

Viet Nam SDGCW Survey 2020-2021

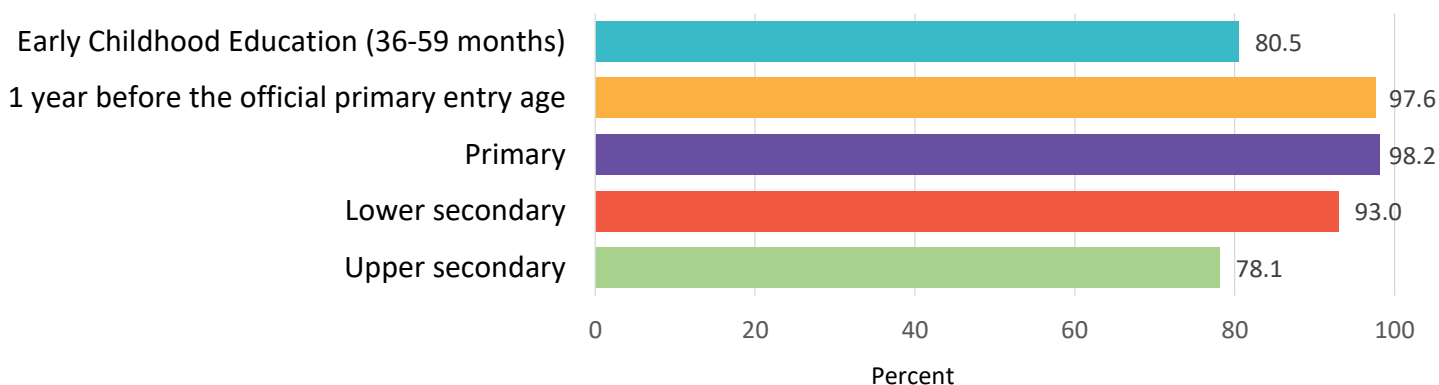


Education



Attendance Rates and Inequalities

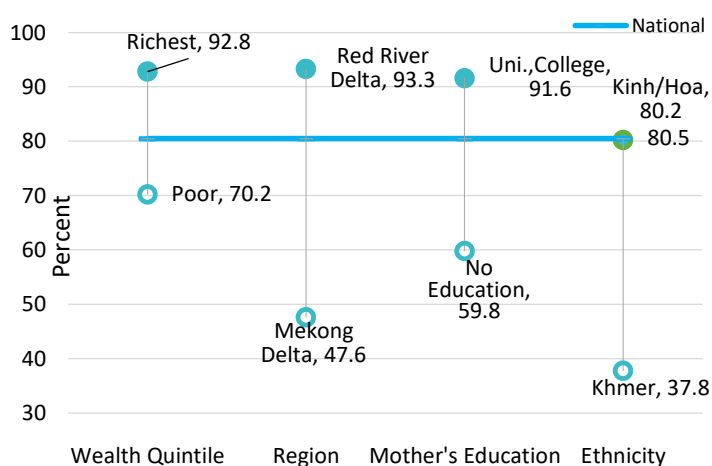
School Net Attendance Rates (adjusted)



Percentage of children of intended age for level of education attending level of education for age or higher, by level of education

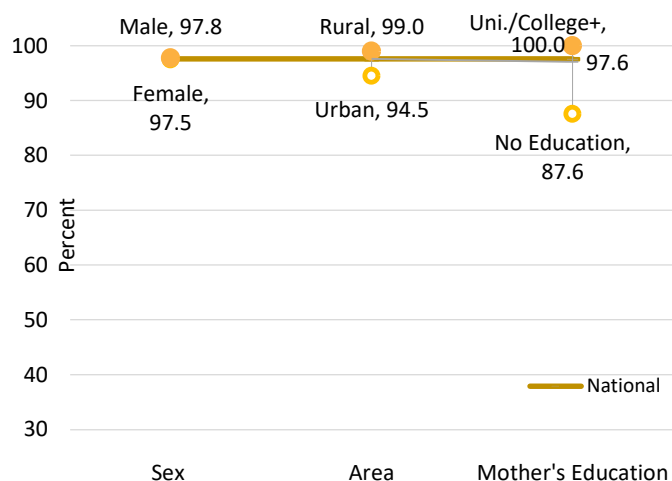
Inequalities in Attendance of Early Childhood Education and Participation in Organized Learning

Early Childhood Education Attendance Rate (age 3-4)



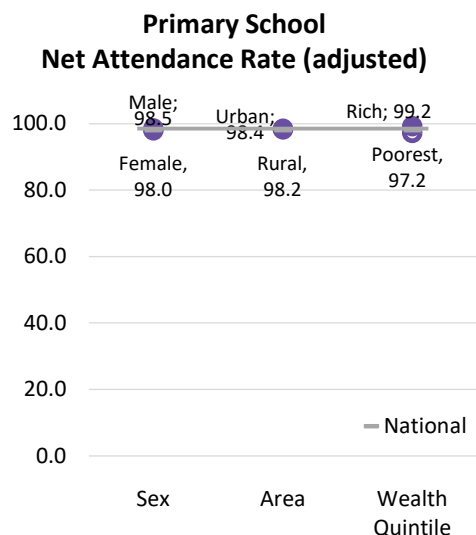
Percentage of children aged 36-59 months who are attending early childhood education

Participation Rate in Organized Learning (1 year before the official primary entry age) SDG 4.2.2

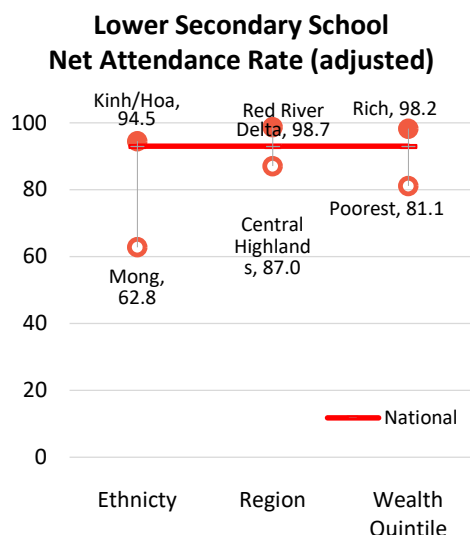


Percentage of children one year younger than the official primary school entry age at the beginning of the school year who are attending an early childhood education programme or primary school (adjusted net attendance rate)

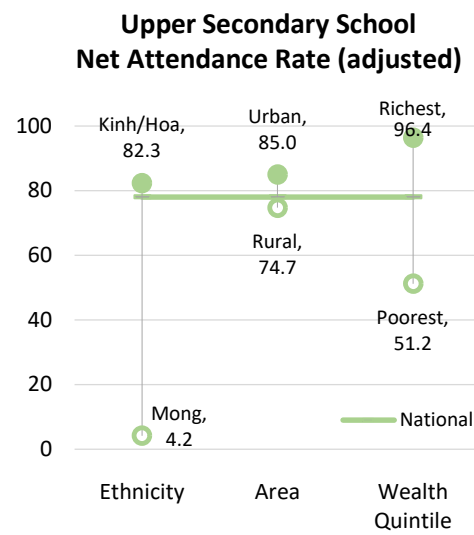
Inequalities in Attendance Rates



Percentage of children of primary school age (as of beginning of school year) who are attending primary, lower or upper secondary school



Percentage of children of lower secondary school age (as of beginning of school year) who are attending lower secondary school or higher



Percentage of children of upper secondary school age (as of beginning of school year) who are attending upper secondary school or higher

Regional Data for Net Attendance Rates (adjusted)

Region	Early Childhood Education (age 3-4)	Participation rate in organized learning (age 5)	Primary (age 6-10)	Lower Secondary (age 11-14)	Upper Secondary (15-17)
National	80.5	97.6	98.2	93	78.1
Red River Delta	93.3	99.5	99	98.7	92.9
Northern Midlands and Mountainous Area	95.1	99.1	98.1	93.1	76.1
North Central and Central Coastal Area	84.8	100	97.9	96.4	83.8
Central Highlands	74.2	98.2	97.2	87	63.8
South East	77.1	91.5	97.7	90.7	69.8
South East	77.1	91.5	97.7	90.7	69.8
Mekong River Delta	47.6	96.1	98.5	87.2	63.9

Key Messages

- For SDG indicator 4.2.2, 97.6 percent of children age 5 attend organized learning programmes, either in early childhood education (73.0 percent) or primary school (24.6 percent). This rate in urban areas (94.5 percent) is lower than in rural areas (99.0 percent). While differences between boys and girls or among regions are not significant, the attendance rate correlates with the mother's education. A child whose mother has tertiary education or higher is more

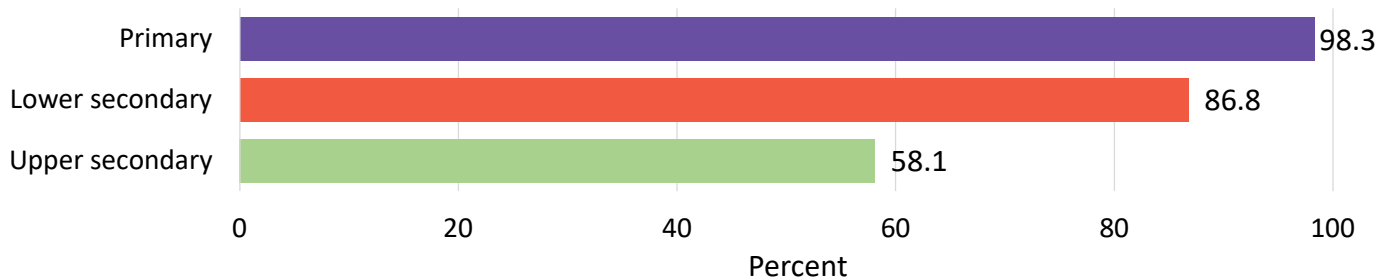
likely to attend organized learning programmes than one whose mother has no education.

- For every 10 children age 3-4 years, more than eight attend early childhood education. While there is little difference between urban and rural areas, or between boys and girls, there are disparities across regions, wealth index quintiles, mother's education levels, and age groups.
- The adjusted net attendance rate at

primary school level is quite high nationwide and not much different among sub-groups. However, at lower and upper secondary school levels, the adjusted net attendance rate positively correlates with the household wealth quintile and mother's education level. It varies among ethnic groups, with the highest rate among the Kinh/Hoa ethnic group and the lowest rate among the Mong ethnic group.

Completion Rates: SDG 4.1.2

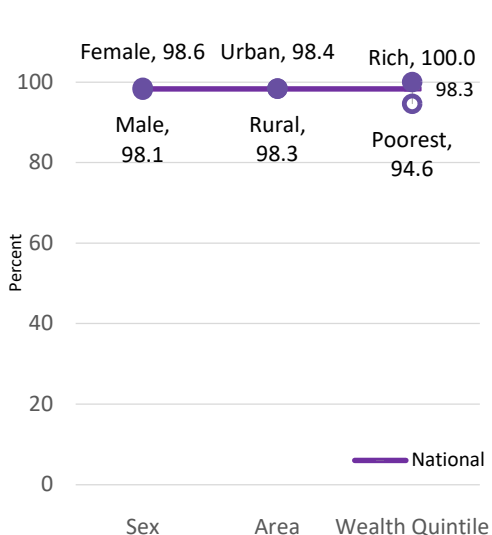
Percentage of children age 3-5 years above the intended age for the last grade who have completed that grade, by level of education



Inequalities in Completion Rates

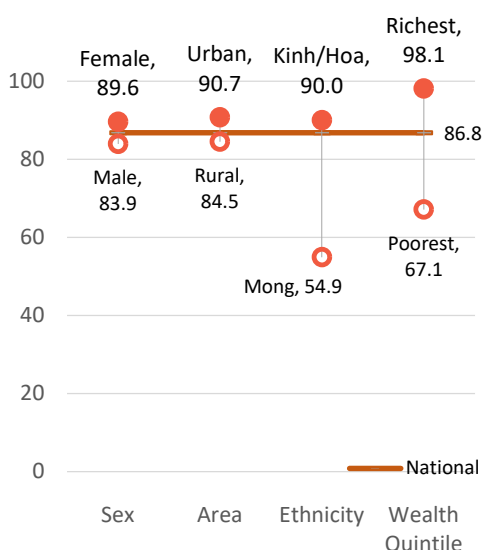
Primary School Completion Rate

Percentage of children age 3-5 years above the intended age for the last grade of primary school who have completed primary education



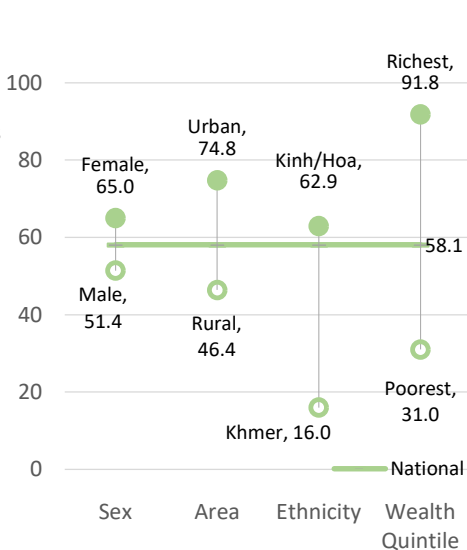
Lower Secondary School Completion Rate

Percentage of children age 3-5 years above the intended age for the last grade of lower secondary school who have completed lower secondary education



Upper Secondary School Completion Rate

Percentage of children or youth age 3-5 years above the intended age for the last grade of upper secondary school who have completed upper secondary education

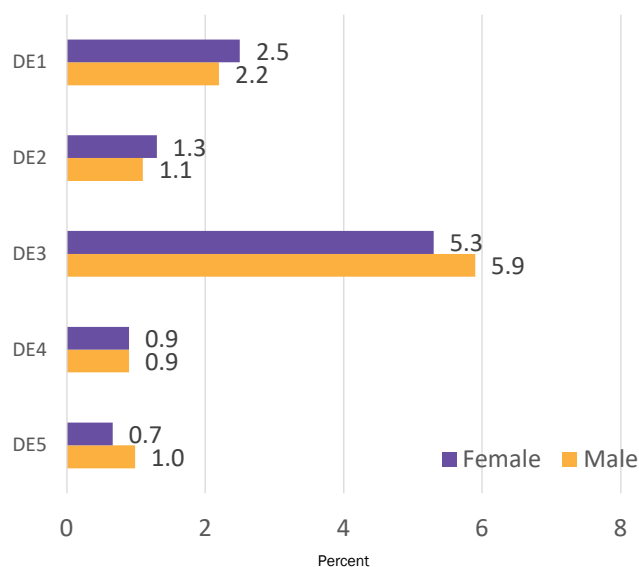


Regional Data on Completion Rates

Region	Primary (age 6-10)	Lower Secondary (age 11-14)	Upper Secondary (age 15-17)
National	98.3	86.8	58.1
Red River Delta	99.7	98.9	76.5
Northern Midlands and Mountainous Area	96.5	85.5	41.7
Northern Central and Central Coastal Area	99.2	93.6	64.6
Central Highlands	95.4	68.0	31.0
South East	97.9	81.2	60.8
Mekong River Delta	98.3	74.3	43.1

Out-of-School Rates

Out-of-School Dimensions for Education



Dimension 1: Children aged one year younger than primary entry age not attending an early childhood education programme or primary school

Dimension 2: Children of primary school age who are not attending any level of education

Dimension 3: Children of lower secondary school age who are not attending any level of education

Dimension 4: Children who are in primary school but at risk of dropping out (over-age for grade by two or more years)

Dimension 5: Children who are in lower secondary school but at risk of dropping out (over-age for grade by two or more years)

SDG Summary for Education

SDG Indicator	MICS Indicator	Definition and Notes	Value		
			Primary	Lower Secondary	Upper Secondary
4.1.2	LN.8a,b,c	Completion rate	98.3%	86.8%	58.1%
4.5.1	LN.5a	Gender Parity Indices (attendance, girls/boys)	0.99	1.00	1.03
4.5.1	LN.5b	Wealth Parity Indices (attendance, poorest/richest)	0.98	0.83	0.53
4.5.1	LN.5c	Area Parity Indices (attendance, rural/urban)	0.99	0.97	0.88
			Total	Boys	Girls
4.2.2	LN.2	Participation rate in organized learning (one year before the official primary entry age)	97.6%	97.8%	97.5%

Key Messages

- School completion rates decrease as education levels increase. Overall, 98.3 percent of children complete primary school, 86.8 percent complete lower secondary school and 58.1 percent complete upper secondary school.
- At primary and lower secondary education levels, there is almost no differential between girls and boys, however at upper secondary level, only 51.4 percent of boys complete compared to 65.0 percent of girls. The differential in completion rates among children in both lower and upper secondary education is also observed between rural and urban areas, with a wider gap for upper secondary.
- At the lower and upper secondary school levels, the completion rate positively correlates with household wealth index quintiles and mother's education levels.
- By ethnicity, Khmer and Mong children are less likely to complete lower and upper secondary school than their peers in other ethnic groups.

The Survey measuring Sustainable Development Goal Indicators on Children and Women (SDGCW) Viet Nam was carried out in 2020-2021 by the General Statistics Office as part of the global MICS programme of UNICEF. Technical and financial

support was provided by UNICEF and UNFPA. The objective of this snapshot is to disseminate selected findings from the Viet Nam SDGCW Survey 2020-2021 related to Education. Data from this snapshot can be found in Tables

LN.1.1, LN.1.2, LN.2.3, LN.2.4, LN.2.5, LN.2.6 and LN.2.7 in the Survey Findings Report. Further statistical snapshots and the Survey Findings Report for this and other surveys are available at mics.unicef.org/surveys.