



RAPID SCAN EDTECH IN VIETNAM



INTRODUCTION

This country scan outlines the prospects of using EdTech in Vietnam as part of the Association of Southeast Asian Nations and UK Supporting the Advancement of Girls' Education programme (ASEAN-UK SAGE). The programme is a UK Foreign, Commonwealth and Development Office (FCDO) programme for ASEAN and Timor-Leste. Other partners in the programme include EdTech Hub, the ASEAN Secretariat, the Southeast Asia Ministers of Education Office (SEAMEO), the British Council, and the Australian Council for Educational Research (ACER).

SOCIO-ECONOMIC CONTEXT

- Vietnam is a lower-middle-income country with significant economic growth over the past 30 years. The [World Bank \(no date\)](#) reports that the poverty rate was just 3.8% in 2020, and the gross domestic product per capita was nearly USD 3,700 in 2022.
- Socio-linguistic and geographic diversity must be considered when implementing programmes in Vietnam. The population of approximately 99.3 million people includes 54 ethnic groups. Rugged terrain and language barriers hinder equitable access to schooling.



THE EDUCATION SYSTEM IN VIETNAM

A top-level summary of policy, partnerships, and challenges



POLICY

Vietnam has prioritised the use of digital technologies in education.

The [↑Government of Vietnam's \(no date\)](#) a) Decision No. 131/QĐ-TTg approves the scheme

“strengthening application of information technology and digital transformation in education and training for the period of 2022–2025”, with objectives to:

- 1 Include teaching and learning in a digital environment as an essential part of daily educational activity for all teachers and learners.
- 2 Improve management efficiency of management and administration methods by using technology and data.

PARTNERSHIPS

Key development partners in education include (but are not limited to) UNICEF, the Global Partnership for Education (GPE), the World Bank and the Asian Development Bank (ADB).

CHALLENGES

A key challenge in Vietnam is ensuring equal access to education, particularly for learners in geographically remote areas and from ethnic minorities. Additionally, analysis by [↑Cammaert & ADB, \(2020\)](#) highlights low completion rates in secondary education and the need to improve the quality of education at this level to prepare Vietnamese students for future employment.



OUT-OF-SCHOOL CHILDREN & YOUTH (OOSCY)

- Data from the 2019 Census shows that 8.3% of children are out of school. OOSCY rates are higher in rural areas, and significantly higher for some ethnic minority groups, such as the Khmer and Mong ([↑General Statistics Office of Viet Nam, 2020](#)).
- Surveys of out-of-school children and their families report that the primary reasons for dropout are lack of interest and economic constraints.
- To support OOSCY, the government has implemented cash support programmes, tuition exemptions, and food support programmes to encourage families to send their children to school.

GIRLS' EDUCATION

- According to the 2019 Census, gender parity has been achieved at the primary school level, and nationally, girls have exceeded boys' enrolment in lower and upper secondary education. While boys often face pressure to leave school early to enter the workforce, expectations for girls to marry and have children limit girls' access to post-secondary education ([↑General Statistics Office of Viet Nam, 2020](#)).
- Although progress has been made regarding school enrolment of girls from ethnic minorities, they are still disadvantaged compared to boys from ethnic minorities, particularly at the upper secondary level.



LEARNERS WITH SEND

- The 2016 National Survey on People with Disabilities estimated that about 3% of children aged 2–15 years have a disability ([↑General Statistics Office of Viet Nam, 2018](#)).
- Vietnam has policies protecting the right to education for learners with special educational needs and disabilities (SEND). Nonetheless, children with disabilities are less likely to be enrolled in school. Schools also lack the infrastructure and teachers to accommodate the needs of learners with SEND.

INFRASTRUCTURE

- Electricity, mobile phone ownership, and mobile-cellular network coverage are high nationwide. However, there are significant gaps between urban and rural areas regarding internet access and computer ownership. For instance, according to the Sustainable Development Goal Indicators on Children and Women survey, 48% of urban households have a computer compared to 19% of rural ones ([↑UNICEF & General Statistics Office of Viet Nam, 2021](#)).
- The Government of Vietnam's Program for National Digital Transformation by 2025 set goals to reach 80% of households with fibre optic internet and a 4G/5G service available nationwide ([↑Government of Vietnam, no date](#)).



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ABOUT ASEAN-UK SAGE

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