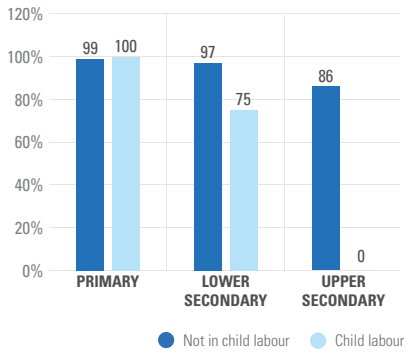


FIGURE 72 Foundational skills by child labour status (children age 7 to 14)

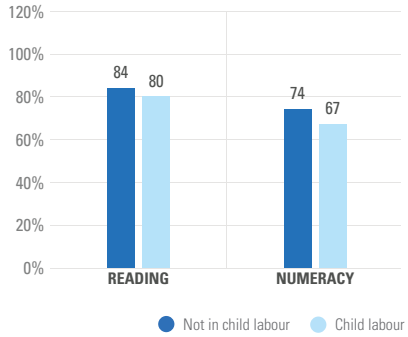
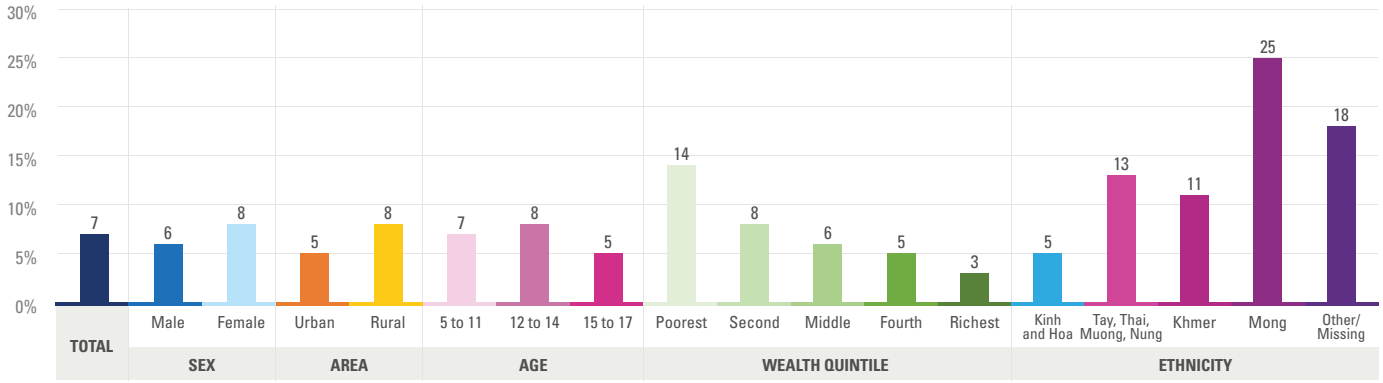


FIGURE 73 Prevalence of child labour for 5–17 year olds



Findings

- In Viet Nam, 7 per cent of children ages 5 to 17 are in child labour. A greater share of girls are in child labour than boys, and a higher share of rural children are in child labour than urban children. Children from the poorest quintile are far more likely to be in child labour than children from the wealthiest quintile.
- Child labour is most prevalent among children from the Mong ethnicity, where the rate is 25 per cent, and at least twice that of other ethnicities.
- The prevalence of child labour is greatest among children aged 12 to 14, at 8 per cent, but it declines to 5 per cent among children aged 15 to 17.
- School attendance among children in child labour declines appreciably with the corresponding level of schooling. While a similar share of children in and not in child labour attend primary school, the attendance gap is 22 per centage points for lower secondary school, and virtually no children in child labour attend upper secondary school, compared to 86 per cent of children not in child labour.
- Foundational reading and numeracy skills are lower for children who are in child labour compared to those who are not, with the gap greater for foundational numeracy skills.

Profile of children not learning and out of school by child labour and uneducated or unskilled youth by early marriage

FIGURE 74 Profile of uneducated or unskilled youth (20-24 years old) by **date of marriage**

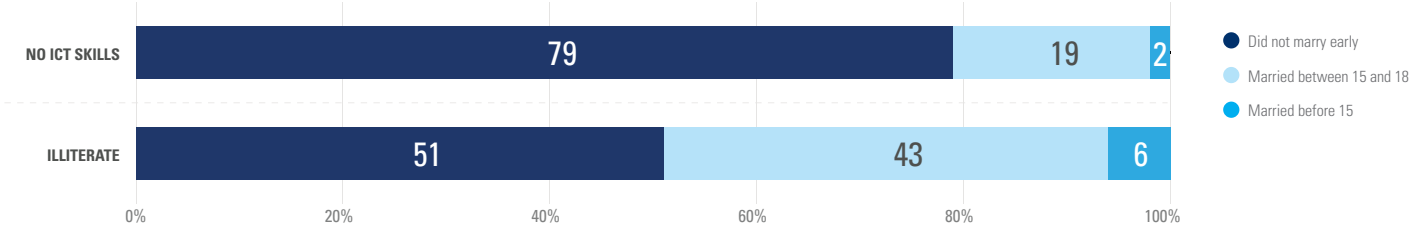
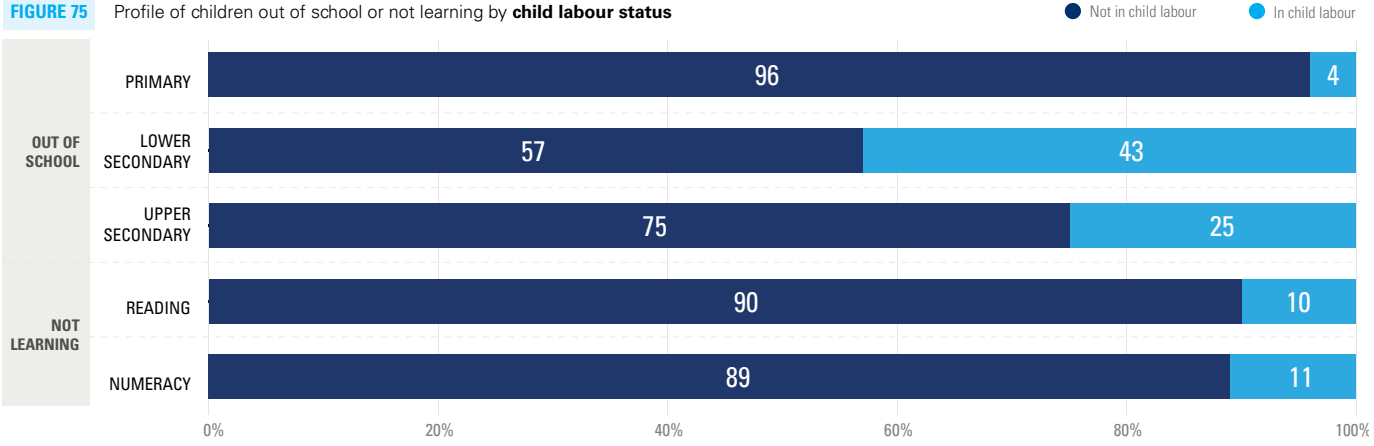


FIGURE 75 Profile of children out of school or not learning by **child labour status**



Findings

- The share of children in child labour who are out of school is greatest at the lower secondary level, where 43 per cent of children out of school are in child labour.
- Of children without foundational reading skills and of children without foundational numeracy skills, 10 and 11 per cent, respectively are in child labour.
- Among young people who are illiterate, nearly half of them got married before their 18th birthday. Among youth with no ICT skills, 21 per cent of them got married early.

Topic 7 Functional difficulties

Guiding questions

1. What is the proportion of children with disabilities in the country?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Children with functional difficulties

What are functional difficulties?

MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5–17 years.

In the case of children under 5, data on functional difficulties is collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing and controlling behaviour.

For children aged 5–17 years, data on functional difficulties is collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).

FIGURE 76 Share of 2 to 4 year olds with functional difficulties

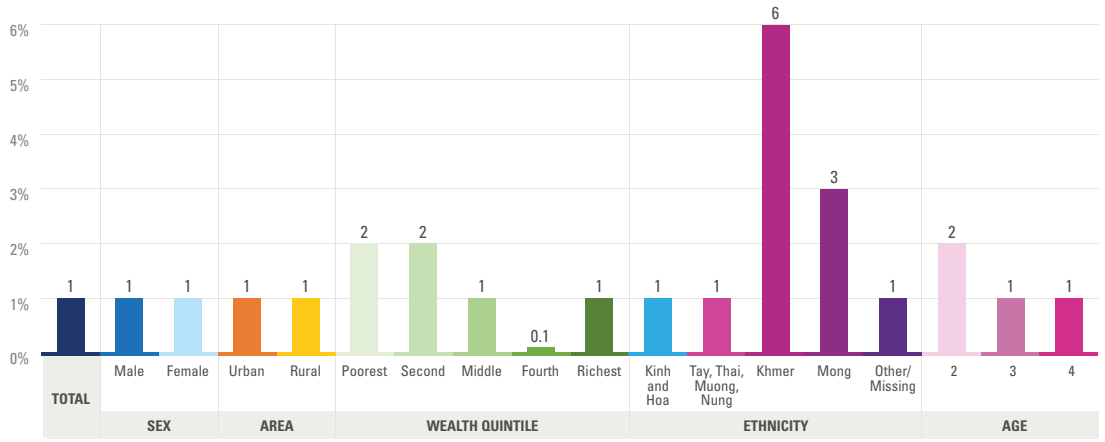


FIGURE 77 Share of 5 to 17 year olds with functional difficulties

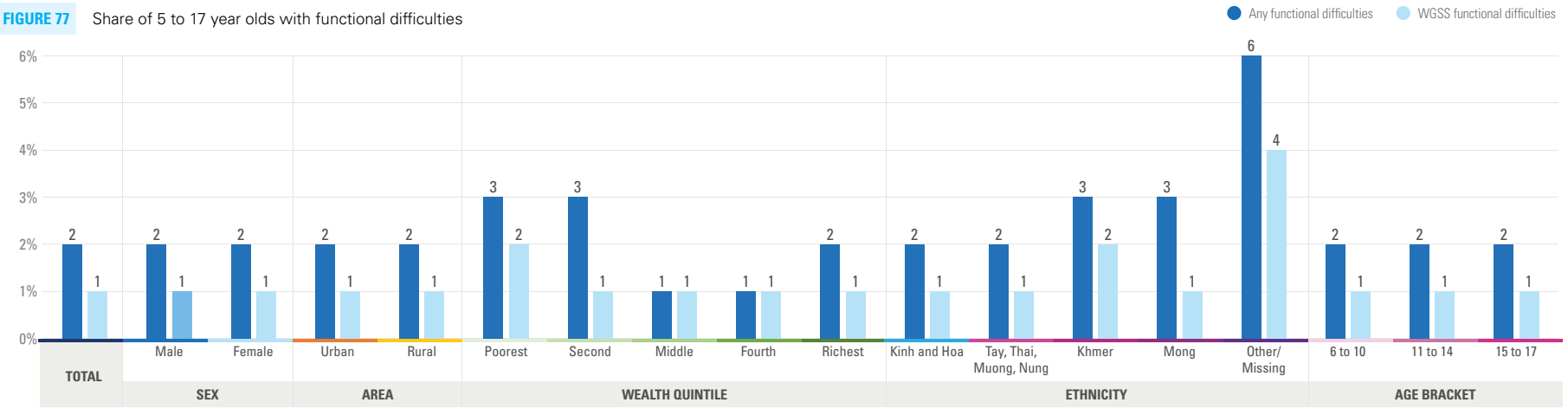


FIGURE 78 Share of children age 2 to 4 with functional difficulty by domain

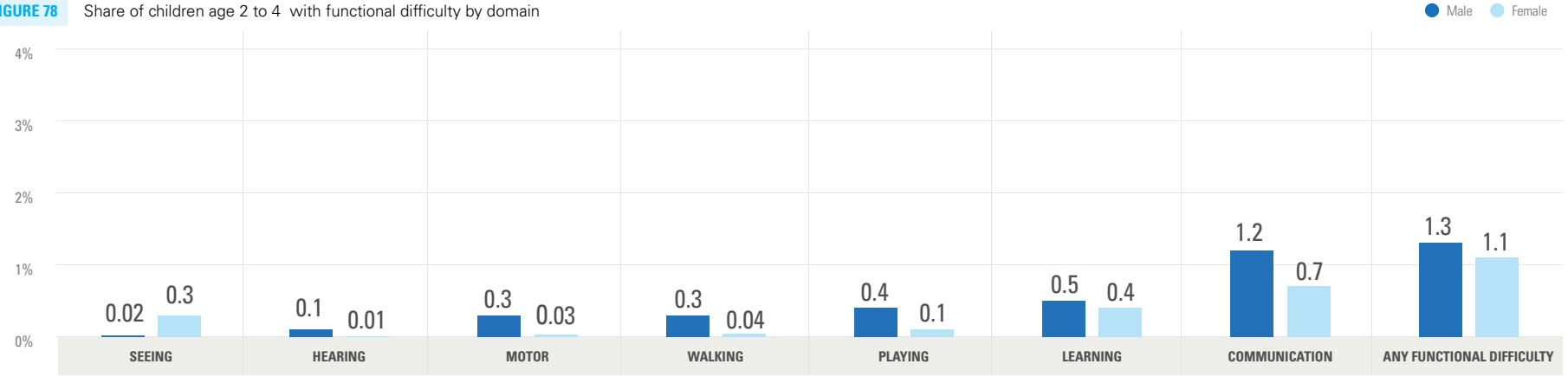
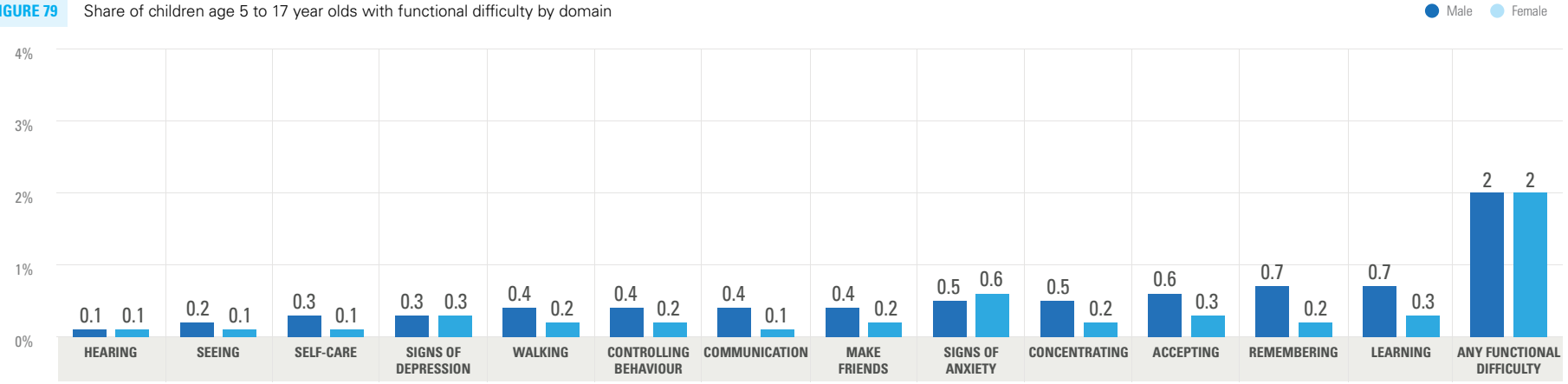


FIGURE 79 Share of children age 5 to 17 year olds with functional difficulty by domain



Findings

- Overall, just 1 per cent of 2 to 4 year olds and 2 per cent of Viet Nam's children aged 5 to 17 years of age have at least one functional difficulty. For both age groups, the share of children with functional difficulty is consistent across gender.
- Among both age groups, there is a slightly higher share of children with functional difficulties from among poorer households than among wealthier households. However, there is little observable difference by location among either 2 to 4 year olds or 5 to 17 year olds.
- Children aged 2 to 4 years of Khmer ethnicity have the highest incidence of having a functional difficulty, and among children aged 5 to 17 years, the rate of functional difficulties is highest for children from other ethnicities.
- A similar proportion of primary, lower secondary, and upper secondary school age children have functional difficulties.
- Among 2 to 4 year olds, there is little difference among all functional difficulties measured, although there is a slightly higher share of children with communication difficulties, especially among males.
- Among children aged 5 to 17 years, there is also little difference by functional domain, although among females the share is highest for children showing signs of anxiety, and among males it is highest for children with difficulty remembering and learning.

Education for children with functional difficulties

Findings are not available for 2 to 4 year olds, and are only presented for 5 to 17 year olds, which uses 13 functional difficulty domains.

FIGURE 80 Share of 10 to 17 year olds who have never attended school

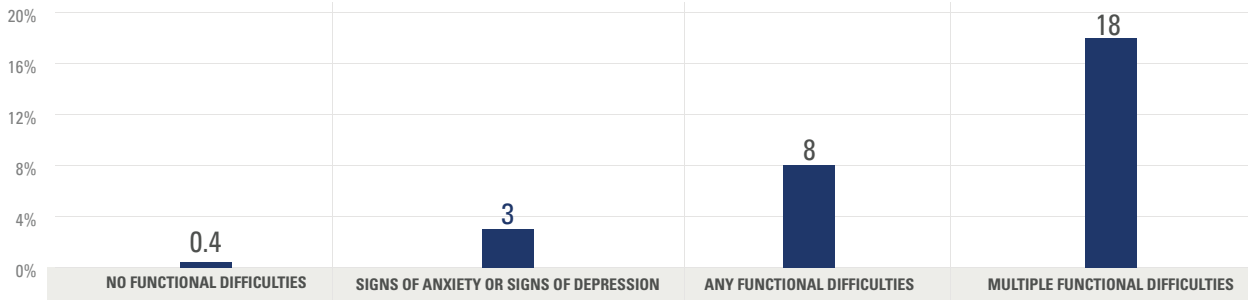


FIGURE 81 ANAR by level of education

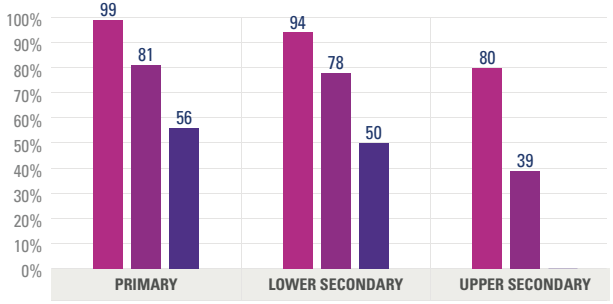


FIGURE 82 Out-of-school by level of education

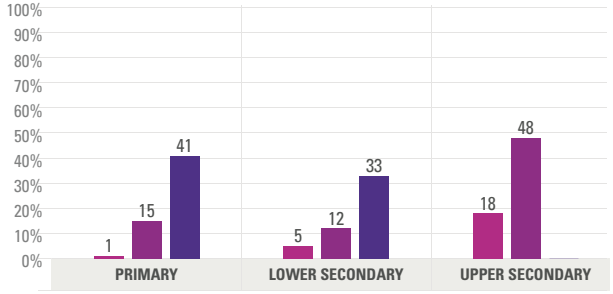


FIGURE 83 Dropout rates (including dropout and non-transitioners) by level of education

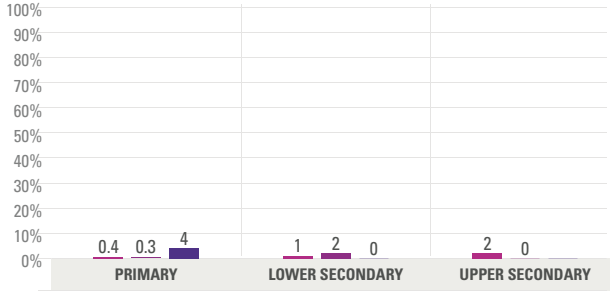
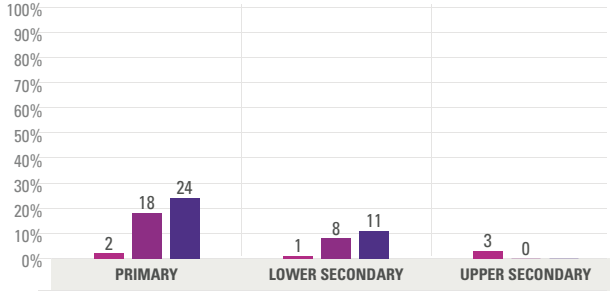


FIGURE 84 Repetition rates by level of education



Without functional difficulties | With any functional difficulties | with Washington Short Set (WGSS) functional difficulties

Findings

- At all levels of education, from primary to upper secondary, children without any functional difficulties have higher adjusted net attendance rates (ANAR) than children with any functional difficulties. The difference is greatest at the upper secondary level, where the ANAR for children without functional difficulties is double that of children with any functional difficulties.
- Out of school rates for children with functional difficulties are higher than for children without functional difficulties at all levels of education. However, at the upper secondary level children with functional difficulties have a much higher out of school rate, reaching nearly 50 per cent.
- At the primary and lower secondary level, compared to other groups of children, those with WGSS functional difficulties have higher out of school rates.
- Dropout rates are very low for all children, regardless of functional difficulty status. Repetition rates, however, are higher for children with any functional difficulties than for children without such difficulties, although children with WGSS functional difficulties are the most marginalized group when it comes to repetition.
- Among 10 to 17 year olds, fewer than 1 per cent of children without functional difficulties has never attended school; by comparison, however, the share of children never attending school jumps to nearly one in five among children with multiple functional difficulties. This indicates that not all children have been able to access school equally.

Foundational skills and functional difficulties

FIGURE 85 Foundational reading skills for 7 to 14 year olds

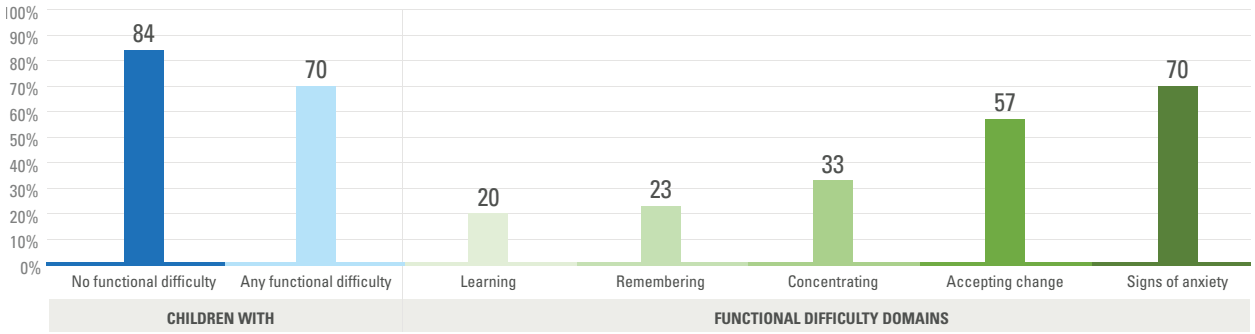
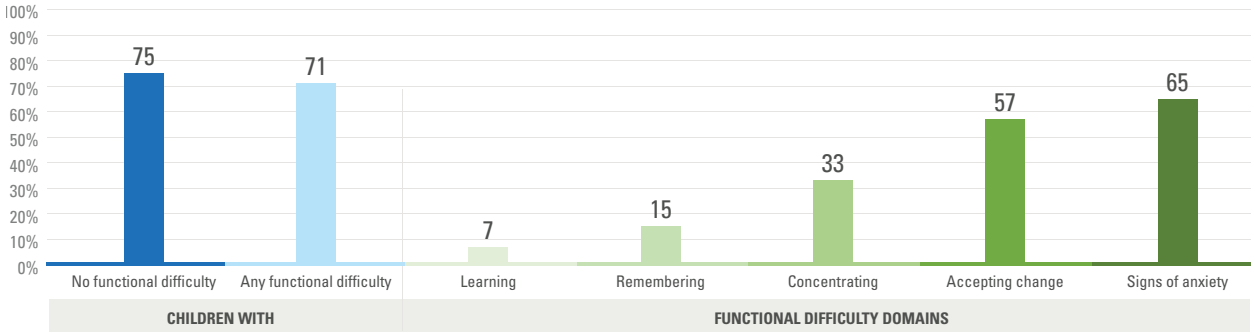


FIGURE 86 Foundational numeracy skills for 7 to 14 year olds

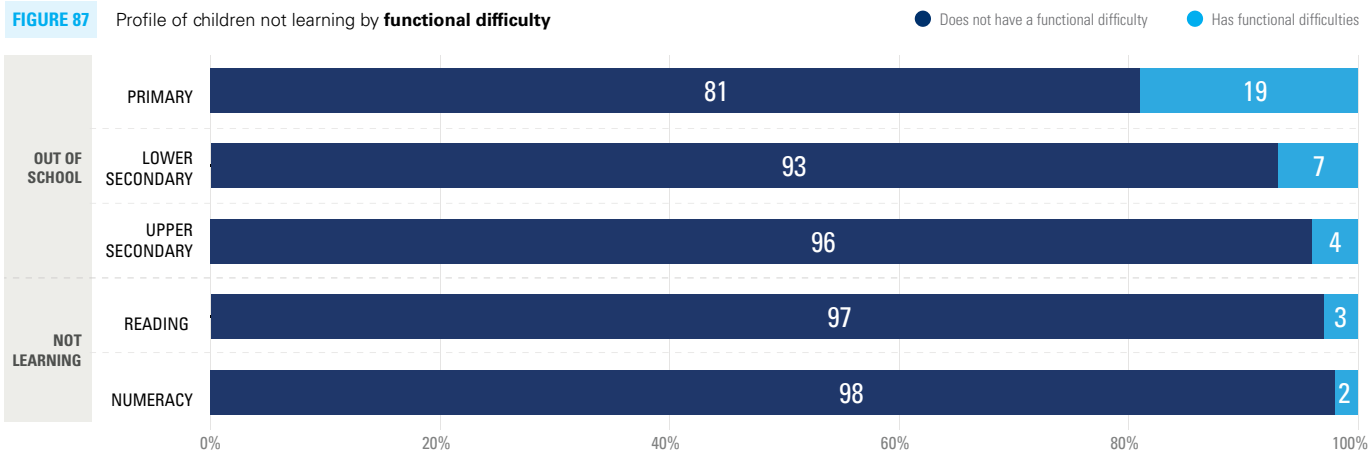


Findings

- The difference in foundational reading skills between children with and without functional difficulties is statistically significant, as a greater share of children without functional difficulties have these skills. There are also statistically significant differences by functional difficulty domain, as a greater share of children with signs of anxiety have foundational reading skills than either children with learning or remembering difficulty.
- There are not, however, statistically significant differences in foundational numeracy skills between children with and without functional difficulties. Nevertheless, there are statistically significant differences in foundational numeracy skills by functional difficulty domains. For example, children with signs of anxiety are more likely to have foundational numeracy skills than children with difficulty learning or remembering.

Profile of children not learning or out of school by functional difficulty

FIGURE 87 Profile of children not learning by **functional difficulty**



Findings

- For all levels of education, children with functional difficulties represent a higher proportion of children who are out of school compared to their shares of the population. The difference is greatest among primary school age children (see first chart above).

*Headcounts are based on UNSD statistics.


Tập viết 2
Tiếng Việt
Tiếng Việt
1

Topic 8 Remote Learning

Guiding questions

1. What share of students live in households with access to remote learning tools?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have access to remote learning tools?

Overview

What are remote learning tools?

MICS collected data on the availability of tools in the household that could be used to support remote learning. These include having access to radio, television, and computers with internet. Of note, however, not all members of a given household may in fact have access to whatever devices may be present

FIGURE 88 Share of students aged 3 to 24 years with access to remote learning tools, by **region**

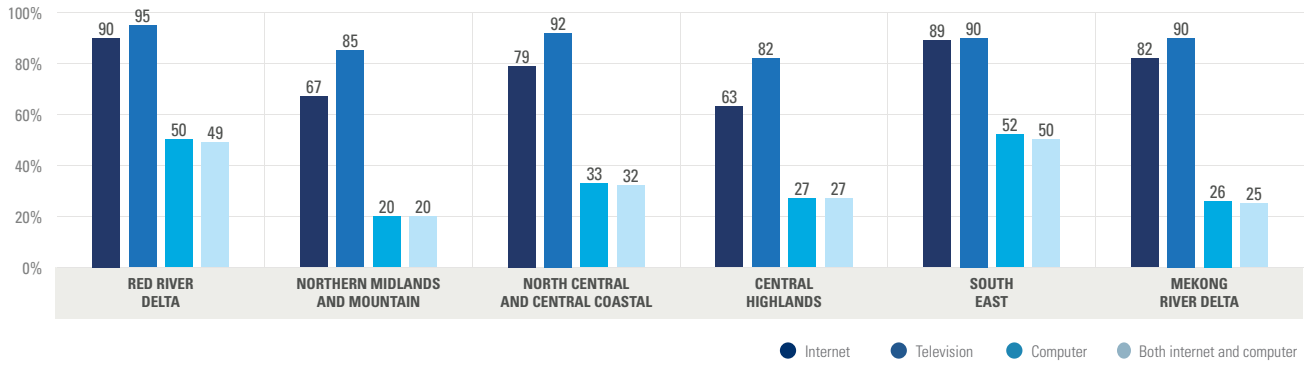
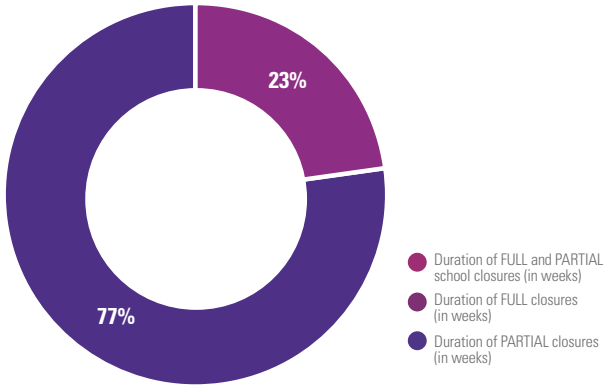


FIGURE 89 Share of days schools were fully open, fully closed and partially closed in Viet Nam (March 2020 to November, 2021)



Data source: UNESCO monitoring of school closures

FIGURE 90 Share of students aged 3 to 18 who do not have internet, computer and television at home

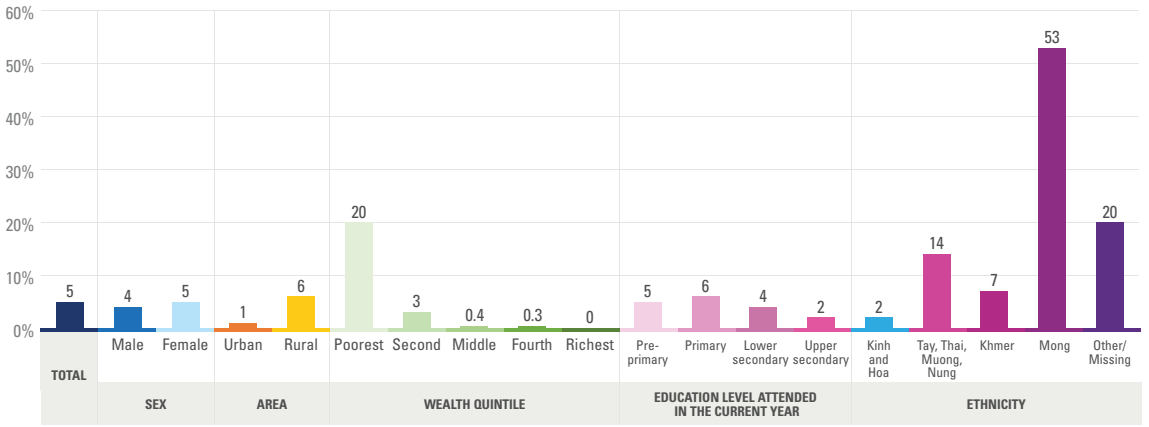


FIGURE 91 Percentage of 3–24 year olds with access to **internet**

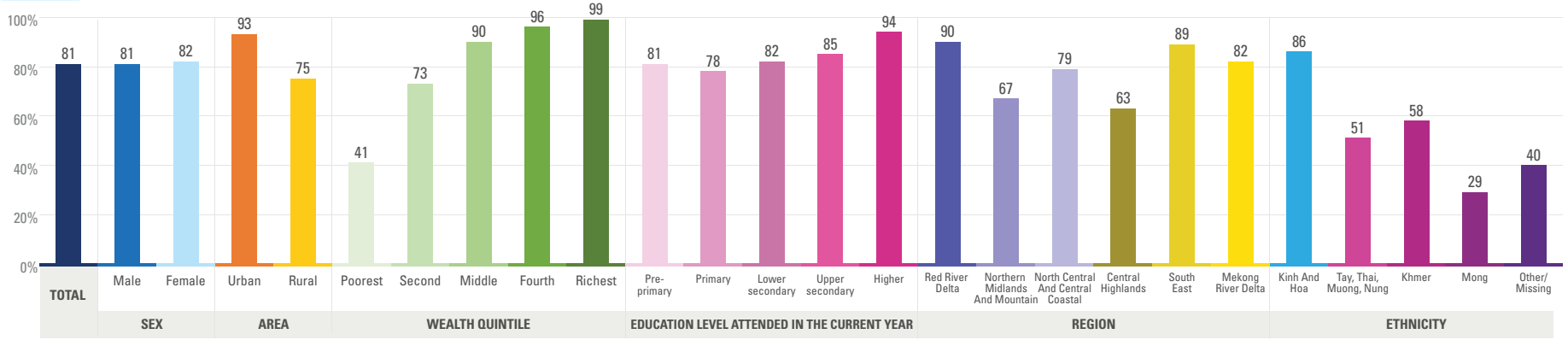


FIGURE 92 Percentage of 3–24 year olds with access to **TV**

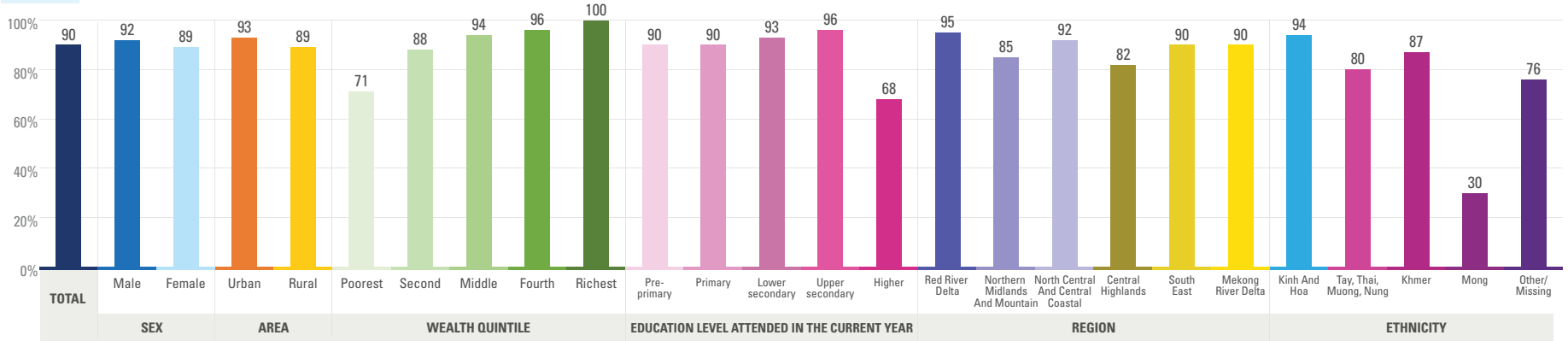


FIGURE 93 Percentage of 3–24 year olds with access to **computer**

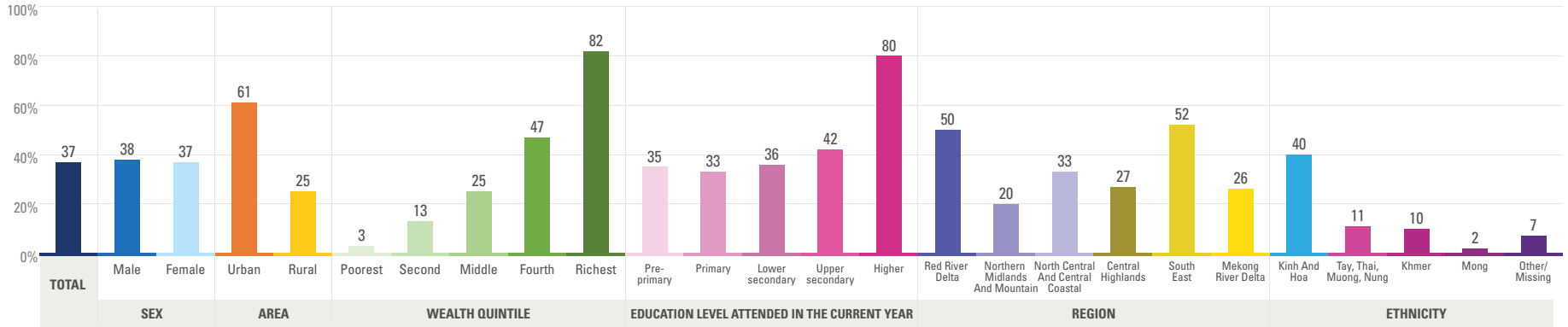
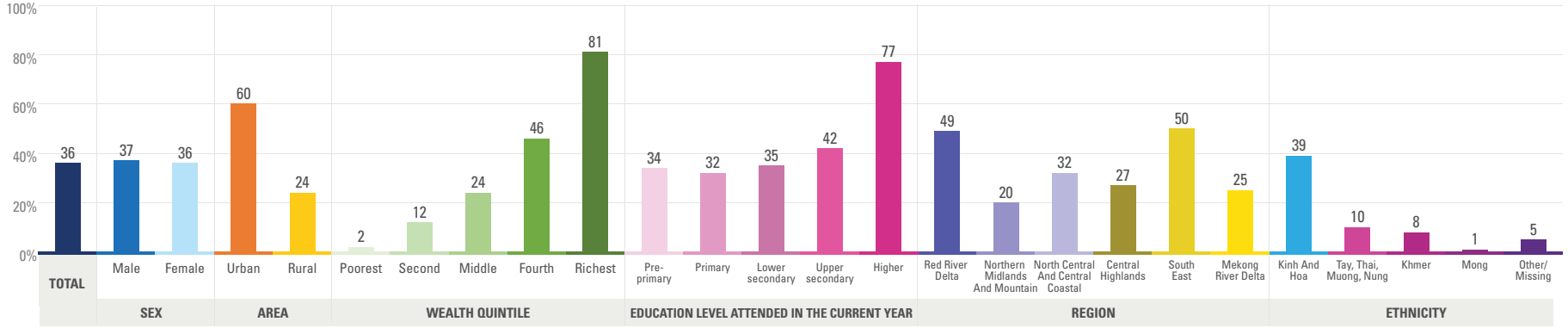


FIGURE 94 Percentage of 3–24 year olds with access to **both internet and computer**



Findings

- In the period covering March 2020 to November 2021, schools in Viet Nam were either fully or partially closed for 31 weeks, of which 7 weeks were full closure.
- Under full and partial school closure, if the students are offered remote learning then students rely on these opportunities to continue learning. For these purposes, it is beneficial that in Viet Nam, there is 100 per cent electrification.
- Television is the most accessible remote learning tool, as 90 per cent of students aged 3 to 24 have access to television. Although 81 per cent of these students have access to the internet, only 37 per cent have access to a computer.
- It is important to note that the data here only show if a child has access to these tools as part of the household. There is no information on whether students are or will be allowed to use these tools for remote learning.
- Although access to television is high among all groups except the poorest wealth quintile, where 71 per cent have access to television, there are substantial differences among groups in access to the internet and computers. This is particularly notable because having access to both the internet and computer combined can be used to deliver remote learning and emulate a classroom type setting.
- Whereas 60 per cent of students from urban areas have access to both the internet and computer, only 24 per cent of their peers in rural areas do so. Only 2 per cent of students from the poorest quintile having access to both, compared to 81 per cent of students from the wealthiest quintile.
- Across provinces, there is a high rate of access to television, but there are divides in access to both internet and computer. About half of students in Red River Delta and South East have access to both internet and computer, while only 20 per cent of students in Northern Midlands and Mountain have this access.
- The share of children with access to television is relatively high across ethnicities, with the exception of Mong ethnicity, where only 30 per cent of students aged 3 to 24 have access to a TV. Although about two in five students of Kinh and Hoa ethnicity have access to both internet and computer, this drops substantially for other ethnicities, especially Mong ethnicity, where only about 1 per cent of students have this access.
- Overall, 5 per cent of students lack access to any form of remote learning tool at home, having neither access to television, internet nor computer. Lack of access to any of these remote learning tools in the home is greatest among students from the poorest wealth quintile, as 20 per cent of these students do not have television, internet or computers, as well as among students from Mong ethnicity, where more than half do not have access to any of these tools.
- This analysis reveals that while many students in Viet Nam could have been reached by broadcast and digital remote learning tools, some students did not have access to any of these tools. This means they remained at least potentially unreached and would not have been able to access any education during school closures, if mitigation approaches targeting these students were not introduced.

Home learning environment for children aged 7 to 14 years

FIGURE 95 Share of children 7 to 14 with no child-oriented book in the household

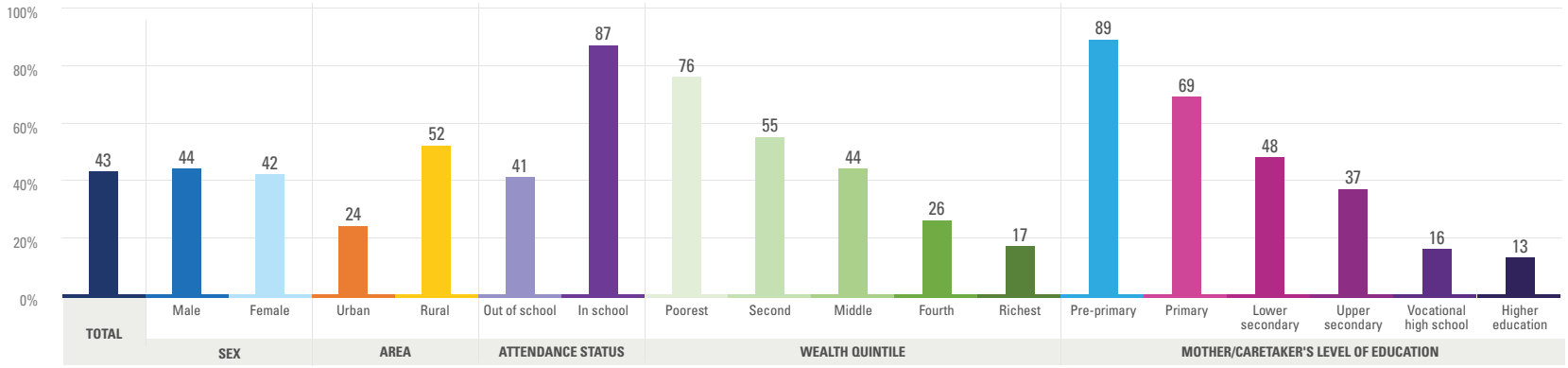
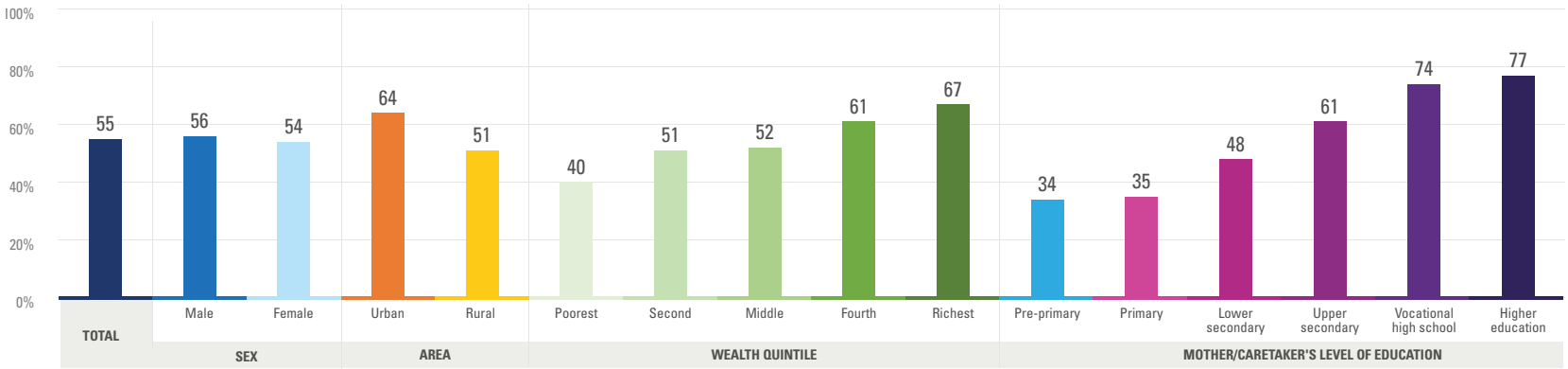


FIGURE 96 Share of children with 7 to 14 where parent or caretaker support child with homework



Findings

- 43 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.
- Access to child-oriented books varies by location, school attendance status, wealth quintile, and mother's level of education. More than twice as many rural children lack child-oriented books at home as urban children. Among children in the poorest quintile, 76 per cent do not have access to additional child-oriented books, whereas among children from richest quintile, it is just 17 per cent.
- Mother's education is strongly negatively correlated with the absence of child-oriented books in the household. 16 percent of children whose mother has vocational school do not have a child-oriented book at home, this share rises to 89 percent among children whose mother attended only pre-primary school.
- 55 per cent students aged 7 to 14 years receive help with homework in Viet Nam. However, a lower share of children from the poorest quintile, or whose mother has only pre-primary education had a parent who helped with their homework.

Profiles of students with no access to remote learning tools

These profiles are based on the 5 per cent of students who do not have access to television, internet and computer as remote learning tools.

FIGURE 97 Profile of students with no access to remote learning tools, by **sex**

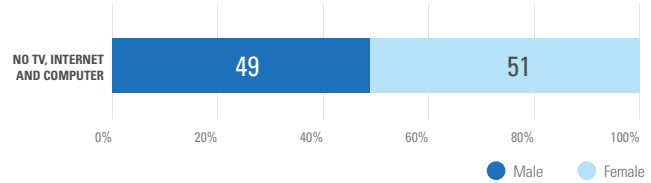


FIGURE 98 Profile of students with no access to remote learning tools, by **area**

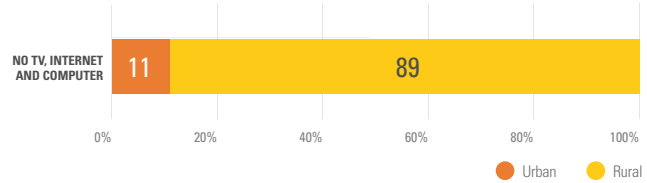


FIGURE 99 Profile of students with no access to remote learning tools, by **wealth quintile**

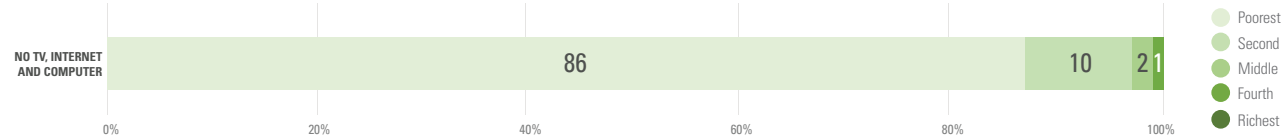


FIGURE 100 Profile of students with no access to remote learning tools, by **level of education attended**

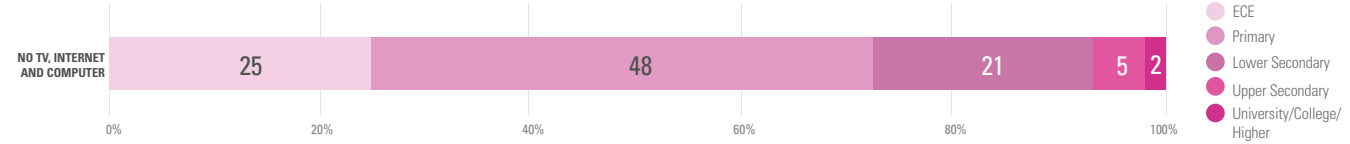


FIGURE 101 Profile of students with no access to remote learning tools, by **region**

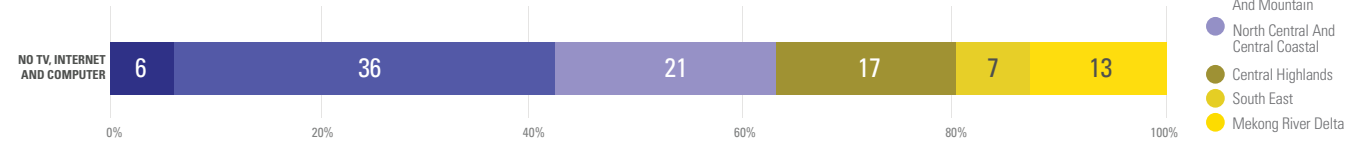
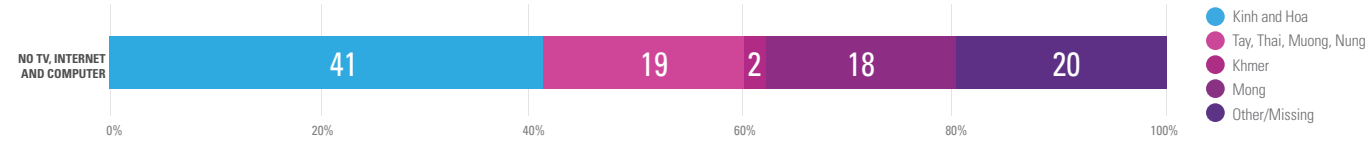


FIGURE 102 Profile of students with no access to remote learning tools, by **ethnicity**



Findings

- There are similar shares of male and female students without access to remote learning tools.
- About 9 out of 10 students without access to television, internet and computer are in rural areas.
- The overwhelming majority of students without access to remote learning tools are from the poorest wealth quintile.
- Students at higher levels of education are far more likely to have access to remote learning tools than students in lower grade levels, as nearly three-fourths of students without access to these tools are in either ECE or primary school.
- Across provinces, a disproportionate share of students without access to television, internet and computer are from Northern Midlands and Mountain.
- About two in five students without access to remote learning tools are of Kinh and Hoa ethnicity, whereas only about 2 per cent are of Khmer ethnicity.


dựng
chữ
cái
diệu
học
unicef

UNICEF Viet Nam