



# Increasing Access to Basic Education for OOSC through Flexible Learning Programmes in Cambodia, Lao PDR, Myanmar and Viet Nam

**A Project Kick-off Meeting | 17 November 2020**

# Overview of national response to COVID-19 in education

- 3 month period of school closure leading to delays in completion of school year plan
- Large access gap to online learning between urban and rural areas: e.g. 80% of 12<sup>th</sup> grade students in Ho Chi Minh City versus 15% in some less advantaged areas
- Limitations in teaching and managing capacity
- Limited infrastructure facilities
- Disruptions in teacher professional training and preparation for the new education curriculum for 2020-2021 school year

# Overview of national response to COVID-19 in education

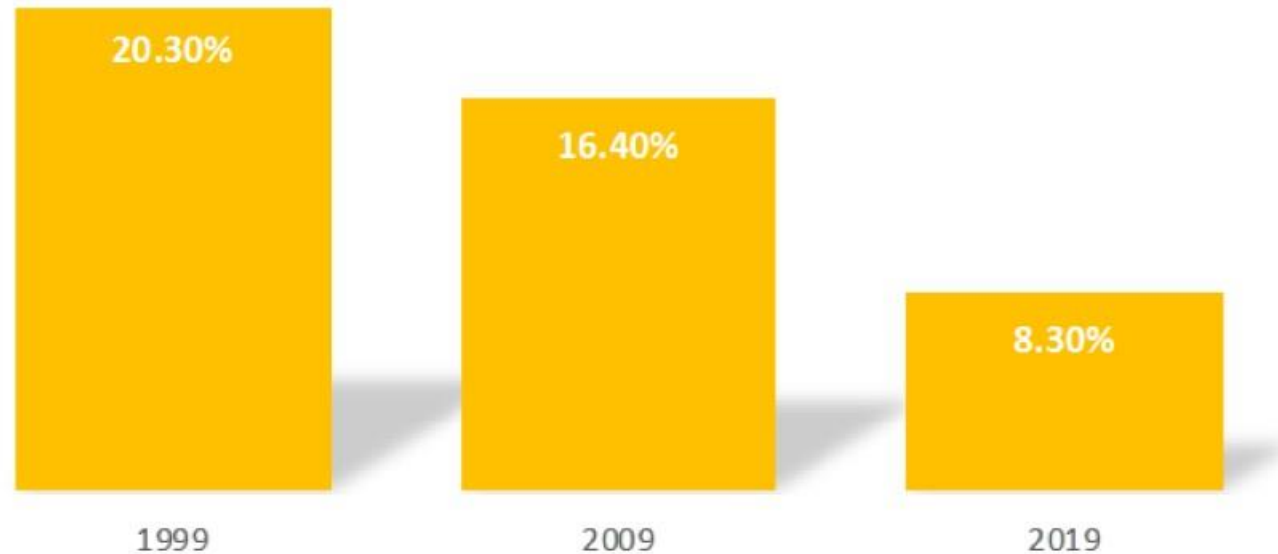
- Switch in teaching mode and educational culture
- 100% Internet coverage at schools for online teaching purposes
- 28 TV channels broadcasting thousands of lessons
- Digital skills training for teachers in almost all schools and institutions
- Large-scale online training in preparation for launching the new curriculum

# Overview of national response to COVID-19 education

# affected by COVID-19	School closure	Adjustment to school calendar	Adjustment to content coverage	NFE/ED for the disadvantaged response to COVID-19
<p>Students: 17,042,300</p> <p>Schools: 26,815</p> <p>Teachers: 812,000</p>	<ul style="list-style-type: none"> <li>• Most schools have been re-opened since May 2020</li> <li>• 2020-2021 school year began in September 2020 as scheduled under the normal situation</li> <li>• School lockdown started from early February to end of April 2020</li> </ul>	<ul style="list-style-type: none"> <li>• 2019 – 2020 school year was adjusted to finish in July instead of May</li> <li>• Summer holiday started from July 15<sup>th</sup> to September 4<sup>th</sup> 2020</li> <li>• The National High School Graduation Examination was held in August, 2 months later than previous years.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum for semester 2 was reduced and simplified as guided by MoET</li> <li>• Only basic elements of the curriculum were selected, taught and assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits to deliver learning materials and mental support for those without access to digital means of education</li> <li>• TV broadcasting of lessons for those without access to online education</li> </ul>

# Achievements

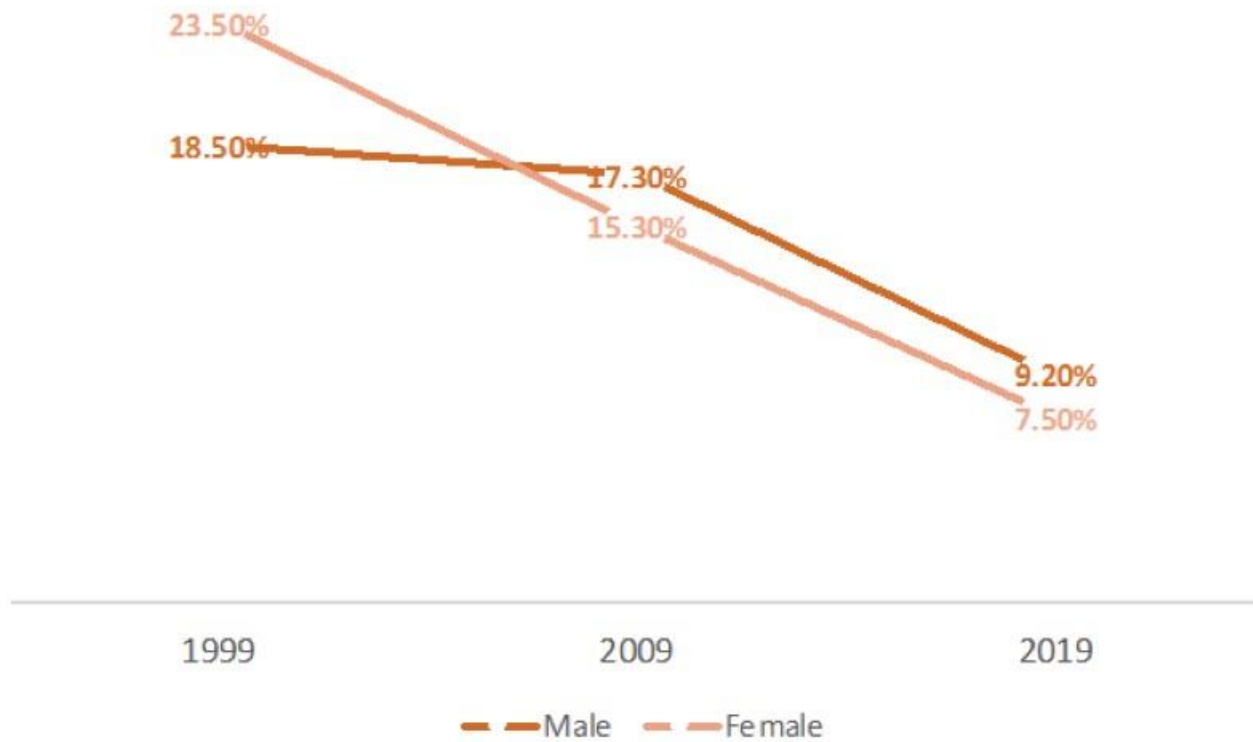
OOSC rates (1999 - 2009)



OOSC rate = Total number of school-aged children who have dropped out or never been to school/Total number of school-aged population

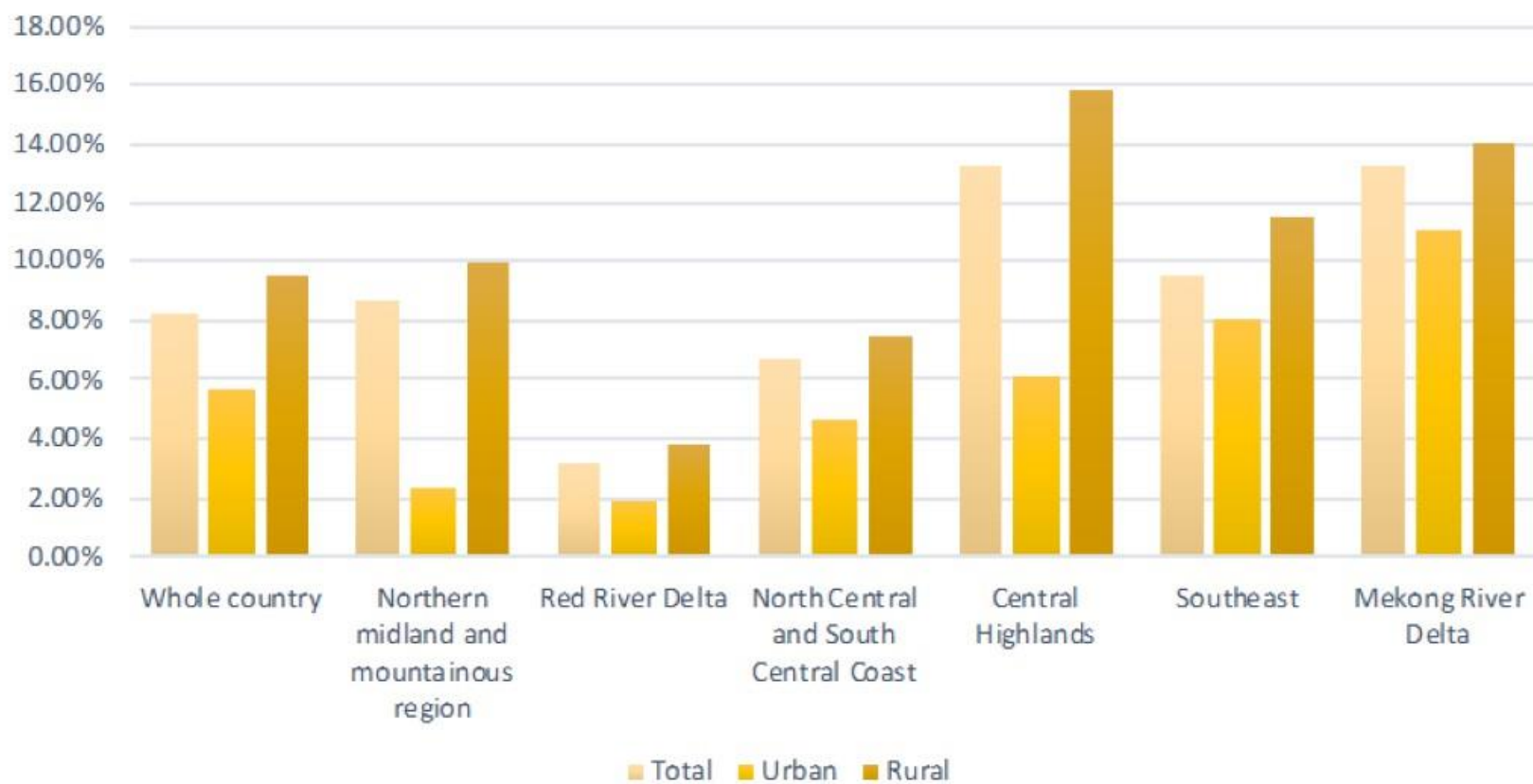
# Achievements

OSSC RATES BY GENDER (1999-2019)



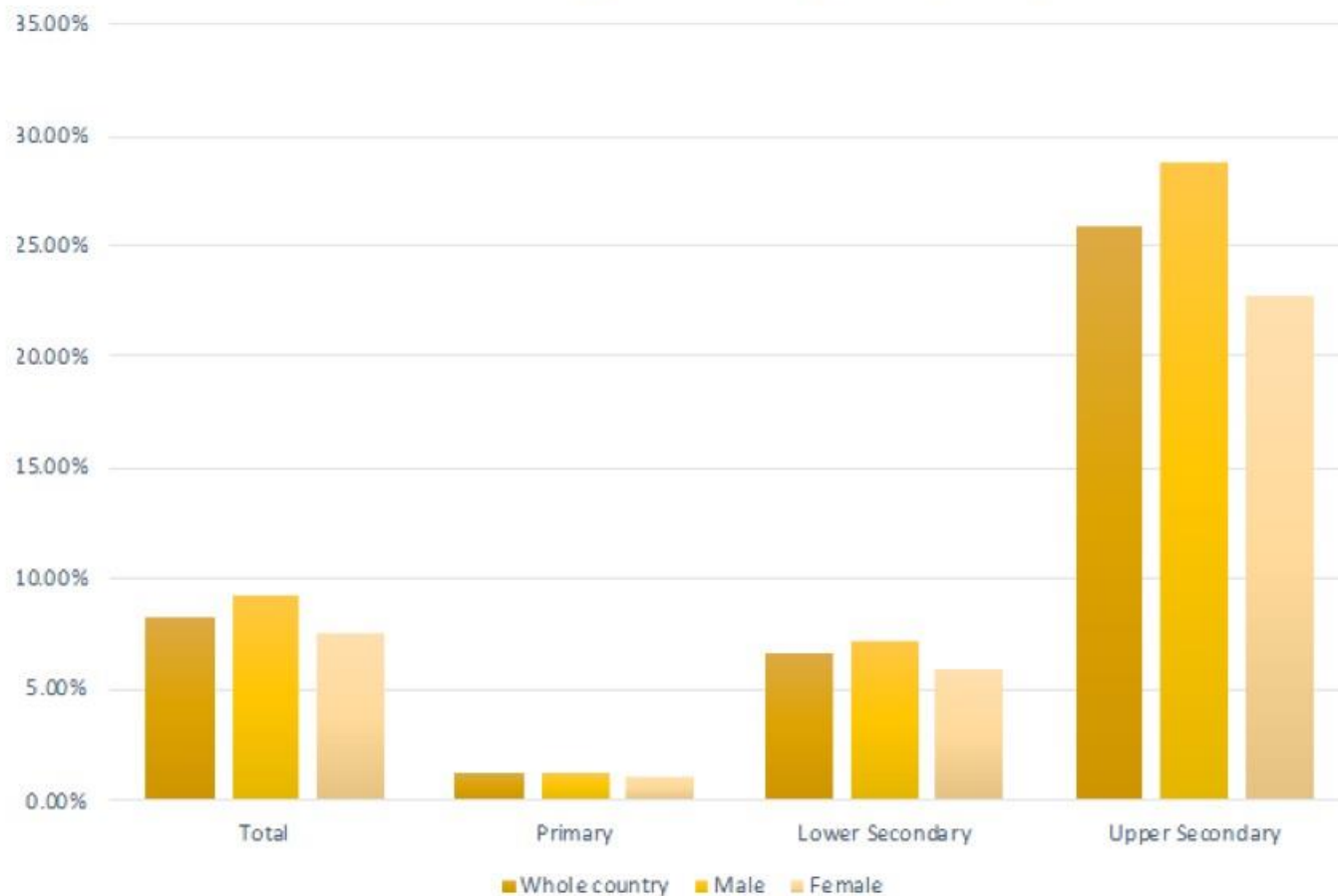
# Challenges faced

OOSC rates by region in 2019



# Challenges faced

OOSC rates by gender and grade (2019)



Source: Vietnam Population Census (2019)



# Action Plans: IAI-OOSC (Component 1)

Activity	Output
Conduct 1) a literature review on the CEC system and EP programmes for OOSC and 2) an analysis on OOSC data	Data and information on CECs and OOSC in Viet Nam collected and analyzed
Conduct interviews with the MoET, DoET, BoET and other stakeholders to obtain inputs and comments for a preliminary desk review	
Develop an in-depth study on the chosen issues	
Organize a review meeting with the VNIES/MoET to review preliminary findings	

# Action Plans: IAI-00SC (Component 2)

Activity	Output
Identify major issues on the current formal education, continuing education and equivalency programme (if any) policy and frameworks (policy gaps) and analyze any relevant information	Develop policy recommendations
Develop policy recommendations	

# Action Plans: IAI-00SC (Component 3)

Activity	Output
Establish a task force chaired by the VNIES to review the new formal education curriculum, select essential subject matters, and review and approve teaching-learning materials that will be developed during the project	Quality and relevance of all teaching-learning material contents ensured
Identify teachers for video content production	Relevance of all teaching-learning material contents ensured
Organize a training workshop on how to prepare blended learning lesson plans for teachers	Readiness of teachers in blended learning ensured
Develop lesson plans	Lesson plans for blended learning created
Develop and disseminate teaching-learning materials (videos) based on the lesson plans	Video and/or digital teaching-learning resources made available

# Action Plans: IAI-00SC (Component 3)

Activity	Output
Design and Develop EP-LMS	A blended learning platform for EP developed
Develop and disseminate guidelines for DoET, BoET and teachers	Provincial officials' knowledge of blended learning ensured
Design and deliver training sessions on blended EP and guidelines	Teachers/CECs equipped with the knowledge and skillsets to deliver blended EP
Identify piloting provinces and students	Pilot provinces, districts and CECs identified; students, teachers recruited
Provide EP teachers with monthly stipends (face-to-face instruction)	Financial support for teachers provided

# Action Plans: IAI-00SC (Component 3)

Activity	Output
Provide teaching-learning materials for target learners and teachers	All target learners and teachers received teaching-learning materials
Conduct regular monitoring visits	Field information and updates regularly shared and documented
Prepare a final exam and certificates for target students	Students' learning measured and accredited

# Project team and governance

## National Steering Committee

Dr. Ta Ngoc Tri – Deputy Director General of Primary Education Department, MoET

## Vietnam Institute of Educational Sciences (VNIES)

Assoc.Prof Le Anh Vinh – Vice Director General of VNIES, MoET

### Policy group

Dr. Nguyen Minh Tuan

Head of Board of Research In non-formal education

Dr. Ha Duc Da

Expert of Board of Research In Education for Ethnic minorities group

### Curriculum group

Ms. Bul Thi Dien

Researcher of National Center for Sustainable development of general education quality (GESD)

Ms. Hoang Phuong Hanh

Researcher of GESD

### Finance group

Ms. Bul Dieu Quynh

Researcher of GESD

### Technical group

Mr. Do Duc Lan

Researcher of GESD

Mr. Nguyen Sy Nam

Researcher of GESD

# Next Steps

Activity	Party responsible	2020		2021			
		Nov	Dec	Jan	Feb	Mar	Apr
1.1 Conduct 1) a literature review on the CEC system and EP programmes for OOSC and 2) an analysis on OOSC data	VNIES, Int'l consultant (IC), UNESCO, GNI	■					
1.2 Conduct interviews with the MoET, DoET, BoET and other stakeholders to obtain inputs and comments for a preliminary desk review	VNIES, IC, UNESCO, GNI		■				
1.3 Develop an in-depth study on the chosen issues	VNIES, IC, UNESCO, GNI		■	■			
1.4 Organize a review meeting with the VNIES/MoET to review preliminary findings	VNIES, IC, UNESCO, GNI				■		
2.1 Identify major issues on the current formal education, continuing education and equivalency programme (if any) policy and frameworks (policy gaps) and analyze any relevant information	VNIES, IC, UNESCO, GNI	■					
2.2 Develop policy recommendations	VNIES, IC, UNESCO, GNI		■				
3.1 Establish a task force chaired by the VNIES to review the new formal education curriculum, select essential subject matters, and review and approve teaching-learning materials that will be developed during the project	VNIES, MoET	■		■	■	■	
3.2 Identify teachers for video production and invite them to join a workshop	VNIES		■				







**Thank you!**

