



Quality of education of ethnic minority communities in vietnam - problems and recommendations

Dung Vu Thi Thuy, PhD, Dalat University Vietnam, dungytt@dlu.edu.vn

Dinh Tran Ngoc Huy, MBA, Banking University HCMC, Ho Chi Minh city Vietnam - International University of Japan, Japan, dtanhuy2010@gmail.com

Vu Thi Kim Anh, PhD, Trade Union University, Hanoi Vietnam, kimanhvt@dhcd.edu.vn

Nguyen Ngoc Thach, PhD, Banking University HCMC, Ho Chi Minh City Vietnam, thachnn@buh.edu.vn

Hoang Thanh Hanh, PhD, Academy of Finance, Vietnam, hoangthanhhanh@hvtc.edu.vn

Abstract. According to the report on survey results of 53 ethnic minorities (ethnic minorities) in Vietnam, as of 1 July 2015, there were 30,945 ethnic minority areas nationwide (of which, 11% in urban areas, accounting for 89%). The census was conducted in 51 provinces and cities that have enumerated areas.

An education program for Vietnam ethnic minorities has several educational issues need to be handled. This paper uses both qualitative analysis and statistic methods in order to present our analysis, findings and give out recommendations.

Keywords: Ethnic minorities, Vietnam, education.

I. INTRODUCTION

Currently, the ethnic minority population is 13.39 million people, accounting for about 14.6% of the national average population in 2015 (91.71 million people). Regarding the gender structure, in ethnic minority areas, the proportion of men outnumbering women (men accounts for 50.3%, women accounts for 49.7%). The growth rate of the ethnic minority population in the period 2009 - 2015 is 1.55%, 0.42% higher than the average annual growth rate of the national population. The majority of ethnic minorities (89.6%) live in rural areas, much higher than the national population (66.1%) [General Statistics Office, Survey results on economic status - The society of 53 ethnic minorities, 2015].

The income poverty rate of ethnic minorities is always many times higher than the national average. According to the report, the average monthly income of an ethnic minority household member in 2015 was only about 1.16 million VND, only 41.5% compared with 2.8 million VND / person of the whole country. The rate of poor households in 2015 of ethnic minorities was 23.1%, 3.3 times higher than the national average of 7%. It is worth noting that the 53 ethnic minorities in Vietnam make up only 15% of the total population, but they account for nearly half (47%) of the country's total poor and 68% of the extreme poor [General Statistics Office, 2015].

II. LITERATURE REVIEW

Beside, Thuy, V.T.B (2012) stated that Ho Chi Minh Ideology of "growing humans" is the system of viewpoints on training, educating humans in order to serve the cause of building and protecting the nation. "Growing humans" is the primary strategy of the Vietnamese Revolution, which not only meets the requirements of the Revolution but also prepares for the future. "Growing humans" is creating Vietnamese people developing their whole virtues, of which morality is the foundation. "Growing humans" is the permanent revolutionary cause associated with the strategy and policy on socio economic development.

Next, O'leary (2016) signaled some important trends in experiences and attitudes, as well as variations by discipline and gender. While one in 10 graduates prefer a disciplinary focus with just indirect attention to employability, nine in 10 want employability to have greater emphasis, albeit those preferences vary between optional and integrated approaches.

Thijs et al (2018) showed that Children of all ethnicities reported more classroom identification over time if they were less rejected by their peers and had more co-ethnic classmates. For minority children, both closeness and conflict with the teacher predicted less identification, but the effect of conflict appeared to result from their ethnic underrepresentation in the classroom.

Then, Glock et al (2018) stated that in contrast, in-service teachers actually working in more diverse schools held less negative implicit attitudes towards minority students. Preservice teachers associated teaching in culturally diverse schools with increased effort, whereas in-service teachers actually working in culturally diverse schools reported more enthusiasm towards teaching ethnic minority students.

Last but not least, Redding and Baker (2019) find that White college graduates are close to twice as likely to major in education compared to Black, Latinx, and other graduates of color. Even among college graduates, respondents who identify as White are 5 percentage points more likely to enter teaching than respondents who identify as Black and 2 percentage points more likely to enter teaching than graduates who identify as Latinx. Regression and decomposition analyses demonstrate that the observed racial/ethnic gaps in entry to teaching can largely be explained by whether a graduate studied education in college.

III. METHODOLOGY AND APPROACH

Research Method

The first source of data is from the General Statistics Office, school indicators are measured by many indicators: number of schools and school scores; quality of teachers, attendance rate at the right age, rate....

The second source of data is taken from the national issue "Some basic issues on gender equality in ethnic minority areas in our country" which were deployed from 2017 to 2020. The thesis uses qualitative survey method quantitative combined quantity, with a sample size of 2894 households and 344 district and commune officials in 8 provinces of Vietnam including Lang Son, Ha Giang, Dien Bien, Thanh Hoa, Thua Thien Hue, Ninh Thuan Dak Lak, Soc Trang represent 14 ethnic groups in Vietnam.

IV. RESEARCH RESULTS

1. School Facilities

According to the results of the Survey of 53 Ethnic Minorities in 2019 [Ethnic Minorities Committee & General Statistics Office, 2020, Survey results collect information on the socio-economic situation of 53 ethnic minorities in 2019, Statistics Publishing House, 2020, pages 45-46.], At present, the whole country has nearly 21.6 thousand schools and 26.5 thousand schools in ethnic minority areas, corresponding to an increase of more than 3.8 thousand schools and a decrease of 2.3 thousand schools compared to In 2015, the rate of permanent schools reached 91.3 (an increase of 14.2 percentage points compared to 2015), while the rate of schools with permanent construction was only 54.4%. These rates are lowest in the Central Highlands and the Northern Midlands and Mountains, and highest in the Red River Delta. The percentages of schools and permanent schools in urban areas were 96.5% and 66.9, respectively, higher than those in rural areas by 6.6 percentage points and 13.1 points, respectively percent score. Provinces with the lowest proportion of permanent schools in the country were Hau Giang (67.5%), Bac Kan (69.9%), Tuyen Quang (77.4%); The lowest percentage of permanent schools was recorded in Tuyen Quang (14.5%), Long An (17.6%) and Ha Giang (22.9%) (Committee for Ethnic Minorities, General Statistics Office, 2020, pages 45-46) Chart 1).

Unit: %

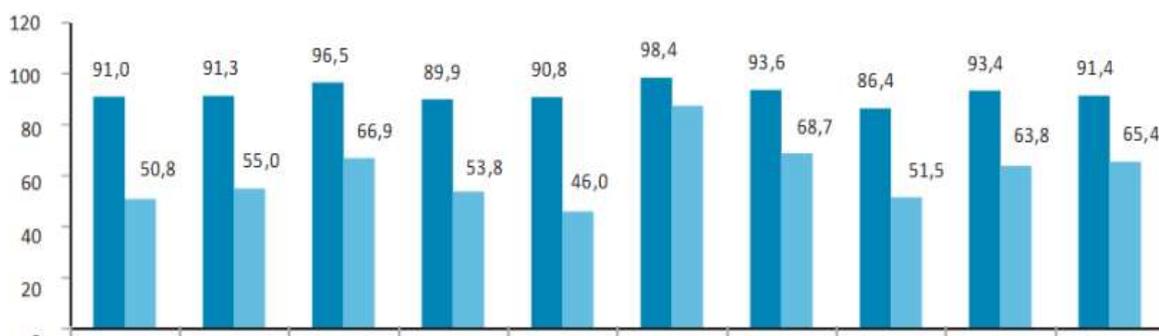


CHART 1. Proportion of permanent schools and rate of permanent schools by region, urban, rural, and socio-economic region, October 1, 2019

Source: Committee for Ethnic Minorities, General Statistics Office, 2020, Survey results on the socio-economic situation of 53 ethnic minorities in 2020

2. Quality of Teachers

The total number of teachers currently teaching at schools and schools in ethnic minority areas is nearly 525 thousand people; of which, 134.9 thousand teachers are ethnic minority people (accounting for 25.7%), 99.6 thousand teachers are ethnic minority women (accounting for 19.0%). Compared to 2015, the total number of teachers increased by more than 132 thousand people, equivalent to an increase of 1.34 times, the number of teachers from ethnic minorities increased by 1.07 times, the number of ethnic minority female teachers increased by 1.1 times (Table 2). The percentage of ethnic minority teachers and the proportion of ethnic minority female teachers is higher in border communes than in other regions, and in urban areas lower than in rural areas. Comparing between socio-economic regions, these two rates are highest in the Northern Midlands and Mountains, followed by the North and South Central Coast and lowest in the Southeast. The three provinces with the highest proportion of ethnic minority teachers and female ethnic minority teachers are Cao Bang, Bac Kan and Lang Son (Ethnic Affairs Committee & General Statistics Office, 2020).

Table 1. Percentage of teachers in ethnic minority schools by highest level achieved and socio-economic regions

	Both	Northern Midlands and Mountains	Red river delta	Northern Central and Central Coast	Highlands	South East	Mekong river delta
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Under high school	0,1	0,1	0,0	0,2	0,2	0,0	0,2
High school	0,4	0,2	0,4	0,1	0,7	0,6	0,9
College (medium)	9,3	11,4	5,6	6,9	11,6	8,1	5,6
College	21,4	26,3	16,9	19,5	19,2	20,0	15,0
University	66,9	60,1	73,9	72,0	66,2	68,8	76,8
Postgraduates	1,9	1,9	3,2	1,3	2,1	2,5	1,5

The quality of teachers in ethnic minority areas has been markedly improved with a significant increase in the proportion of teachers with a university or higher degree (Table 1) from 41.5 in 2015 to 68.8 in 2019; The proportion of teachers with below intermediate qualifications decreased from 1.2 in 2019 to 0.4 in 2015. The Mekong River Delta and the Red River Delta are regions where the proportion of teachers with a university or higher degree the highest is 78.3% and 77.1%, respectively; This rate is lowest in the Northern Midlands and Mountains (62%). In ethnic minority communes, there are still more than 700 teachers with below high school qualifications, concentrated mainly in the Northern Midlands and Mountains and the North and South Central Coast (accounting for about 60% of the teachers with

lower qualifications. High School) (Ethnic Minority Committee & General Statistics Office, 2020, pages 47, 48).

3. Highest attendance rates and education attainment among ethnic minorities in Vietnam

Regarding the attendance rate of ethnic minorities in general in Vietnam, the school attendance rate decreases with different educational levels. If the primary level is 100%, the lower secondary school reduces to 85%, then at high school this rate is only from 47-50%. In general, ethnic minorities in the North have a higher enrollment rate at all levels than ethnic minorities in the South. And the Central Highlands is the region with the lowest proportion of ethnic minorities attending school in the country, accounting for only 33.3% of the high school level (Table 2).

Table 2. Ethnic minority attendance rates by education level, economic region and sex

	<i>Unit: %</i>								
	Elementary			Junior high school			High school		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
53 ethnic minorities	100,5	100,8	100,1	85,8	84,8	86,9	50,7	47,7	53,7
Socio-economic region									
Northern Midlands and Mountains	100,4	100,9	99,9	90,9	92,5	89,2	56,9	56,5	57,2
Red river delta	101,4	101,7	101,1	95,0	94,7	95,2	65,1	64,2	65,9
North Central and Central Coast	100,6	100,8	100,4	88,5	85,8	91,2	53,1	47,5	58,8
Highlands	100,3	100,3	100,3	74,5	68,0	80,9	33,3	25,3	41,3
South East	100,4	100,6	100,2	81,6	80,5	82,8	51,3	48,3	54,4
Mekong river delta	100,9	101,1	100,8	75,7	72,6	78,9	42,5	38,2	46,9
Ethnic minority									
Tày	100,4	100,7	100,2	97,5	97,1	97,9	79,5	75,3	83,7
Thái	100,8	101,0	100,6	94,6	94,4	94,8	56,5	55,9	57,1
Nùng	100,9	101,2	100,6	97,2	96,9	97,6	73,4	67,5	79,4
Gia Rai	97,1	95,9	98,5	60,9	50,8	70,8	21,7	14,8	28,7
Ê Đê	101,2	101,7	100,7	77,3	68,5	86,0	37,9	26,5	49,3
Ba Na	99,6	99,4	99,9	69,1	62,2	75,9	20,0	13,3	26,6
Cơ Ho	99,8	99,5	100,0	80,3	72,9	87,7	34,3	23,8	44,4

Source: Committee for Ethnic Minorities and General Department of Population, Survey results to collect information on the socio-economic situation of 53 ethnic minorities in 2019

As shown in Table 2, the Tay, Nung and Thai ethnic minorities have higher school attendance rates than the Gia Rai, Ede, Ba Na and Co Ho ethnic groups. Compared to the other 6 ethnic groups, the Gia Rai ethnic group has the lowest attendance rate, accounting for only 21.7% at high school.

Proportion of School-age without Access to School (At all Levels, Men and Women)

Table 3. Proportion of ethnic minorities in high school age but not attending school by education level, sex

	<i>unit: %</i>								
	Elementary			Junior high school			High school		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
53 ethnic minorities	2,3	2,4	2,2	13,3	14,3	12,3	45,8	48,4	43,1
Tày	0,8	0,8	0,7	2,5	3,2	1,9	18,6	22,4	14,8
Hoa	0,9	1,0	0,9	5,1	5,6	4,6	21,3	23,9	18,5
Khmer	3,9	4,3	3,4	24,8	27,4	22,1	61,4	65,5	57,2
Mường	0,8	0,8	0,7	3,1	3,6	2,7	26,5	30,6	22,1
Nùng	0,7	0,7	0,7	3,3	4,0	2,6	24,3	29,6	18,9
Mông	4,0	3,0	5,1	21,4	15,4	27,6	64,5	55,4	75,2
Dao	1,4	1,4	1,4	10,5	11,0	10,1	55,5	56,7	54,2
Gia Rai	8,3	10,5	6,2	36,3	44,6	28,2	73,9	81,3	66,5
Ngái	1,1	1,1	1,1	4,7	5,1	4,3	16,0	16,7	15,6
Ê Đê	3,0	3,7	2,4	20,9	28,4	13,5	58,4	69,4	47,3
Ba Na	5,4	6,6	4,1	28,0	33,7	22,4	74,9	81,3	68,6

Xơ Đăng	2,1	2,7	1,5	14,5	19,2	9,6	59,7	69,3	50,7
Sán Chay	0,7	0,8	0,7	3,2	3,8	2,5	25,4	29,0	21,7
Cơ Ho	2,5	2,9	2,1	19,1	25,9	12,3	62,8	73,1	52,8
Chăm	2,9	3,2	2,5	18,0	22,5	13,6	45,9	54,9	36,7
Sán Dìu	0,5	0,4	0,5	1,4	1,8	1,1	14,6	17,2	12,0
Hrê	1,6	2,0	1,3	9,2	12,2	6,2	45,6	52,9	37,9
Mnông	4,5	5,4	3,5	24,6	31,3	18,2	61,1	70,4	52,2
Raglay	6,3	8,0	4,7	32,0	41,6	22,9	72,3	81,0	63,7
Xtiêng	7,5	8,6	6,3	39,6	43,8	35,4	76,8	80,7	73,1
Khơ mú	2,7	2,5	2,9	19,2	19,0	19,5	68,6	67,2	70,1

Source: Census for Ethnic Minorities & General Department of Population, 2020, Survey results collected socio-economic situation of 53 ethnic minorities in 2019

4. Factors affecting the Quality of Education of Ethnic Minorities in Vietnam

4.1 Parental Awareness

An important cause of poor access to education among ethnic minority children is due to parental awareness (Nguyen Huu Minh, Dang Thi Hoa, 2020 [Nguyen Huu Minh, Dang Thi Hoa (2020)]., Implement Gender Equality in Ethnic Minority Areas in Vietnam, Social Science Publishing House, Hanoi, 2020, page 170.]). Due to the limited knowledge of parents, the majority of children from ethnic minorities are not encouraged to go to school with their homework and homework. Most ethnic minorities live in relatively remote rural areas, very few people find employment in industry, and parents fail to see the value of education [Geoffrey B. Hainsworth (2001), "Human Resource Development", Nolwen Henaff and Jean-Yves Martin (editors), Work, employment and human resources in Vietnam 15 years of renovation, World Publishing House, Hanoi.

4.2 Community Customs and Practices

Many studies have shown the relationship between traditional customs in the ethnic minority community and the ability of people to access education in general, and especially women and girls (Nguyen Huu Minh, Dang Thi Hoa, 2020). During the transition from primary to lower secondary, girls are more likely to be dropped out of school at an earlier age, in part because they are more likely to get married at an earlier age than boys [Province Dien Bien and UNICEF Viet Nam (2010), An Analysis of the Situation of Children in Dien Bien Province, Hanoi.]. Child marriage stems from the fact that families need someone to work. The Hmong and Dao have a custom of marrying older wives to work for their husband's family (Nguyen Phuong Thao, 2006).

4.3 Geographic Distance

Because ethnic minorities are concentrated in mountainous, remote and isolated areas, children in this area face many specific difficulties [group of action against hunger (2002), providing basic education with Quality for Everyone, Joint Donor Report, Hanoi.]. Survey data of 53 ethnic minorities in Vietnam in 2015 shows that, on average, a high school student needs to travel 17.6km to get to school. Sparse population, long distance to school, difficult roads, plus harsh natural conditions are a barrier for ethnic minority children (Nguyen Huu Minh, Dang Thi Hoa, 2020).

4.4 Costs for Education

In mountainous, remote, and poor areas, the state budget for education is only enough to cover personnel costs, there is no funding to spend on quality improvement activities. quality and provision of educational services, teaching and learning materials (Nguyen Huu Minh, Dang Thi Hoa, 2020).

4.5 Institutional and Policy Factors

Heavy school curriculum, language barriers, and local culture affect the dropout rate of ethnic minority children (Nguyen Huu Minh, Dang Thi Hoa, 2020).

In addition to a specific salary mechanism, teachers from ethnic minorities and teachers in ethnic minority areas have not been invested much to improve quality.

The policy of supporting money for students and ethnic minority families in some localities has created an adverse effect, reducing the effectiveness and objectives of the policy.

V. CONCLUSION AND DISCUSSION

Education is an important indicator of the quality of human resources, especially for ethnic minority areas that are always considered "low-lying areas" in terms of the quality of human resources (Dung Vu Thi Thuy, 2018). To compensate for this gap, it is necessary to have a total solution to promote the quality of education in ethnic minority areas in Vietnam today.

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