

Teachers and Equitable Education

Vietnam



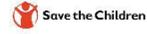
Equitable
Education
Conference 2021



BỘ GIÁO DỤC VÀ ĐÀO TẠO
MINISTRY OF EDUCATION AND TRAINING

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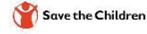
The Vietnamese government has issued numerous guidelines and policies on education development over the years in order to expand opportunities for people to study and improve their knowledge level. Developing a learning society that fosters lifelong learning is a major policy objective of the government. The 11th Party Central Committee’s Resolution No. 29-NQ/TW, dated November 4, 2013, “On the fundamental and comprehensive reform of education and training”, clearly identified one of the basic tasks and solutions for implementing radical and comprehensive innovation in Vietnam is to “perfect the national education system toward an open education system, lifelong learning, and the development of a learning society.” Vietnam has made numerous encouraging strides in the development of education and the implementation of social justice in education.

In particular, from 2020, the Covid-19 pandemic spread globally with complicated developments, causing serious effects on the global economy and posing the risk of a crisis and prolonged recession. Adapting to that situation, the Education sector has actively changed its operating status, fulfilling the dual goals: “Ensuring educational quality; Preventing and controlling the COVID-19 epidemic.” The entire educational sector has taken proactive measures to prevent and control the Covid-19 epidemic, ensuring the safety of students, teachers, and administrators.

¹The report was released in advance of the Regional Conference on Equal Education and Teachers, which will take place online on October 30, 2021.



Information
about the team of
Vietnam teachers



1 *University and pedagogical college lecturer:*

- Currently, the whole country has

76,825

lecturers at universities and colleges of pedagogy

public school has

56,990

university lecturers and

3,638

pedagogy college lecturers

non-public school has

16,142

university lecturers and

55

pedagogy college lecturers

- There are 542 Professors working at universities and pedagogy colleges (542 in University, 0 in College) and 4,323 Associate Professors (4,323 in University, 0 in College).
- The percentage of lecturers with a master's degree or higher accounts for 77.61% in colleges of pedagogy and 90.4% in universities

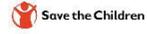


2 *Preschool and high school teachers:*

- In the 2020-2021 school year, the whole country has 1.190,443 preschool and high school teachers (public school is 1,108,391, non-public school is 82,052; payroll is 1,059,729, contracts in public schools is 48,662).

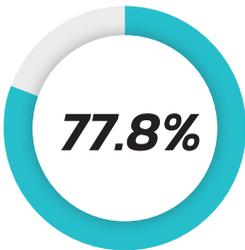
Divided by grade level:

Grade level	Total	Public teachers			Non-public teachers
		Number of public teachers	Payroll ²	Labor contract	
Preschool	318,263	269,612	259,715	9,897	48,651
Primary school	410,097	399,746	380,791	18,955	10,351
Secondary school	306,625	301,006	287,724	13,282	5,619
High school	155,458	138,027	131,499	6,528	17,431
Total	1,190,443	1,108,391	1,059,729	48,662	82,052

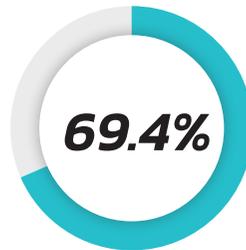


- The percentage of preschool and high school teachers who achieved Education Law 2019 training standards for the 2020-2021 school year by grade level is as follows:

Preschool accounted for



Primary school accounted for



Secondary school accounted for

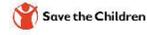


and High school accounted for





**Some outstanding
results
of fundamental
and comprehensive
innovation in
education and
training**



1 The system of mechanisms and policies in the field of basic education and training has been largely completed

The Ministry of Education and Training (GD T) has reviewed and submitted to the Government, the National Assembly, and promulgated policies and mechanisms in accordance with its authority in order to address the limitations and inadequacies that existed many years ago. For the first time in two consecutive years, the Ministry advised the Government to submit to the National Assembly for approval the Law amending and supplementing a number of articles of the Law on Higher Education in 2018 and the Law on Education in 2019, thereby resolving “bottlenecks” and creating a legal corridor for radical and comprehensive education and training innovation.

Until now, the resolution’s guidelines have been largely institutionalized and specified in guiding documents. The inspection and examination of policy implementation have been strengthened, addressing numerous shortcomings and violations in the field of education, resulting in a positive shift in resolving previously unresolved education and training issues that concerned society and infuriated public opinion.

² For Preschool level, the data includes the number of contract teachers who are entitled to the same benefits as the payroll according to Decree 06

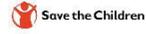
³ Speech of Minister of Education and Training Phung Xuan Nha at the 13th National Party Congress.



2 *Completion of universal preschool education; preservation and enhancement of the quality of universal primary and secondary education*

Since the beginning of 2017, the goal of universalizing preschool education for 5-year-old children has been met, with a mobilization rate of 99.98 percent for going to school. Preschool children living in extremely difficult socio-economic areas, ethnic minority areas, and mountainous areas, extremely difficult communes in coastal and island areas, children without access to food, and children from poor and near-poor households are supported by the state with lunch allowance; children living in difficult circumstances and children with disabilities are interested in early detection, early intervention, inclusive learning, and raising the rate of children going to school. This success is largely a result of the education sector's efforts, local governments' engagement, and the government's targeted investment program for early childhood education.

On the other hand, as a low-middle-income country, many areas have extremely difficult socio-economic conditions, and transportation is inaccessible; thus, the successful implementation of the goal of universal preschool education for 5-year-old children demonstrates the entire political system's commitment to caring for and educating children from the very beginning of life, thereby creating an environment conducive to learning.



3 Promulgation and active implementation of a new general education program

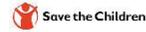
The Ministry of Education and Training has developed and promulgated a new general education program and actively prepared conditions for implementation according to the roadmap prescribed by the National Assembly. For the first time, the general education program was developed methodically and internationally, following a strict process that began with the master's program and continued through the subject programs at all levels and classes. The new general education program, which was announced at the end of 2018, is supposed to substantially address the program's shortcomings, most notably the approach to shifting from transmitting knowledge to increasing the quality, capacity of learners. In order to prepare well for the implementation of the new program, the Ministry of Education and Training has been proactively and actively coordinating with localities to ensure that necessary conditions are in place, such as organizing training courses for teachers and administrators and providing facilities to meet the teaching plan of two sessions per day at the primary school level.



4 *Examinations, assessments, and evaluations of educational quality are becoming increasingly practical and effective.*

Innovative examination, testing, and quality assessment for elementary, middle, and high school education are implemented in the direction of capacity assessment, combining process results with end-of-year results. The quality evaluation is conducted on a regular basis at the educational institution level, at the local level, and at the national level. Higher education has altered the way instruction is organized by year in order to accumulate modules or credits. The examination and assessment of master's and doctorate training levels are conducted more carefully using a method that combines process evaluation and final results evaluation; the quality of dissertations and theses is evaluated step by step in accordance with international standards.

The innovation of high school graduation exams, university and college admissions based on the direction of capacity assessment, combining process results with school year results to alleviate pressure and costs for society; overcoming the situation of skewed learning, studying in high schools, and becoming more orderly and effective.



5 *The quality of general education, both mass and spearhead, has been raised, recognized and appreciated internationally*

Many indicators of Vietnam's education system are highly appreciated in the region, such as: the rate of students attending school and completing the primary program after 5 years is 92.08%, placing Vietnam among the top ASEAN countries; The 2019 results of the Program to Assess the Learning Outcomes of Primary School Students in Southeast Asia (SEA PLM) show that the quality of primary education in Vietnam is among the highest in ASEAN. In the six nations participating in the examination in 2019: Vietnam, Laos, Cambodia, Malaysia, Myanmar, and the Philippines, Vietnamese primary school pupils placed first in all three evaluated competencies: Reading, Writing, and Mathematics. Vietnam has also astonished the globe in the PISA examinations, beating the average of OECD countries despite our significantly lower investment in education.

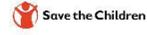
The quality of spearhead education is highly regarded on a global scale. Vietnamese students' Olympic results have improved significantly in recent years, with 49 gold medals in the 2016-2020 period, compared to 27 gold medals in the 2011-2015 period; Many Vietnamese students have achieved the highest scores in test contents, with the practical test improving significantly, confirming that the quality of general education in Vietnam is comparable to that of other countries with advanced education.



6 *University autonomy is promoted, and numerous good developments have occurred in the quality of higher education*

University autonomy is emphasized, resulting in significant breakthroughs in university governance. The university governance model has shifted dramatically, with training institutions taking greater initiative and accountability in all aspects of their activities. Together with the two national universities, most of the autonomous pilot schools have achieved significant strides in training and research, helping to shape the Vietnamese higher education system's new face.

University education has been more closely tied to local labor needs, businesses, and employers; start-up support for students, students are more interested. Universities' scientific research has undergone numerous remarkable changes, the number of scientific publications both domestically and internationally has increased sharply, and Vietnamese universities have improved their ranks in Asia and the world.



7 *Students' political, ideological, ethical, and life skills education has resulted in numerous positive changes*

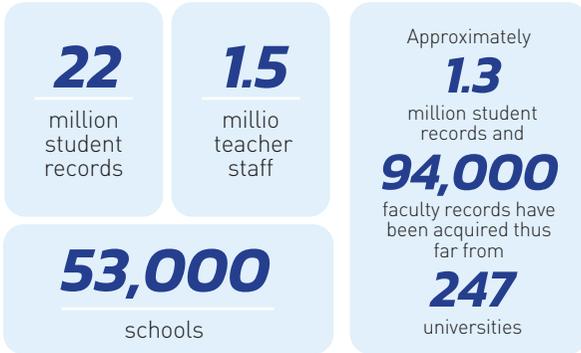
The Ministry of Education and Training has always paid attention to directing the work of political, ideological, ethical and life skills education for students, consider this as the most important task of educational institutions in implementing radical and comprehensive innovation of education and training. The entire industry promotes learning and following Ho Chi Minh's thought, morality, and style in a variety of ways associated with industry movements such as "every teacher is a moral model, self-study, and creativity," "building friendly schools, active students"; establishing a culture of behavior in schools, innovating the contents, programs, forms of moral and life skills education for students, ensuring a safe educational environment in schools strongly deployed at all levels of education, and training levels are effectively determined. The cooperation between the school, family and society has been strengthened, initially promoting its effectiveness.

The new General Education Program maintains a strong emphasis on and implementation of ethics, lifestyle, and life skills education across all subjects and educational activities. Additionally, the content of moral education is integrated into the curriculum and educational activities such as education about Ho Chi Minh's ideology, morality, and style; anti-corruption, traffic safety education, gender issues, gender equality, and environmental protection education; through activities, production labor, collective activities, cultural activities, physical training, sports and entertainment activities for students.

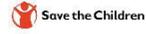


8

The increasing application of information technology and promoting digital transformation in the Education Sector



The entire education sector has promoted the application of information technology in administration, teaching, and learning. For the first time, the entire education sector developed an industry database on preschool and general education and deployed it at 63/63 Departments of Education and Training and 710 Departments of Education and Training, assisting in the collection of 22 million student records, 1.5 million teacher, staff, and administrator records from 53,000 schools, as well as information about school facilities and restrooms. Approximately 1.3 million student records and 94,000 faculty records have been acquired thus far from 247 universities, students, pedagogical colleges, and intermediate pedagogical schools by the higher education statistics system. This is a critical database for the industry's management, direction, and administration.



Information technology is frequently employed in teaching and learning activities; great emphasis has been placed on education via the internet and on television, particularly during the period of social distancing used to prevent and control the Covid-19 outbreak. The outbreak has had a significant impact on the country's economy and education sector, however educational activities were not interrupted or "broken" as in several other countries. Instead, new methods and forms of education encourage teachers and schools to be creative and adaptable, assisting them in accomplishing the dual goal of completing the plan and ensuring safety and disease prevention, while also contributing to the promotion of digital transformation in the Education sector.



9 *The Integrated and improving international cooperation in education and training on a proactive basis*

Internationalization presents itself in a variety of ways, including increased student and lecturer interchange, modernization of training programs, and collaboration in scientific research.

The Ministry of Education and Training has taken a proactive role in promoting international cooperation and investment. Currently, 22 countries and territories have invested directly in education and training in Vietnam, with 147 investors.

With an ever-improving educational system, affordable tuition, an appealing living environment, and a safe living environment, Vietnam has been a popular destination for many international students in recent years.

By the 2019-2020 school year

there were more than

21,000

international students

from **67** countries
around the world.

In which, there are

14,400

students enrolled in
training programs at
the university level
or higher.



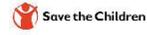
**Mechanisms and
policies to eliminate
difficulties cause by
the covid-19
pandemic's impact
on the education
sector**



1 *The assessment of the COVID-19 pandemic's impact*

The COVID-19 outbreak has impacted the organization of teaching and the completion of the 2019-2020 and 2020-2021 school years: throughout the school year, students are required to discontinue classroom learning in favor of online form; many secondary schools and high schools completed the 2020-2021 school year later than planned due to the fourth COVID-19 outbreak occurring during the second semester exam; The national high school graduation exams in 2020 and 2021 were impacted by the COVID-19 epidemic's complicated development in numerous places, many candidates were unable to participate in the exam's first phase in 2020 and 2021. Specifically:

⁴ Report No. 668/BC-BGDDT of the Ministry of Education and Training dated July 20, 2021 on mechanisms and policies to address issues caused by the COVID-19 pandemic's impact on the Education sector.



a) For Early Childhood Education

Many high-quality international, private, and public pre-schools give teachers with instructions on how to create online educational activities for parents and preschool children. However, some online activities for parents remain deficient in terms of practical and intuitive materials and have not yet resulted in positive interaction with preschool children; There is a dearth of digital learning resources dedicated to early childhood education (ECE) that ensures ethnic minorities' adaptation to their locality and language in mountainous, remote areas; ECE institutions lack investment resources, independent youth groups.

b) For General Education, Continuing

Teachers and local governments have implemented online education, and tens of thousands of teachers have volunteered for and actively engaged in training activities to increase information technology (IT) adoption. However, many locals continue to face challenges in developing content and organizing online education, particularly in rural and mountainous areas.

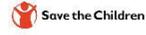
Teachers spend considerable time and effort preparing for online teaching and become confused during implementation due to their lack of training and limited IT capabilities. The conditions of IT infrastructure and facilities in locals vary; only prioritize the organization of teaching main subjects online at all levels or via television stations for grades 9 and 12, thereby affecting student quality and management.



c) For Higher Education

Many lecturers and officials of higher education institutions across the country are also forced to reduce their working hours and take time off during the epidemic break. Due to the unpredictable nature of the epidemic, the training work was disrupted; changing the mode of teaching has an effect on the implementation of the training program.

Online teaching and assessment have been organized in a limited way for a few modules, but not for the entire program, so there are limitations. Additionally, many training programs for industries such as art groups require frequent breaks, reducing the effectiveness of training. During the first phase of the epidemic (February – April 2020), online teaching was difficult to implement due to the epidemic's unexpected development. This has improved, however, with the assistance of information businesses. By 2021, a large number of E-lectures will have been developed and shared for public use; lecturers and students will also be familiar with online teaching.



d) The impacts on the teaching staff's

The transition from classroom to alternative modes of teaching presents numerous challenges, particularly for older teachers, teachers in disadvantaged areas with insufficient technical infrastructure. Moreover, the simultaneous application of many teaching methods: It is difficult for teachers to track students' learning online, via software systems, television, assign lessons through applications such as zalo, mail, or direct assignment.

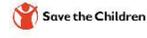
In general, management staff, teachers, and education sector personnel keep their mind on work and are prepared to respond to any epidemic situation. The percentage of teachers experiencing confusion and anxiety is disproportionately high in provinces with difficult economic conditions and remote areas, as the majority of teachers are accustomed to teaching in spaces where students interact directly with them, rather than standing in a confined space to teach online, which causes many teachers to feel insecure or confused.



2 *The situation of promulgating and implementing mechanisms and policies to remove difficulties*

a) The direction and administration of the Ministry of Education and Training

- Promulgating the Education sector's Action Plan for Disease Prevention and Control (Plan No. 51/KH-BGDDT dated January 31, 2020); establishing a Steering Committee for Disease Prevention and Control in the sector, and regularly coordinating with relevant ministries and sectors to strengthen solutions to prevent and control the Covid-19 epidemic.
- Proposing immediately to the Government and relevant ministries and sectors a number of urgent solutions to remove educational institutions' difficulties include: (1) Assisting employees whose labor contracts have been suspended or who are on unpaid leave; (2) Considering exempting all teachers, lecturers, staff, and management staff from Social Insurance, Health Insurance, and Unemployment Insurance contribution; (3) Promulgating solutions and policies for fee and charge exemption and reduction; (4) National educational institutions, particularly non-public educational institutions, and self-financed non-business units with regular expenditures may borrow at 0% interest from the Social Policy Bank; (5) Considering supporting the cost of cleaning, disinfection, and sterilization.



- Proposing to the Government the promulgation of a Decree to replace Decree No. 86/2015/ND-CP dated October 02, 2015 regulating the mechanism of tuition fee collection and management for educational institutions within the education system, and policies on tuition fee exemption and reduction, as well as tuition support from the 2015-2016 school year to the 2020-2021 school year.

- Promulgating documents guiding the implementation of COVID-19 prevention and control measures in educational institutions . Guiding and urging universities, academies, pedagogical universities and colleges to install and utilize the “Covid-safe” App . Promulgating documents guiding the implementation of safety, epidemic prevention, and control for the Ministry’s officials, civil servants, and public employees. Supplementing the ECE guiding content in the context of COVID-19 . Collaborating closely with the Ministry of Health to develop a set of safety criteria for COVID-19 epidemic prevention and control in schools and dormitories.

- Continuing to direct locals to make proactive adjustments to their educational plans,
 - organizing teaching via the internet and television in response to the COVID-19 epidemic . Directing and guiding higher education institutions to proactively organize teaching and learning activities, concluding the school year, and preparing for enrollment in advance of the COVID-19 epidemic’s complicated development.

⁹Official Dispatch No. 871/BGDDT dated March 18, 2020, Official Dispatch No. 98/BGDDT-KHTC dated April 07, 2020, Official Dispatch No. 2023/BGDDTKHTC dated June 08, 2020, Official Dispatch No. 2588/BGDDT-KHTC dated July 15, 2020, Official Dispatch No. 2688/BGDDT-KHTC dated July 22, 2020



- Implementing the motto “**stop going to school, keep learning**” in the face of complicated developments of the COVID-19 epidemic, the Ministry of Education and Training has actively mobilized resources from IT corporations and businesses to support public infrastructure for free information technology for training institutions (including servers or server locations in the Data Center; a transmission line with sufficient capacity to provide online teaching and learning); providing free online training solutions for all high schools and universities in the country; free mobile data charges for students, teachers, and parents who use the online training solutions announced by the Ministry of Information and Communications and the Ministry of Education and Training during the COVID-19 pandemic.
- To provide guidance on certain contents such as work regime, summer vacations, evaluation and development of teachers, educational administrators. .

⁴ Directive No. 79/CT-BGDDT dated January 28, 2021.

⁷ Official Dispatch No. 930/BGDDT-GDTC dated March 10, 2021.

⁸ Official Dispatch No. 613/ BGDDT-GDMN dated February 19, 2021.

⁹ Official Dispatch No. 432/BGDDT-GDTrH dated January 29, 2021; Official Dispatch No. 606/BGDDT-GDTrH dated February 18, 2021.

¹⁰ Official Dispatch No. 1336/BGDDT-NGCBQLGD dated April 22, 2020; Official Dispatch No. 1595/BGDDT-NGCBQLGD dated May 08, 2020.

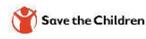


**Solutions,
recommendations,
and suggestions**



1 *Several solutions aimed at promoting social fairness in education in Vietnam*

(1) To raise awareness at all levels, from the central to the local, among education authorities and teachers, as well as the general public, about the importance of education and the implementation of social justice in education for the purpose of promoting socioeconomic development and raising people's living standards. The government must truly prioritize education and training as a top national policy. Education, together with science and technology, is a critical aspect in economic and social development; therefore, investing in education is a development investment. Investment policies and incentives for education are adopted, most notably rules on facility investment and staff and teacher pay policy. Simultaneously, the government must adopt policies, plans, and strategies for education development that are tailored to each location, region, and ethnic group in order to ensure that people have adequate and appropriate chances to acquire knowledge and improve their abilities. Additionally, officials and teachers must promote the educational sector's traditions and ethics, as well as the virtue of sacrifice, in order to develop education by developing numerous educational initiatives and forms that are suitable for all classes of people in order to raise the intellectual level of the populace, expand learning opportunities for the populace, and achieve social justice in education.

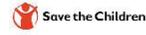


(2) The government should develop a distinct education priority policy for each region, ethnic minorities, and individuals living in distant and severely difficult places in terms of school infrastructure, media, literature, and teaching aids to support teaching... The State has priority policies on salaries, allowances, accommodation, and rest for officials and teachers who come to work in places with exceptionally challenging conditions with the assistance of the provincial budget and the Government. Moreover, it is vital to diversify instructional modes, create educational content and methods to reflect the culture, customs, and circumstances unique to each ethnic group and ethnic region. Additionally, for ethnic minority areas, it is vital to establish a team of ethnic minority education administrators and teachers to ensure that each ethnic group may participate actively in the development of education.

(3) To organize the implementation of social justice in education is the cause of the entire Party, people and society. Therefore, the Government must have both short- and long-term strategies for education development and social justice in education in all parts of the country in order to lay the groundwork for locals to implement. At present, the Government's short-term education policy for the ethnic minority areas of our country should include universalization of primary education at the appropriate age, universalization of secondary education, and progress toward universalization of high school education. A long-term strategic policy for ethnic minority areas is to create conducive learning environments and opportunities for people to improve their knowledge and skills, as well as to exercise their equal rights in comparison to other ethnic groups in



Vietnam, on the basis of economic, cultural, and educational self-sufficiency, in order to avoid excessive reliance on the State and other ethnic groups. Thereby, local governments need to apply and devise educational development plans for each local in accordance with socio-economic conditions, political and cultural characteristics of each region. Local governments must strictly implement, close to the reality of socio-economic development, people's intellectual, avoid bureaucracy, subjectivity, voluntarist and not care about the people in difficult areas, remote areas, etc. At the same time, it is necessary to mobilize the entire people in support of implementing social justice in education on the basis of respect for each ethnic group's cultural traditions, customs, and habits. Local governments must have a plan for mobilizing people to to participate in the cause of educational development for themselves by contributing labor, material, and initiatives to various forms of education. Local authorities must actively promote the people's learning tradition, mutual affection, and self-reliance in order to grow education and contribute to the accomplishment of social justice in education, rather than passively and expectantly assisting the Government. In summary, during this period of rapid industrialization and modernization, it is vital to focus on implementing social justice in education in order to overcome obstacles and advance the progress made in improving education and implementing social justice in education. Several of the most common solutions include the following: To invest in socio-economic development; to educate local government officials and the general public about the importance of educational development and social justice in education; to invest in material foundations and schools in each community and to mobilize the people's internal resources.



2 *Some Recommendations to the Government and locals*

To ensure effective policymaking for teachers throughout this period, the Ministry of Education and Training will continue to place a premium on the following critical contents: To collect data on teachers' needs, abilities and limitations; To ensure teachers' salaries and employment; To train and assist teachers in terms of professional development; To assist teachers and educational professionals in terms of psychology; To foster professional connections among educators, including crisis intervention; To foster a sense of community among teachers, students, and caregivers...

During the COVID-19 pandemic, the Ministry of Education and Training has some specific recommendations as follows:

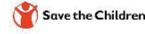
a) For the Government:

In the face of the economy's overall difficulties in the next years, it is proposed that the Government continue to maintain the total expenditure on education and ensure resources for the country's long-term and sustainable development goals.



About the policy for staff and facilities development

- To approve a plan for teaching staff development, including particular policies and regimes to ensure teachers' safety and well-being while working in the Education sector, in order to meet the needs of long-term teaching staff development.
- To expand the program in order to strengthen schools and classrooms, to invest in management facilities and equipment , and to ensure the necessary conditions for the program's and educational methods' implementation in general, in particular for the implementation of the secular education programme 2018.
- Investments in education and training for digital transformation include the following: infrastructure, digital content, digital human resources.



About financial aid

- To assist employees whose labor contracts have been suspended or are unpaid; employees whose labor contracts have been canceled but are not yet eligible for unemployment benefits; and employees without labor contracts who lose their jobs at educational institutions.

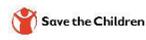
- To consider exempting all teachers, lecturers, employees, and administrators at non-public and public educational institutions that participate in the payment from 2020 to the present from Social Security, Health Insurance, and Unemployment Insurance.

- To promulgate solutions and policies for the exemption and reduction of all fees and charges from 2020 to the present; to extend the time for tax payment and finalization of taxes in 2019 for non-public and public educational institutions, as well as employees of national educational institutions.

- National educational institutions, particularly non-public educational institutions, and self-financing non-business units with recurring expenditures may borrow loans from the Social Policy Bank at 0% interest for a maximum of 12 months, with a maximum loan amount of 50% of the regional minimum monthly wage per person to pay wages to employees who have been suspended from work for three months and are liable for paying the remaining salary of terminated employees. Non-public preschool education institutions, in particular, are authorized to borrow 100% of the regional minimum wage to pay teachers and personnel, as these subjects confront several obstacles, lack a source of income, and are unable to operate during the pandemic break.



- To consider subsidizing the cost of cleaning, disinfection, and sterilization for all educational institutions to help minimize the expenditures associated with COVID-19 disease prevention and control. The amount of support is determined by the number of current students and the number of classrooms/school sites in accordance with the budget hierarchy. Simultaneously, it should establish a risk mitigation fund within educational institutions and across the Education sector.
- To establish a framework of financial standards for teachers' educational activities when performing online teaching.
- The government has fiscal and tax mechanisms in place to support stable foreign language and informatics centers operating in the COVID-19 pandemic, including the following: credit-preferential loan packages for educational organizations and individuals participating in the provision of Continuing Education programs; tax benefits for Continuing Education institutions.
- To urge the Government to direct the Ministry of Health to conduct research, provide, and coordinate vaccinations for subjects in the Education sector prior to the start of the new school year in September 2021.



- Tuition fee exemption for universal education (5-year-old preschool and secondary school) and guidance on tuition reimbursement budgeting. Develop plans and policies for general guidance about tuition fee exemption, as well as all other fees and charges in preschool and general education institutions, so that the local can execute them.
- To approve a plan for teaching staff development, including particular policies and regimes to ensure teachers' safety and well-being while working in the Education sector, in order to meet the needs of long-term teaching staff development.
- To extend the implementation of the Government's Decree No. 86/2015/ND-CP dated October 02, 2015 regarding the establishment of a mechanism for collecting and managing tuition fees for educational institutions covered by the national and government education systems, as well as policies on tuition fee exemption, reduction, and financial assistance for study expenses, from the 2015-2016 school year to the 2020-2021 school year until the end of the 2020-2021 school year.
- To extend the program to strengthen schools and classrooms, invest in facilities and equipment for online teaching and management in particular, and establish the necessary conditions for implementing the program and educational methods in general, most notably the 2018 general education program.



b) For provinces and cities

- People's Committees of provinces and cities direct local departments and agencies to collaborate with the Education sector, to promptly recognize and reward typical advanced individuals and collectives for their work in epidemic prevention and educational innovation; to strengthen social resources to achieve the goal of education is the top national policy, not to leave anyone behind.
- People's Committees of provinces and cities invest more in school infrastructure and teacher staff to ensure optimal teaching and learning conditions, to meet educational innovation requirements, and to implement educational programs tailored to the local context of the Covid - 19 epidemic.



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