

POLICY TO IMPROVE THE POSSIBILITY OF THE POOR ACCESS TO BASIC EDUCATION IN THAI NGUYEN PROVINCE

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ABSTRACT

Recent changes in basic education policies of Thai Nguyen province have helped poor people and people in difficult socio-economic areas to improve access to basic education. The proportion of students attending school at all levels from primary to high school has increased compared to that in previous years. The poor and people in areas with extremely difficult socio-economic conditions will have greater access to basic education when financially supported through tuition reduction and exemption policies, funding programs, school supplies and boarding school meals.

Keywords: accessibility, basic education, basic education policy, poor households

Introduction

Implementing the goal of poverty reduction, over the past years, the Party and the State have issued many policies for socio-economic development in the whole country in general and Thai Nguyen province in particular. These policies have a direct impact on the socio-economic life of the poor; infrastructure is gradually improved; reducing the percentage of poor and near poor households; The material and spiritual life of the people is gradually improved. Therefore, the face of the whole province has changed significantly, especially in remote areas and especially areas with extremely difficult circumstances, people's lives have been constantly improved.

The policies of social security and social welfare were implemented synchronously, promptly and effectively. The poverty rate is currently 9% and has been reducing on average 2% annually; directing the repairing or new construction of houses for all 34 poor households whose members are party members aged 50 and over who have difficulty in housing; completing the plan of deleting all 33 temporary classrooms in the province; completing the objective of eliminating hamlets and white villages that have not been invested in the national electricity grid for all 35 hamlets and villages.

However, Thai Nguyen is a midland and mountainous province, with nearly 70% of the population living in rural areas, the educational level is not equal; The whole province has 124 out of 139 communes in highland, remote and isolated areas, including 36 extremely difficult communes; The rate of poor households according to new criteria is still high (9%). Central resources to support the province are still limited; infrastructure still contains many contents that do not meet the general development requirements of the province, especially transport and tourism infrastructure ...

Restrictions from access to basic education of the poor, people in areas with extremely difficult socio-economic conditions make the poverty and re-poverty of these groups always be at the highest level in the province. Therefore, the Party, the State and Thai Nguyen province have issued many educational policies to improve access to basic education for this group of subjects such as decrees and circulars providing for revenue and management mechanisms, tuition fees for educational institutions of the national education system and policies on tuition fee

exemptions and reductions for academic expenses from the 2015-2016 school year to the 2020-2021 school year as well as a number of policy provisions supporting pupils and schools in extremely difficult communes and villages. In particular, to issue policies to support meals for children aged 3-5 in preschools at educational establishments with parents permanently residing in border communes, high mountains, islands and communes with economic conditions. - extremely difficult society with 120,000 VND / month to maintain lunch; Support for meals (equal to 40% of the minimum wage) and housing (10% of the minimum wage) for high school students who are ethnic minorities in regions with special socio-economic conditions difficulties away from school, not returning home during the day; students of ethnic minorities from poor and near-poor households who pass the entrance exams to universities and colleges of the regular system will receive study support equal to 60% of the minimum salary; to exempt school fees for kindergartners and pupils of poor households and pupils of ethnic minority pupils, with very few people living in areas with exceptionally difficult socio-economic conditions; 70% reduction of tuition fees for kindergartens and ethnic minority students (not very few ethnic minorities) in regions with exceptionally difficult socio-economic conditions; 50% reduction of tuition fees for kindergartens and pupils from near-poor households.

Literature review

In the Incheon Declaration at the global education forum of the ministers of the countries agreed to commit to the educational policy goals and orientations:

(1) Universal and compulsory education policy: guaranteed to provide 12 years of free, publicly funded, fair and quality primary education, including at least 9 years is a free and compulsory universal approach to practical learning outcomes.

(2) Equality and inclusion: Commitment to make necessary changes in education policy and focus efforts on the most difficult groups, especially the disadvantaged, to ensure that no one is missed which object.

(3) Policy and legislative framework: develop policy and legal frameworks that promote transparency and accountability and participatory management at all levels and sectors.

(4) State budget funding for education: spend at least 4-6% of Gross Domestic Product (GDP) and / or at least 15-20% of public expenditure on education.

In Polacek's view (2011), the government is responsible for building an institutional framework and legislation on social services including basic education. Depending on the management situation of the countries, the ministries must be responsible for building institutions and operation rules for the fields they manage to submit to the Government and the National Assembly for approval. The public sector can assign public organizations or sign contracts with other organizations to provide this service to people. Mehrotra, Vandermoortele et al. (2000) cite four reasons that the state must be responsible for providing basic services in particular and social services in general for the people: (1) the government must ensure access for people. to basic education and health care programs; (2) Access to basic education and health care helps people improve health, labor productivity, thereby increasing income and reducing poverty; (3) Consensus of international organizations on the role and responsibility of the state in providing basic social services, with a focus on basic education; (4) The government's responsibility for providing basic education and other social services also has a historical element.

Based on the theoretical framework of the partnership in social service delivery, Wistow and Hardy (1991) proposed recommendations to overcome barriers to strengthen (1) responsibility in service delivery; (2) mode of operation and planning; (3) financial capacity; (4) professional capacity; (5) legality of service provided. And the barriers to basic education include: The development of a contingent of professional social workers in the market economy is the next condition affecting the implementation of ensuring the provision of educational services in general and basic education services in particular, for disadvantaged people and people living in extremely difficult economic areas (Estevez-Abe, Iversel et al, 2001).

Phathombuth Keawsomnuk (2007) points out that factors affecting access to basic education services include: (1) The agency managing primary education services; (2) local community; (3) Non-governmental organizations; (4) Learners; (5) Educational institution. These factors have a positive impact on the education policy for the disadvantaged.

In Eoin's study, Lisa (2012), 5 factors that impact are: (1) Non-governmental organizations and interest groups; (2) Officials, consultants and educational institutions; (3) Informal personal relationships; (4) policy communication; (5) Goals of policy decision makers.

Matthew V. Coleman (2012) pointed out four basic factors affecting the implementation of education for the poor and mountainous ethnic groups of four countries: Vietnam, Laos, Thailand and Cambodia, including: (1) economic, cultural and social factors; (2) government policies related to education and (3) local road infrastructure. In

particular, the study emphasizes the important role of the development of local and national infrastructure (road and electricity systems) strongly affecting the universalization of primary education of upland and regional students. especially difficult.

According to a study by Truong Huyen Chi (2011), three main factors affecting access to basic education services in Vietnam are: investment in construction of schools; School infrastructure; Grant scholarships and financial aid. It emphasizes the role of the government in investing in construction of schools, infrastructure such as roads, electricity systems, policies on scholarships and financial assistance, free tuition for poor students to attend. In addition, the research also addresses factors such as decentralization in local education management; the autonomy, initiative and creativity of education managers in organizing the implementation of education policies, the correct awareness of teachers, the participation of local people in the planning and organizing process implementation of educational policies.

Research Method

In this paper, we use descriptive statistical methods to analyze policies that lead to a change in access and use of basic education services by the poor in Thai Nguyen province. This approach allows us to examine changes in access to basic education over time by the relevant factors.

The data used in this article is taken from surveys on living conditions of households conducted by the General Statistics Office of Vietnam, including: results of surveys on living standards of the population from 2010 to 2018; Results of universal education from 2009 to 2018 in Thai Nguyen province. The main objective of each of these surveys is to provide detailed information on educational use and spending, demographic characteristics, income and expenditure of a representative sample for people living in Thai Nguyen province. including urban and rural areas, poor areas under Program 135 and areas not under Program 135; remote, non-remote and remote areas. Detailed survey results are available in the VHLSS 2018 dataset; Survey data of Thai Nguyen Statistical Office and Reports of Thai Nguyen Department of Education and Training.

Factors in our survey and analysis include the number of educational institutions from preschool to high school; the percentage of pupils going to school aged from primary to high school; literacy rate. Poor households are calculated according to the average income per person per month of households: (1) In 2002 or earlier, according to 1998 standards: VND 149 thousand; 2002: 160 thousand dong; (2) Poor households in 2004, 2006 and 2008 calculated according to the Government's poverty line for the 2006-2010 period adjusted for inflation as follows: 2004: VND 170 thousand for rural areas, VND 220 thousand for rural areas. urban areas; in 2006: VND 200,000 for rural areas and VND 260,000 for urban areas; in 2008: VND 290 thousand for rural areas, VND 220 thousand for urban areas; (3) Poor households in 2010 and 2011 calculated according to the Government poverty line for the period of 2011-2015 as follows: in 2010: VND 400,000 for rural areas and VND 500,000 for urban areas; in 2011: VND 480 thousand for rural areas and VND 600 thousand for urban areas; (4) Poor households in the period of 2016 - 2020 according to the multi-dimensional poverty line including income criteria, the level of shortages of access to basic social services, including poverty, poverty, average, fair and rich. With the income criteria, the poverty line in rural areas is 700,000 VND / person / month; In urban areas, VND 900,000 / person / month. The poverty line in rural areas is VND 1,000,000 / person / month; in urban areas, VND 1,300,000 / person / month. Regarding the criteria of the lack of access to basic social services, basic social services include 5 services: health, education, housing, clean water and sanitation, information. The indicators measuring the level of deprivation of basic social services include 10 indicators: access to health services; health Insurance; adult education level; school attendance of children; housing quality; housing area per capita; living water sources; sanitary toilets / toilets; using telecommunication services; property for access to information.

Findings

Socio-economic situation in Thai Nguyen province

Thai Nguyen, a midland mountainous province, located in the Northern midland and mountainous region, is one of the political and economic centers of the Northeast midland and mountainous region, and is a gateway for socio-economic exchange between the midland and mountainous areas and the northern plains of Thai Nguyen is also the place where the cultures of the northern mountainous ethnic groups are converged, and a focal point of cultural and educational activities of the whole northern mountainous region. In recent years, the province's socio-economic situation has had many advantages and economic sectors have experienced growth, namely:

- The economic growth rate in the province in 2018 is estimated at 10.44%, approximately reaching the plan target (the planned target is 10.5% increase).
- GRDP per capita is estimated at 77.7 million VND, higher than the planned target (the plan is 74 million VND), an increase of 9.6 million VND / person / year compared to 2017. If calculated in US dollars, in 2018 reached 3,375 USD / person / year.
- The value of industrial production in 2018 (at constant prices in 2010) is estimated at 670.1 trillion dong, up 13.4% over the same period and equal to 103.8% of the plan; in which, central state industry was 17.4 trillion dong, equaling 98.6% of the plan, up 5.1% over the same period; local industry managed 25.1 trillion dong, up 15.3% over the same period and equaling 105.1% of the plan; foreign-invested sector 627.6 thousand billion dong, up 13.5% over the same period and equal to 103.9% of the plan.
- Export value in the area is estimated at 25.06 billion USD, up 10.2% over the same period and reaching 100.3% of the plan, of which, local export is 448 million USD, equaling 119.6% plans and up 47.5% compared to 2017.
- The total state budget revenue in the province in 2018 is estimated at VND 14 trillion, up 10% compared to 2017 and equal to 107.3% of the estimate; of which domestic revenue was VND 10.8 trillion, equal to 109.2% of the estimate; import and export revenue of 3.2 trillion dong, equaling 100% of the estimate.

Status of access to basic education for the poor Thai Nguyen

Basic education of people living in areas with extremely difficult socio-economic conditions continues to have both quantitative and qualitative developments. The scale and network of schools for all levels from pre-school to high school are invested and developed, increasingly meeting the access requirements of students from poor and near-poor families., detailed data in table 2.1:

Table 2.1. The situation of ensuring access to basic education at all levels for poor students in Thai Nguyen province

Order	Content	2010	2015	2016	2017	2018
1	Preschool	206	209	217	217	223
2	Primary school	226	226	227	228	224
3	Secondary school	176	183	183	184	183
4	High school	27	28	28	29	30
8	Proportion of pupils of primary school age (%)	97.6	99.7	99.2	99.4	99.3
9	Proportion of pupils of lower secondary school age (%)	91.5	99.7	98.0	97.6	98.4
10	Proportion of pupils of upper secondary school age (%)	63.3	81.4	93.5	96.4	98.7
11	Proportion of literate people aged 15 and older (%)	97.3	98.4	98.3	97.6	98.3

(Source: Thai Nguyen Statistical Office)

With the efforts of the government and people of Thai Nguyen province, the network of preschool education institutions in the province is stable and developed. In the school year 2018-2019, the whole province has 231 kindergartens with 84,337 preschool pupils, an increase of 2 schools (+ 0.9%) compared to the previous year (including, non-public schools increased by 4 schools; public preschools decrease of 2 schools, due to merger of schools). The total number of preschool students is 84,337; including: 1284 children nursery group, kindergarten group with 71,753 children; of which, 5-year-old kindergarten has 25,122 children (accounting for 29.8% of the total number of preschool students).

In 2018, the whole province had 448 high schools, the number of high school pupils was 216.9 thousand people, an increase of 5.5%. Including: primary school with 111.5 thousand students (up 7.64%), junior high school with 68.1 thousand students (up 3.6%); 37.2 thousand high school students (up 3%).

The average number of students per preschool class is 29 students / class; primary level is 30 students / class; 35 students per class at the lower secondary level and 41 students at the upper secondary level. The average number of students per preschool teacher is 13 students / teacher; primary level is 20 students / teacher; junior high school is 18 students / teacher and high school is 18 students / teacher.

The percentage of people attending school at the right age at primary school level is 99.4%; Secondary school is 98.3%; High school is 98.7%. The percentage of the population aged 15 and older across the province is 98.3%.

Thus, Thai Nguyen province has successfully implemented the policy of ensuring minimum education for the poor and people living in areas with extremely difficult socio-economic conditions. Social justice in education is improved, creating equal opportunities and opportunities for girls and children in remote and disadvantaged areas.

Policies to ensure access to basic education

The goal of the policy

Extend and strengthen support regimes to ensure sustainable education universalization. Increase the number of pupils in boarding ethnic schools, expand the model of semi-boarding schools; build and consolidate kindergartens in industrial parks and rural areas. Improve the quality of lower secondary education universalization, especially for children in ethnic minority areas and disadvantaged areas.

The content of the policy

On the basis of the Central legal documents on ensuring minimum education such as: 2013 Constitution, Education Law; The Law on Protection, Care and Education of Children and Decisions or Decrees of the Government, People's Council and People's Committee of Thai Nguyen Province also issued many documents to implement legal documents issued by central state agencies. To ensure minimum education policy in Thai Nguyen province. Decision No. 343/2007 / QD-UBND on "Stipulating the contents and levels of expenditures to maintain the results of primary education universalization, lower secondary education universalization and support for universalization project implementation update secondary education in Thai Nguyen province "; Decision No. 18/2018 / QD-UBND prescribing the implementation of food support for pupils of boarding ethnic minority schools in Thai Nguyen province"; Decision No. 17/2018 / QD-UBND on stipulating the collection of tuition fees for pre-school and public general education levels under the national education system for the 2018-2019 school year in Thai province Nguyen implements the Resolution No. 07/2018 / NQ-HDND dated July 13, 2018 of the People's Council of Thai Nguyen province, Course XIII, Session 7, regulating the fee collection for preschool and school Public transport under the national education system for the school year 2018 - 2019 in Thai Nguyen province. The results of implementing policies to improve access to basic education for poor households are shown in Table 3.1:

Table 3.1: Results of the implementation of education support policies for poor households in Thai Nguyen province

Targets	In 2014	In 2015	In 2016	In 2017	In 2018
Total number of supported people	124.757	145.358	157.303	173.125	178.485
Total funding for implementation	70.922	93.906	85.551	89.964	101.433
Number of pupils, students, preschoolers belonging to poor households exempted from school fees (people)	54.526	59.738	62.540	66.125	69.679
Implementation cost (million dong)	24.338	33.950	38.457	42.357	45.935

Number of pupils, students, preschoolers in poor households are supported with expenses and learning tools	51.295	63.158	63.635	66.850	67.456
Implementation cost (million dong)	32.315	44.210	31.068	30.439	35.740
Number of children 3-5 years of age getting lunch support at school (people)	18.936	22.462	31.128	40.150	41.350
Implementation cost (million dong)	14.269	15.746	16.026	17.168	19.758

(Source: Thai Nguyen People's Committee)

In general, the implementation of policies to support education and training in Thai Nguyen province is quite compact, simple, effective directly through the form of tuition exemptions and notebooks, textbooks, school supplies. However, due to the implementation of resources mainly from the central budget, the procedure is still complicated and takes a lot of waiting time, affecting the sustainable poverty reduction of the local government.

Discussion and Conclusion

In recent years, improving the education of the people in general and the poor in particular has always been a top priority of the Vietnamese Government. This is clearly reflected in policies and programs such as financial support for education, investment in infrastructure construction, and improvement of the number and quality of educational staff in disadvantaged areas, remote areas, ... Although there are many policies to support the poor in accessing education services, the percentage of poor students who do not go to school and drop out is still high. Therefore, the state budget is more concentrated for education levels in disadvantaged areas and priority is given to allocating funds to build facilities, invest in training and retraining to raise teacher qualifications at the same time. strengthen the management and supervision of the efficient use of funds. In addition, it is necessary to promote the socialization of education among the people in order to mobilize internal resources and intellectual resources in education to ensure the quality of education universalization. In addition, it is necessary to have financial support policies for poor households, reduce the costs of special education at the general education level to ensure equal access to education for poor students.

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