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ABBREVIATIONS

ANAR	Adjusted Net Attendance Rate
DOLISA	Department of Labor, Invalids and Social Affairs
GSO	General Statistics Office
MOET	Ministry of Education and Training
OOSC	Out-of-school children
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific & Cultural Organization
UNICEF	United Nations Children's Fund
5DE	5 Dimensions of Exclusion

1. Overview

This report presents an analysis of the out-of-school children (OOSC) aged 5-14 in Kon Tum Province. OOSC are children who have never attended school or had attended but later dropped out.

The report was developed in parallel with the Report *Out-of-school Children in Viet Nam: A country study*, which was prepared by the Ministry of Education & Training (MOET) with the support of UNICEF and related consultants. Kon Tum is among the eight provinces with an in-depth analysis of the OOSC profile. The eight provinces are Lao Cai, Dien Bien, Ninh Thuan, Kon Tum, Gia Lai, Ho Chi Minh City, Dong Thap and An Giang.

The report aims to highlight several key issues related to education disparity in Kon Tum through an analysis of the profile of out-of-school children aged 5-14 in Kon Tum and of those who were attending primary and lower secondary schools but were at risk of dropping out, and an analysis of the barriers and bottlenecks which limited their school attendance. The report expects to enhance understanding of OOSC, contribute to improved education planning and management, and support policy advocacy in order to remove and reduce barriers and realize the right to education of all children, with a particular focus on disadvantaged children.

The analysis is based on the 5 Dimensions of Exclusion (5DE) defined in the Global Initiative on Out-of-school Children launched by the United Nations Children's Fund (UNICEF) and the Institute for Statistics (UIS) of the United Nations Educational, Scientific & Cultural Organization (UNESCO).

The 5 Dimensions of Exclusion include:

Dimension 1: Children of pre-primary school age who are not in pre-primary or primary school

Dimension 2: Children of primary school age who are not in primary or secondary school

Dimension 3: Children of lower secondary school age who are not in primary or secondary school

Dimension 4: Children who are in primary school but are at risk of dropping out

Dimension 5: Children who are in lower secondary school but are at risk of dropping out

The first three dimensions cover out-of-school children. Dimension of Exclusion 1 (DE1) focuses on five-year-old out-of-school children, DE2 focuses on out-of-school children of primary school age, and DE3 focuses on out-of-school children of lower secondary school age.

The remaining two dimensions address children who attend a primary or lower secondary school, irrespective of their age, but are at risk of dropping out.

The data used for the analysis was sourced from Viet Nam's 2009 Population and Housing Census (2009 Census). The sections on barriers and recommendations are based on consultations conducted in January 2013 with education managers from different units of the Department of Education and Training of Kon Tum Province, the Bureau of Education and Training of Dak Glei District and representatives of teachers, students, parents and local authorities at Dak Long Primary School and Dak Long Semi-boarding Lower Secondary School.

Remarks on the data and key considerations in the analysis:

- The 2009 Population and Housing Census enumerated all the Vietnamese regularly residing in the territory of the Socialist Republic of Viet Nam at zero hour on 1 April 2009.
- As per the 2009 Population and Housing Census, respondents were only given credit for the full years that they had completed by 1 April 2009 (a full year of age is 365 days). This calculation

method is different than that used by the education sector, which calculates by deducting the year of birth from the current year. These different calculation methods resulted in a discrepancy in the data from the GSO and the education sector. To address this issue and ensure alignment with the schooling age calculation, age in this report was calculated based on the year of birth against 2008, meaning age was counted by deducting the year of birth as declared in the census. For example, the five-year-old children in this report were those who reported they were born in 2003 (2008 minus 2003 = five years), and the 14-year-old children were those who reported they were born in 1994 (2008 minus 1994). Therefore, the data in this report is comparable to the data used by the education sector for the 2008-2009 school year.

- The education-related questions as asked in the 2009 Census included *Are you attending school* and *Did you drop out or did you never go to school?* and there were three response options: *attending school, attended but dropped out and never went to school*. The responses formed the basis for analyzing school attendance in this report.
- There were four questions in the 2009 Census related to disability of the major four functions: vision, hearing, movement (walking) and cognition (learning or understanding). These questions were asked of members of the household who were aged five and over. Answers were based on self-evaluation and were classified into four categories: *No difficulty, A little difficulty, Very difficult* and *Unable*. A person was considered to be disabled if s/he was unable to do one or more of the four major functions and partially disabled if s/he reported having a little difficulty or that it was very difficult to perform any of the four functions. Those who reported having no difficulty doing any of the four functions were categorized as having no disability.
- Migration, as referred to in this report, follows the concept utilized in the 2009 Census, in which a migrant was interpreted as a person who moved from one district to another at least once during the five years before the 2009 Census. In Viet Nam people often move from a rural area to an urban area within a province or move from a rural province to a city outside their province.

However, there was a data limitation. There was no question regarding the purpose of the migration in the 2009 Census, which made it impossible to identify whether the migration was to look for a job in the city, for casual seasonal work or due to a natural disaster.

- As the 2009 Census does not have data on child labor, this chapter will not analyze the situation of working children.
- When analyzing based on specific disaggregations, weighted cell values less than 50 were omitted from the tables (i.e. the value was changed to zero) as the sample size was too small. All related cells were left blank. However, one must be cautious when making conclusions based on cells with weighted values that are only slightly higher than 50 observations.
- There are 54 ethnic groups in Viet Nam, among which the Kinh make up the majority of the population and all the other groups are considered to be ethnic minorities. This report analyzes out-of-school children among the Kinh and key ethnic minorities in Kon Tum such as the Xo Dang, the Ba Na, the Gie Trieng, the Gia Rai and the Muong.

2. Characteristics of the children aged 5-14 in Kon Tum

According to data from the 2009 Census, the total number of children aged five in Kon Tum in 2008 (born in 2003), aged 6-10 in 2008 (of primary school age and born between 1998 and 2002) and aged 11-14 in 2008 (of lower secondary school age and born between 1994 and 1997) was 10,176, 48,463 and 40,632 respectively (see Table 1).

The ratio of male to female children in Kon Tum for all three age ranges was about 52:48. This ratio indicates a clear gender imbalance in the school-age population.

About 70% of the children aged 5-14 in Kon Tum lived in rural areas. About 60% of the children aged 5-14 belonged to ethnic minority groups, mainly the Xo Dang, the Ba Na, the Gie Trieng and the Gia Rai. In Kon Tum less than 2.1% of the children had a disability or a partially disability, and the remaining children (97.9%) had no disabilities. The children of migrant families accounted for less than 3.7% of the total number of children.

Table 1: Distribution of children aged 5-14 in Kon Tum

KON TUM		Age in 2008		
		5	6-10	11-14
Total (persons)		10,176	48,463	40,632
Age (persons)	5	10,176		
	6		9,704	
	7		9,364	
	8		10,908	
	9		9,245	
	10		9,242	
	11			9,565
	12			9,954
	13			10,397
	14			10,716
Gender (%)	Male	51.72	52.53	52.16
	Female	48.28	47.47	47.84
Urban/Rural area (%)	Urban	30.70	28.29	31.37
	Rural	69.30	71.71	68.63
Ethnic group (%)	Kinh	40.33	37.48	41.45
	Muong	1.01	1.06	1.09
	Gia Rai	5.73	4.91	5.08
	Ba Na	11.53	13.02	11.32
	Xo Dang	33.42	34.80	31.35
	Gie Trieng	5.83	6.57	7.30
Disability status (%)	Other	2.15	2.16	2.41
	Disabled	0.21	0.28	0.22
	Partially disabled	1.41	1.68	1.82
	Not disabled	98.38	98.04	97.95
Migrant (%)	Yes	3.71	3.20	2.73
	No	96.29	96.80	97.27

3. Out-of-school children (OOSC)

3.1. Out-of-school children aged five

OOSC aged five included five-year-old children who did not attend pre-primary or primary school.

According to data from the 2009 Census, Kon Tum had 10,176 children aged five in 2008 (born in 2003), of whom 92.68% attended school and 7.32% did not. There were 745 out-of-school children aged five in Kon Tum. The percentage of five-year-old OOSC in Kon Tum was lower than the national average (12.19%) and ranked the lowest of the eight provinces (see Figure 1).

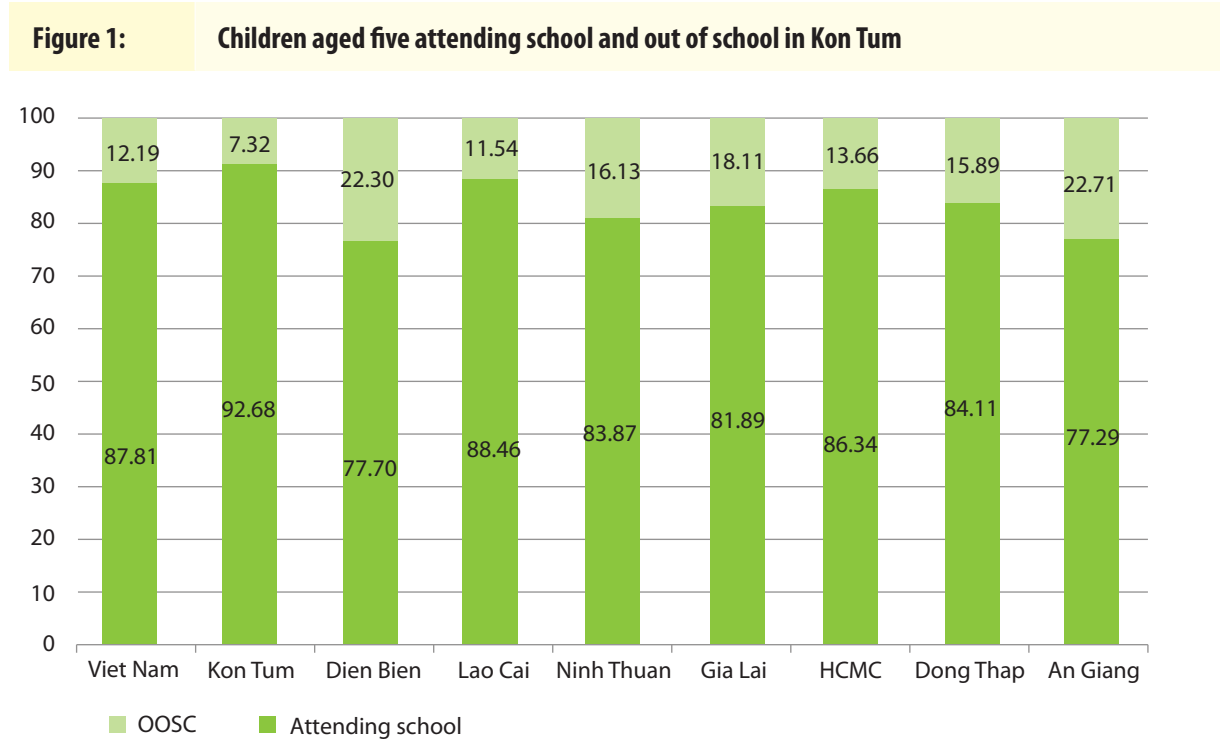
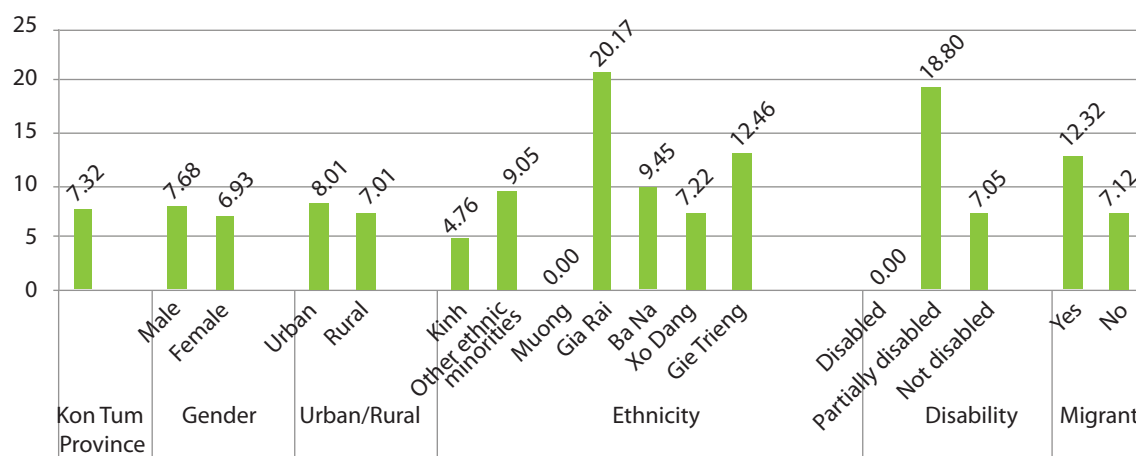


Figure 2 provides a graphical illustration of the relevant data for OOSC aged five in Kon Tum classified by the children's characteristics, including gender, residential area (urban or rural area), ethnic group, disability and migration status.

Figure 2: OOSC aged five in Kon Tum



The percentage of male OOSC aged five was insignificantly higher than that of female OOSC, 7.68% and 6.93% respectively. Similarly, the percentage of urban OOSC aged five was only slightly higher than the rate for those in rural areas, 8.01% and 7.01% respectively. However, bigger differences were observed in the percentage of five-year-old OOSC in Kon Tum among the Kinh and other ethnic groups, among children with and without disabilities, and among children of migrant families and non-migrant families.

The percentage of five-year-old OOSC among the other ethnic groups was nearly double that of the Kinh, 9.06% and 4.76% respectively. The Gia Rai accounted for the highest percentage (20.17%), four times higher than the Kinh, followed by the Gie Trieng (12.46%) and the Ba Na (9.45%), 2.5 and nearly two times higher than the Kinh respectively.

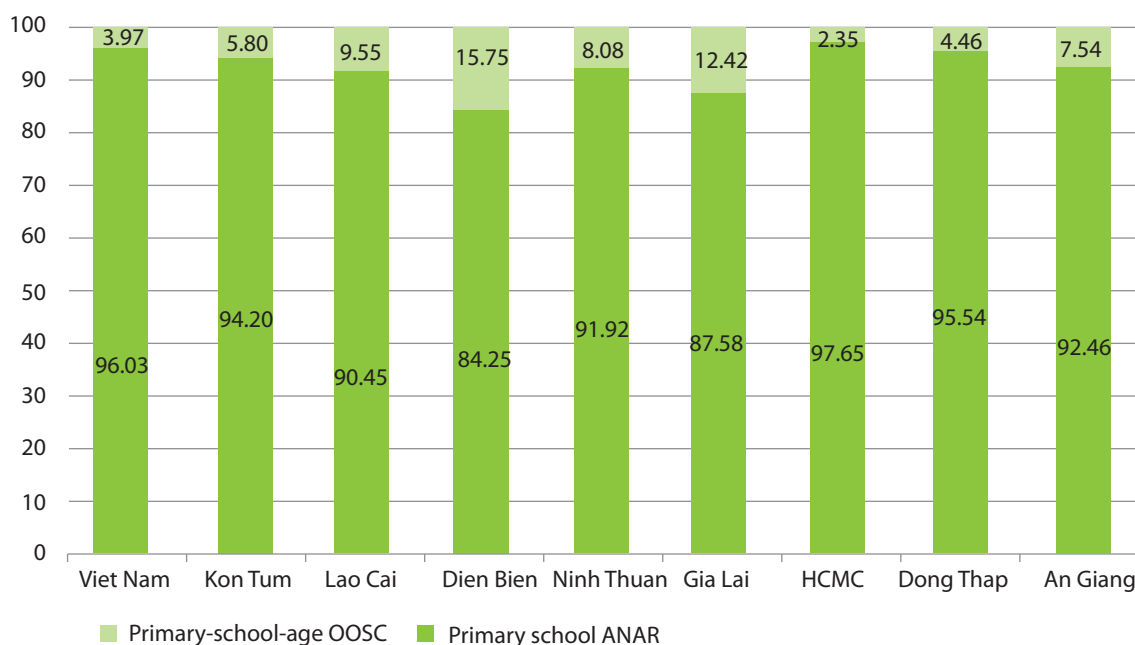
The sample size of the five-year-old OOSC with disabilities was very small. The percentage of five-year-old OOSC with partial disabilities was double that of the group without disabilities, 18.8% and 7.06% respectively. The percentage of five-year-old migrant OOSC was nearly double that of non-migrant OOSC, 12.32% and 7.12% respectively.

3.2. Out-of-school children of primary school age

OOSC of primary school age included those aged 6-10 who were not attending primary or lower secondary school.

According to the data from the 2009 Census, there were 48,463 children aged 6-10 in Kon Tum in 2008 (born between 1998 and 2002), of whom 94.20% attended primary or lower secondary school and 5.80% were out of school (see Figure 3). There were 2,811 OOSC aged 6-10 in Kon Tum. The percentage of primary-school age OOSC in Kon Tum was nearly 1.5 times higher than the national average (3.37%) and ranked sixth among the eight provinces.

Figure 3: Percentage of primary-school-age children in Kon Tum attending school and out of school



Note: The primary school ANAR indicates the percentage of primary-school-age children attending primary or lower secondary school.

Figure 4 provides a graphical illustration of the relevant data for the primary-school age OOSC in Kon Tum classified by the children’s characteristics, including age, gender, residential area (urban or rural area), ethnic group, disability and migration status.

The percentage of primary-school-age OOSC increased slightly with age, which means the number of dropouts in the final grade of primary school increased slightly. OOSC aged ten accounted for 6.06% of the primary-school-age OOSC.

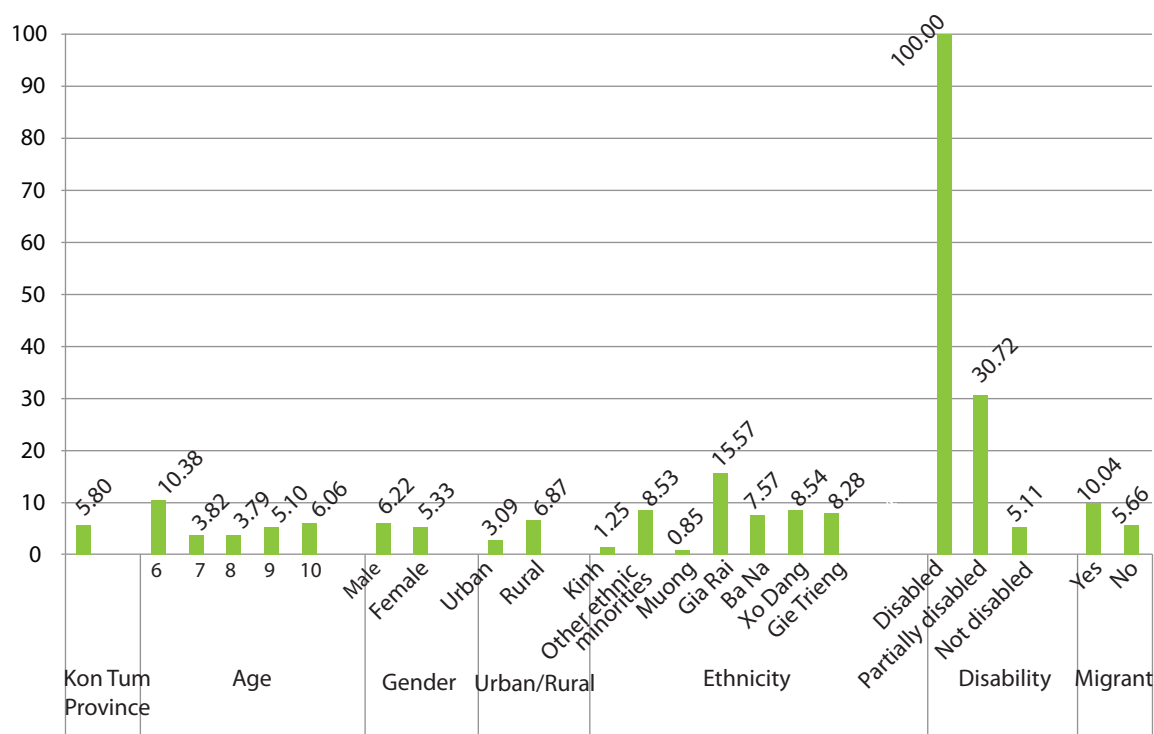
No big differences were found in the ratios of male to female OOSC of primary school age in Kon Tum, but big differences were observed between OOSC in urban and rural areas, between the Kinh and other ethnic groups, between OOSC with disabilities and those with no disabilities, and between migrant and non-migrant OOSC. These differences were bigger than those among five-year-old OOSC.

The percentage of primary-school-age OOSC in rural areas was two times higher than that of OOSC in urban areas, 6.87% and 3.09% respectively.

The percentage of primary-school-age OOSC among ethnic minorities was seven times higher than the percentage of Kinh OOSC, 8.53% and 1.25% respectively. The percentage of primary-school-age OOSC among the Gia Rai was the highest (15.57%), twelve times higher than among the Kinh, followed by the Gie Trieng, the Xo Dang and the Ba Na, for whom the percentage was seven to eight times higher than the Kinh.

100% of the children of primary school age with disabilities did not attend school. The percentage of primary-school-age OOSC with partial disabilities was six times higher than that of their peers with no disabilities, 30.72% and 5.11% respectively. The percentage of primary-school-age OOSC from migrant families was nearly double that of non-migrants, 10.04% and 5.56% respectively.

Figure 4: Percentage of primary-school-age OOSC in Kon Tum classified by selected characteristics



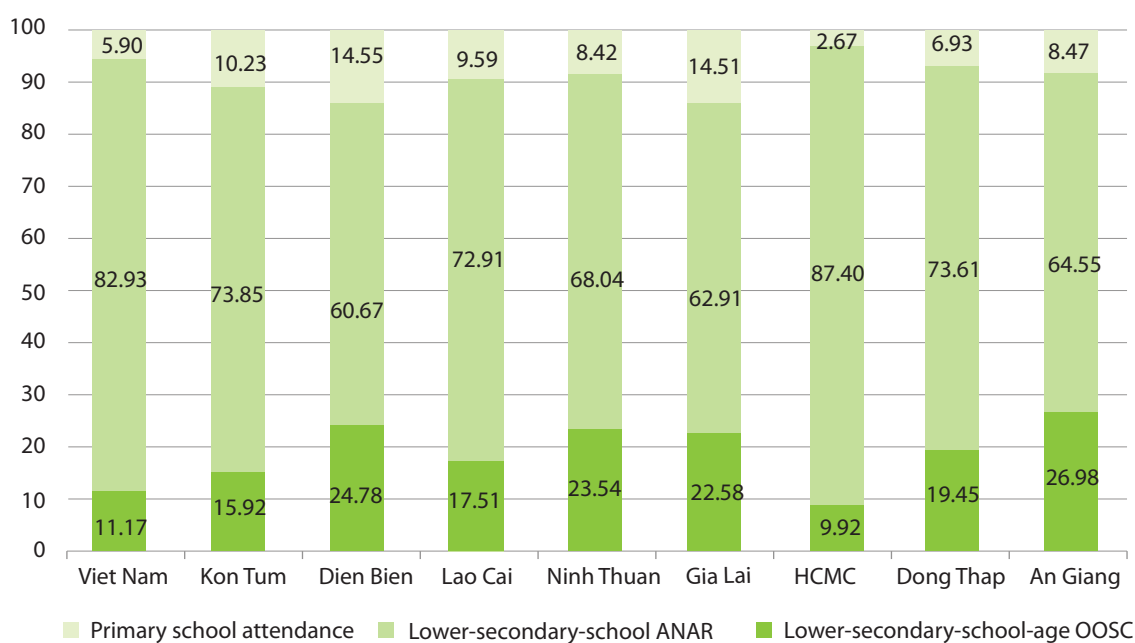
3.3. Out-of-school children of lower secondary school age

OOSC of lower secondary school age included those aged 11-14 who were not attending lower or upper secondary school or primary school.

According to the data from the 2009 Census, there were 40,632 children of lower secondary school age in Kon Tum in 2008 (born between 1994 and 1997), of whom 73.85% attended lower secondary or upper secondary school, 10.23% attended primary school and the remaining 15.92% were out of school. That means one out of ten children of lower secondary school age did not attend school (see Figure 5). The percentage of lower-secondary-school-age OOSC in Kon Tum was nearly three times higher than that of primary-school-age OOSC (5.8%), nearly 1.5 times higher than the national average (11.2%), and it was seventh highest among the eight provinces. There were 6,469 lower-secondary-school-age OOSC in Kon Tum.

At the time of the 2009 Census, there were seven children of lower secondary age in Kon Tum that were pursuing vocational training. This figure is very small and had no effect on the percentage of lower-secondary-school-age OOSC.

Figure 5: Percentage of lower-secondary-school-age children attending school and lower-secondary-school OOSC



Note: The lower-secondary-school ANAR indicates the percentage of lower-secondary-school-age children attending lower or upper secondary school.

Figure 6 provides a graphical illustration of the relevant data for the lower-secondary-school-age OOSC in Kon Tum classified by the children’s characteristics, including age, gender, residential area (urban or rural area), ethnic group, disabilities and migration status.

The percentage of lower-secondary-school-age OOSC in Kon Tum increased with age and at a faster rate than that of primary-school-age OOSC. This means that the number of dropouts increased in the final grades of lower secondary school, as it did in the final grades of primary school, but to a greater extent. At the age of fourteen, 25.06% of the lower-secondary-school-age children were out of school, four times more than the number of ten-year-old secondary-school-age children who were out of school (6.06%).

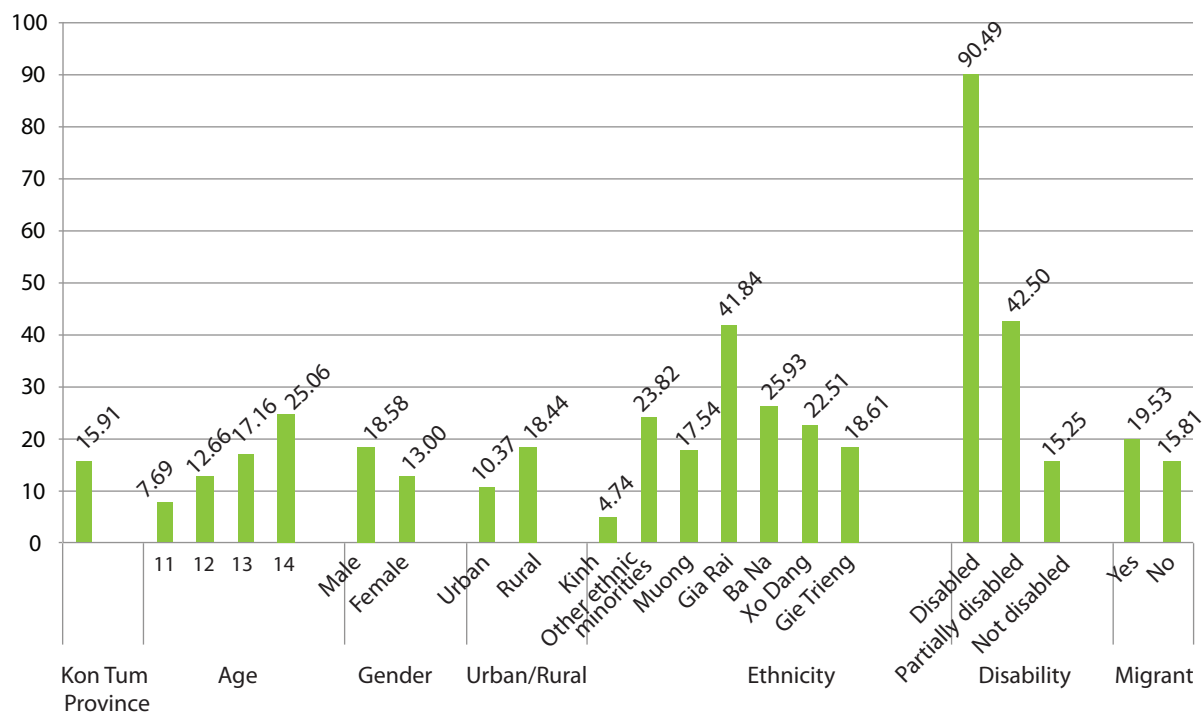
There were considerable differences in the rates for lower-secondary-school-age OOSC for males and females, in urban and rural areas, for children with disabilities and those with no disabilities, and for migrants and non-migrants. The differences were similar to those among primary-school-age OOSC.

The percentage of lower-secondary-school-age male OOSC was 1.4 times higher than that of female OOSC, 18.58% and 13% respectively.

The percentage of lower-secondary-school-age OOSC in rural areas was nearly double that of OOSC in urban areas, 18.44% and 10.37% respectively, and there were six times more OOSC among ethnic minorities than among the Kinh. The Gia Rai had the highest percentage of OOSC, 41.84%. That means one out of two lower-secondary-age Gia Rai children did not attend school. The lower-secondary-school-age OOSC rates among the Ba Na, the Xo Dang and the Gie Trieng were very high, four to five times higher than the rate for the Kinh.

The out-of-school rates for children with disabilities and those with partial disabilities were significantly higher than the rate for children with no disabilities. The percentage of lower-secondary-school-age migrant OOSC was 1.2 times higher than the percentage of non-migrant OOSC, 19.53% and 15.81% respectively.

Figure 6: Percentage of lower-secondary-school-age OOSC classified by characteristics



4. Children at risk of dropping out

Dimensions 4 and 5 cover children in school who are at risk of dropping out, in other words, the potential OOSC of tomorrow. A simple way to do this is to look at children who have dropped out of school. Understanding the profiles of children who were at risk of dropping out and then dropped out provides insight into the profiles of children currently at risk.

A dropout is defined as a child who had attended school in a particular year but did not attend school the following year even though s/he was supposed to. Such a dropout can be referred to as a single-year dropout. However, school attendance data for two consecutive years is required to determine if that is the case.

The 2009 Census contained no such data, only the educational background of the OOSC, those who left school and the students who were overage for the grade they were in. Accordingly, this data was used to analyze children at risk of dropping out.

Included in this analysis were children of primary school age (6-10) and lower secondary school age (11-14) in 2008 who had previously attended school but had dropped out of school by the time of the 2009 Census.

4.1. Primary-school-age dropouts

As seen in Figure 7, the percentage of primary-school-age children who had dropped out of school in Kon Tum was 1.76%. This was the second lowest rate among the eight selected provinces and it was 1.5 times higher than the national average (1.16%).

Figure 7: Percentage of primary-school-age children who had dropped out of school in Kon Tum

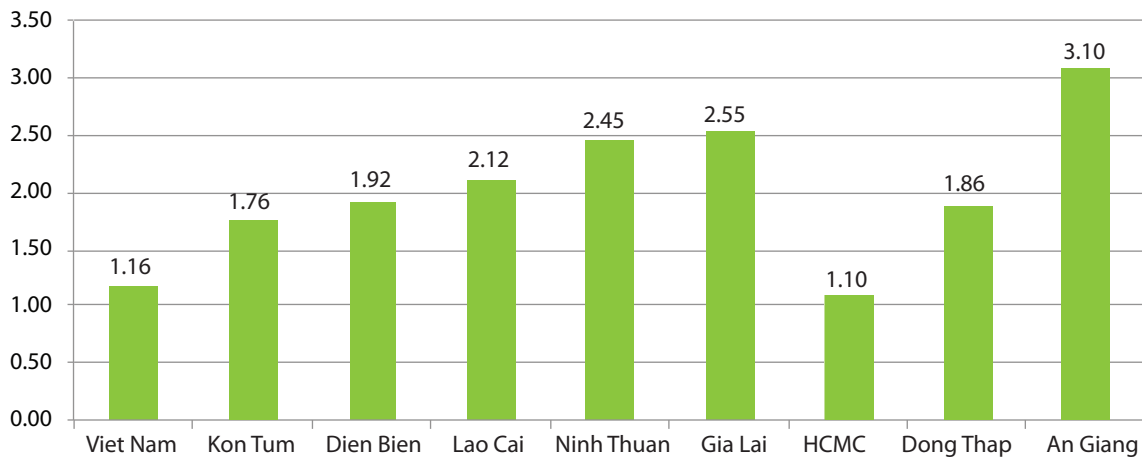


Figure 8 provides a graphical illustration of the data for dropouts among primary-school-age children in Kon Tum classified by the children's characteristics, including age, gender, residential area (urban or rural area), ethnic group, disability and migration status.

Figure 8: Percentage of primary-school-age children who had dropped out of school classified by characteristics



The percentage of primary-school-age children in Kon Tum who had dropped out of school increased with age. In the final grades of primary school, the dropout rate was highest. The percentage of male primary-school-age children who had dropped out of school was higher than the percentage of females, but this was insignificant compared to the big discrepancies between the rates in rural and urban areas, for ethnic minorities, and for children with disabilities and those with no disabilities.

Primary-school-age children in rural areas had dropped out twice as often as children in urban areas, 2.06% and 0.97% respectively. The dropout rate for primary-school-age children was eight times higher among ethnic minorities than the Kinh, 2.6% and 0.35% respectively. The Muong had the highest rate of primary-school-age dropouts, 17 times higher than the rate for the Kinh. The Xo Dang, the Ba Ba, and

the Gia Rai also had high dropout rates, seven to eleven times higher than the Kinh. The dropout rate of primary-school-age children with partial disabilities was four times higher than the rate of those with no disabilities.

Notably, there less primary-school-age dropouts among migrants than non-migrants, 1.36% and 1.77% respectively.

4.2. Lower-secondary-school-age dropouts

Children reported as having dropped out in this section were children aged 11-14 who had attended school but were not attending school at the time of the 2009 Census

As seen in Figure 9, 14.08% of the lower-secondary-school-age children in Kon Tum had dropped out of school, nearly eight times the number of primary-school-age children who had dropped out (1.76%). The dropout rate in Kon Tum was the fifth highest among the eight selected provinces and nearly 1.5 times higher than the national average (9.47%).

Figure 9: Percentage of lower-secondary-school-age children who had dropped out of school in Kon Tum

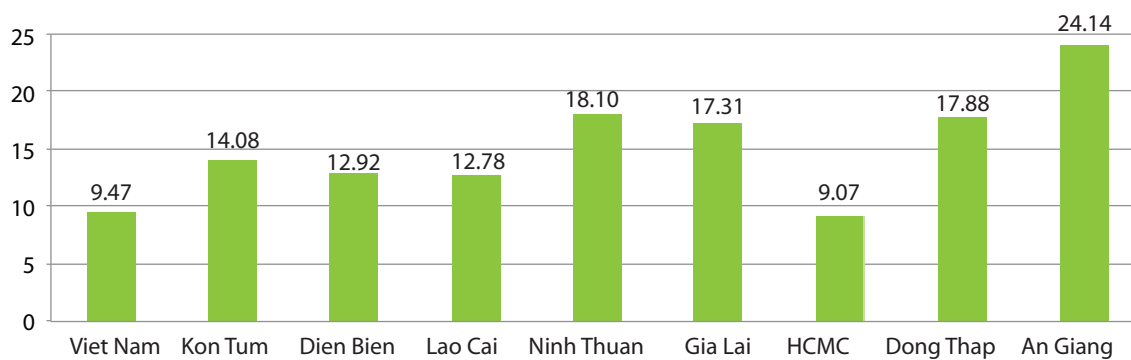
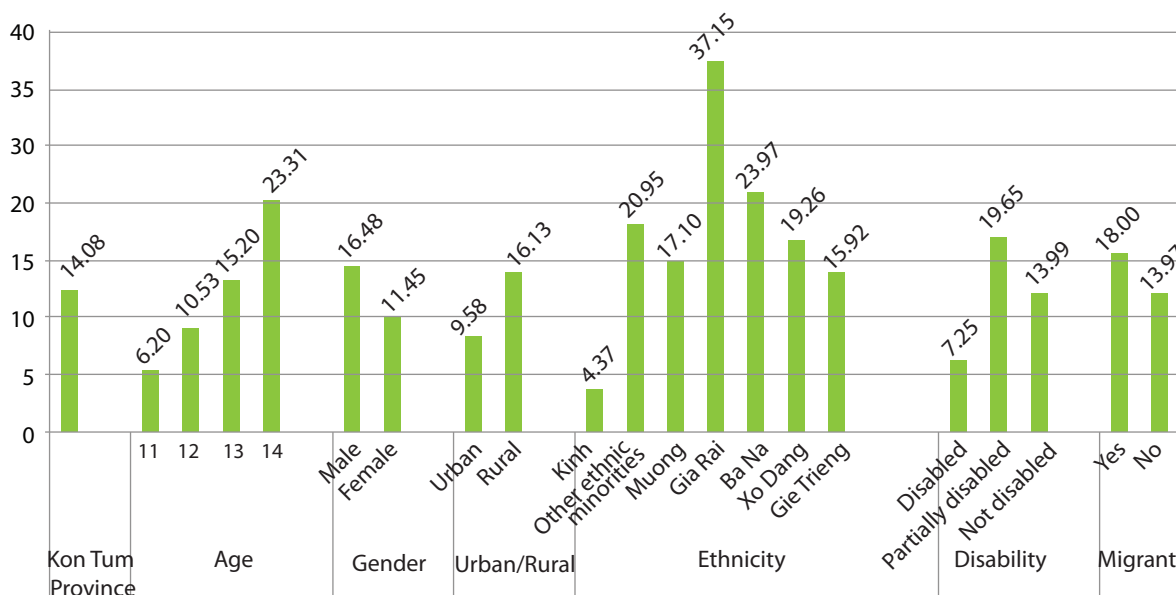


Figure 10 provides a graphical illustration of the data for dropouts among lower-secondary-school-age children in Kon Tum classified by the children’s characteristics, including age, residential area (urban or rural area), gender, ethnic group and disability status.

The percentage of lower-secondary-school-age children in Kon Tum who had dropped out increased with age. The dropout rate was higher in the final grades of lower secondary school. At age 14 (grade nine) 23.31% of the children, one out four, had dropped out of school. The percentage of children in grade nine who had dropped out of school was six times higher than that of children in grade five.

The percentage of lower-secondary-school-age male children who had dropped out of school in Kon Tum was 1.5 times higher than the percentage of females, and the dropout rate of children of the same age group in rural areas was 1.5 times higher than in urban areas. The rate for ethnic minorities (20.95%) was five times higher than the rate for the Kinh (4.37%). The Gia Rai had the highest dropout rate (37.15%), eight times higher than the Kinh. The percentage of dropouts of lower secondary school age among the Ba Na, the Xo Dang and the Gie Trieng was also rather high, 23.97%, 19.26% and 15.92% respectively, and 3.6 to 5.5 times higher than that of the Kinh. The low percentage of dropouts among lower-secondary-school-age children with disabilities compared to those with no disabilities was attributed to the small sample size. The rate for lower-secondary-school-age dropouts with partial disabilities was 1.5 times higher than the rate for those without disabilities. The dropout rate among lower-secondary-school-age children from migrant families was 1.3 times higher than that of non-migrants, 18% and 13.97% respectively.

Figure 10: Percentage of lower-secondary-school-age children who had dropped out of school classified by characteristics



5. Overage school attendance

Overage was a reason for dropping out and it was a risk factor for potential OOSC. Being older than one's peers and having to repeat a class resulted in low self-esteem, difficulties in integrating with one's peers and becoming bored with schooling, which eventually led to permanently dropping out.

At the time of the 2009 Census, 10.23% of the children of lower-secondary-school age in Kon Tum were attending primary school, which means they were overage. The overage rate ranked third among the eight provinces and it was nearly twice as high as the national average (see Figure 11).

Figure 11: Percentage of lower-secondary-school-age children attending primary school

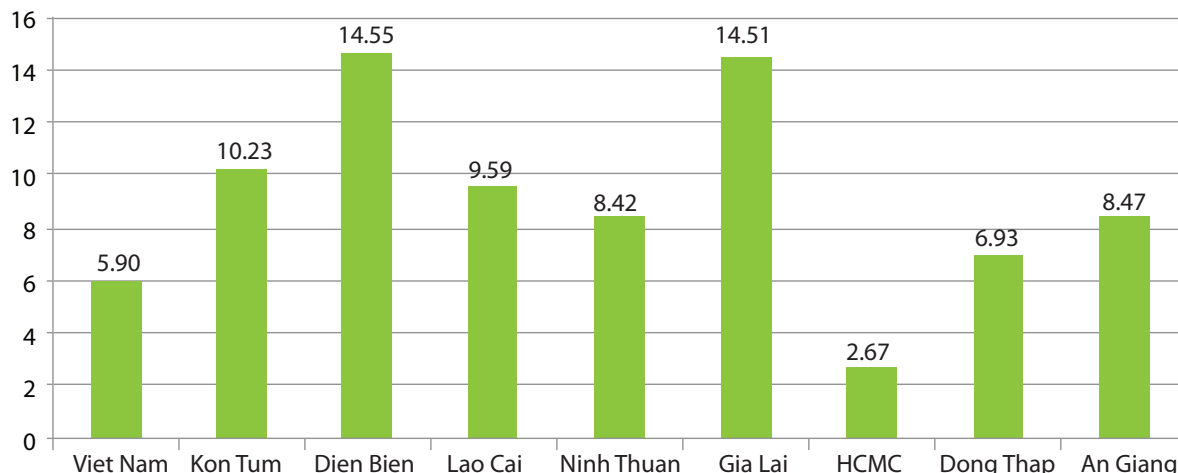
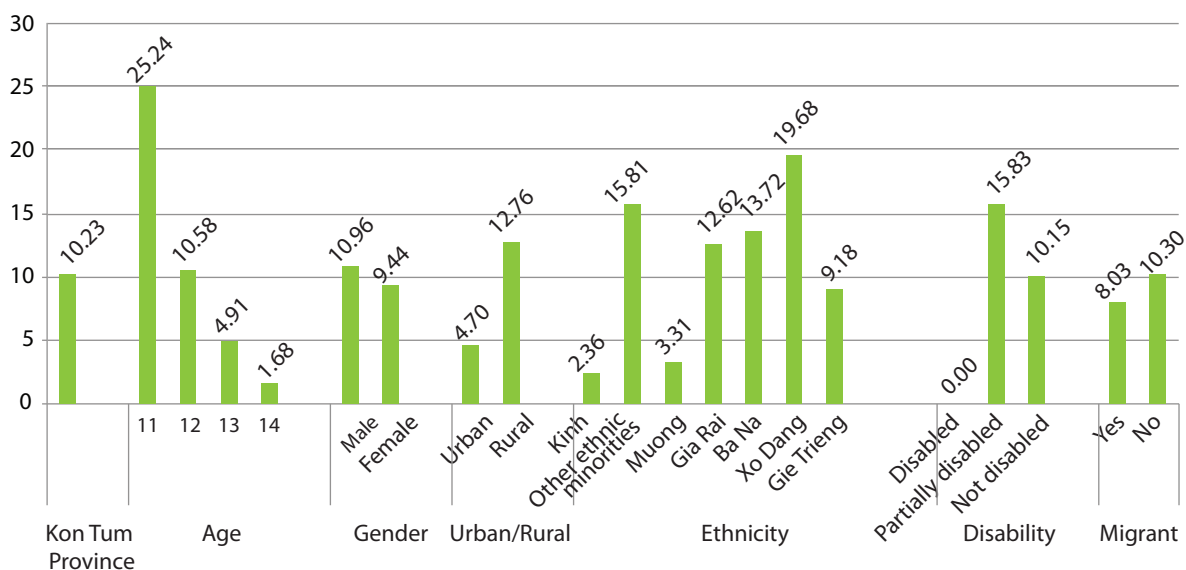


Figure 12 provides a graphical illustration of the data for lower-secondary-school-age children attending primary school in Kon Tum classified by the children's characteristics, including age, gender, residential area (urban or rural area), ethnic group, disability and migration status.

Figure 12: Percentage of lower-secondary-school-age children attending primary school classified by characteristics



The rate of average attendance among lower-secondary-school-age children in Kon Tum decreased with age. 11-year-olds accounted for the highest percentage of overage children in primary school, followed by 12-year-olds, 13-year-olds and 14-year-olds. However, at age 11, 25.24% of all children (one out of four) were in primary school. However, only 4.91% of the children aged 13 and 1.68% of the children aged 14 (a total of 691 children of lower secondary school age) still attended primary school (see Table 3). These children were very likely to drop out.

The average school attendance rate of lower-secondary-school-age males was insignificantly higher than that of females, 10.96% and 9.44%. The rate for children of migrant families was slightly higher than that for children of non-migrants, and children of migrant families usually had poorer educational outcomes than children of non-migrants.

However, the average attendance rate of lower-secondary-school-age students in rural areas was three times higher than the rate in urban areas, 12.76% and 4.7% respectively, and the rate for ethnic minorities was 6.5 times higher than the rate for the Kinh, 15.81% and 2.36% respectively. The Xo Dang, the Ba Na and the Gia Rai had the highest rates of average school attendance among the lower-secondary-school-age students, 19.68%, 13.75% and 12.62% respectively, five to eight times higher than the Kinh.

The average attendance rate of lower-secondary-school-age students in Kon Tum with partial disabilities was 1.5 times higher than the rate of those with no disabilities.

These findings show high average attendance among rural and ethnic minority children of lower secondary school age. This calls for measures to help these children improve their learning outcomes and reduce the risk of dropping out.

6. Summary of the findings from the 2009 Census

- At the time of the 2009 Census, the total number of children aged five in 2008 (born in 2003) in Kon Tum was 10,176, the number of children aged 6-10 in 2008 (of primary school age and born between 1998-2002) was 48,463, and the number of children aged 11-14 in 2008 (of lower secondary school age and born between 1994-1997) was 40,632.
- The total number of OOSC in Kon Tum was 10,025 and included:
 - 745 five-year-old OOSC, which accounted for 7.32% of the five-year-old children. The percentage of five-year-old OOSC in Kon Tum was lower than the national average (12.19%) and ranked the lowest among the eight provinces.
 - 2,811 primary-school-age OOSC, which accounted for 5.8% of the primary school age group. The percentage of primary-school-age OOSC in Kon Tum was 1.5 times higher than the national average (3.37%) and ranked sixth among the eight provinces.
 - 6,469 lower-secondary-school-age OOSC, which accounted for 15.92% of the children of lower secondary school age. The percentage of lower-secondary-school-age OOSC in Kon Tum (5.8%) was three times higher than that of primary-school-age OOSC. It was nearly 1.5 times higher than the national average (11.2%) and ranked seventh among the eight provinces.
- The percentage of five-year-old OOSC in Kon Tum was considerably lower than the national average, but the percentage of primary- and lower-secondary-school-age OOSC in Kon Tum was 1.5 times higher than the national average.
- The percentage of male OOSC in Kon Tum for all three age groups was higher than the percentage of females and it increased with age. It was 1.1 times higher among five-year-old OOSC, 1.2 times higher among primary-school-age OOSC, and 1.4 times higher among lower-secondary-school-age OOSC.
- The percentage of five-year-old OOSC in Kon Tum in rural areas was lower than the percentage in urban areas, but among primary- and lower-secondary-school-age OOSC it was twice as high.
- There were more ethnic minorities than Kinh children among the OOSC in Kon Tum, twice as many five-year-olds and seven times more primary-school-age children, but only five times as many lower-secondary-school-age children. This drop was not attributed to an improved situation but to a high percentage of Kinh OOSC among lower-secondary-school-age group. There were very high percentages of out-of-school children in all three age groups among the Gia Lai, the Ba Na and the Gie Trieng. The percentage of five-year-old OOSC among the Gia Rai, the Ba Na and the Gie Trieng was 20.17%, 9.45% and 12.46% respectively. The percentage of primary-school-age OOSC among

the Gia Rai was 15.57%, followed by the Xo Dang (8.54%), the Gie Trieng (8.28%) and the Ba Na (7.57%). The percentage of lower-secondary-school-age OOSC among the Gia Rai was the highest at 41.84%, followed by the Ba Na (25.93%), the Xo Dang (22.51%) and the Gie Trieng (18.61%).

- The OOSC rate in Kon Tum among children with disabilities or partial disabilities was much higher than those with no disabilities across all three age groups.
- The OOSC rate among children aged five and those of primary school age from migrant families in Kon Tum was twice as high as the rate for non-migrants. The rate for migrant OOSC of lower secondary school age was 1.2 times higher. This drop was not attributed to an improved situation but to the high percentage of non-migrant OOSC.
- The OOSC rates in the final grades of primary and lower secondary school increased greatly, and the percentage of OOSC in the final grade of lower secondary school was four times higher than the percentage of OOSC in the final grade of primary school.
- The percentage of primary-school-age dropouts in Kon Tum ranked second among the eight provinces, just after Ho Chi Minh City. However, the percentage of lower-secondary-school-age dropouts ranked fifth among the eight provinces, nearly 1.5 times higher than the national average and nearly eight times higher than the number of primary-school-age dropouts.
- Overage school attendance in Kon Tum decreased with age. However, 4.9% of the children aged 13 and 1.7% of the children aged 14 (the ages of children in the final grades of lower secondary school) still attended primary school. These 691 children were very likely to drop out.

7. Barriers and bottlenecks

This chapter studies the barriers and bottlenecks that can cause a child to be excluded from education. The barriers and bottlenecks may derive from the demand side concerning children and their parents and the supply side of education, which also involves other stakeholders such as communities with different cultural norms and practices and the agencies governing the socio-economic development processes at all levels.

Children and their parents

In Kon Tum poverty drove children to work to help support their families, and natural disasters resulted in losses for their families. Both were economic barriers that affected the children's access to education.

Cultural and social barriers also prevented children from attending school. They did not want to attend school because they or their parents did not recognize the value of education and felt that it was of secondary importance. In addition, some students felt embarrassed and/or had low self-esteem because they were overage. They felt peer pressure and were negatively influenced by modern life for example access to online game facilities.

Poor results at school sometimes led to decreased self-confidence and eventually dropping out. This was of particular concern among poor and ethnic minority students since they were often not motivated or encouraged by their families to attend school, their teachers did not care about or give them enough attention, and their parents did not help them with their homework. Although parents sent their children to school, they failed to follow up and support them, probably because of an overreliance on the school, because they were busy working or because they were illiterate. These factors contributed to poor learning outcomes and children dropping out.

Children with disabilities had low self-esteem and did not want to go to school, and some parents had low self-esteem and did not want to send their children to school.

Child marriage was still practiced among a number of ethnic minority communities such as the Raglay. This was among the causes of students dropping out.

Infrastructure and school facilities

In Kon Tum school infrastructure and facilities were in need of improvement. There was a shortage of classrooms, toilets, clean water, healthcare facilities, office space and educational equipment. There were not enough classrooms to ensure the universalization of education for all five-year-olds, and there were no schools for children with disabilities. Many pre-primary and primary schools had numerous branch schools that were located far from main roads and were less accessible during the rainy season due to slippery roads. They were often difficult to get to because roads were rough and rivers and streams had to be crossed.

Teachers

In Kon Tum there was a shortage of ethnic minority teachers, especially at lower secondary schools. In addition, there was shortage of teachers for some subjects and there were not enough teachers for others. Some teachers had high academic qualifications but a low level of professional capacity. There was a big difference in the quality of teachers in remote areas and those in urban areas. Teachers hesitated to teach inclusive education classes as they were concerned that they would not be appropriately compensated for the heavier workload. Kindergarten teachers worked in multi-age classes without receiving the incentives provided to primary school teachers. Some of the teachers were not devoted to their students and had limited professional knowledge, so the quality of their lessons was low and they did not inspire students, particularly those in rural, remote and ethnic minority areas. A revision of teaching methodology was not substantive in essence and did not have an impact on education outcomes. There were many challenges in the deployment and transfer of teachers, and quality issues related to teacher education and in-service training remained.

Management

Policy implementation was slow. The pursuit of exaggerated achievements in grade transition and graduation, especially the appraisal of ethnic minority students at primary schools, resulted in some of the lower-secondary-school students being underqualified for the grades they were in. This was a burden on lower secondary schools and it increased the risk of students dropping out. The qualifications of a number of managers was limited. At some localities, cooperation between schools and party committees, local government, related departments, and organizations and unions at various levels was limited and insufficient to mobilize children to attend school. The status of out-of-school children was not tracked and updated in a timely manner.

There were inadequate human resources for education management and limited autonomy for the education sector in the context of decentralized education management. The education budget was mainly spent on personnel wages, and the portion reserved for educational activities was very limited.

Policies

The compensation policies applied to teachers and education managers were insufficient for them to support themselves, and this negatively affected their dedication and enthusiasm. In remote areas a lot of effort was required to get dropouts to return to school, and teachers were not reimbursed for the costs of long distance travel to the community where they taught.

There were no policies for the management of student accommodation at semi-boarding schools or those with semi-boarding students. As a result, there were limited funds to run the boarding facilities. Contractual norms were not offered to kitchen staff, healthcare staff, security guards and dormitory supervisors. Therefore, head teachers and homeroom teachers had to undertake additional responsibilities without additional compensation. There was no incentive policy for the teachers who taught children with disabilities that required individual learning programs and separate follow-up

records. This presented challenges in the implementation of the inclusive education policy for children with disabilities. Students enrolled in continuing education centers did not enjoy the same policies applied to students in the general education system.

Many challenges remained in the implementation of education support policies such as Decree No. 49/2010/NĐ-CP, which regulates tuition exemption and/or reduction, education subsidies, tuition collection and the use of educational facilities which belong to the national educational system. For instance, many agencies were involved at different levels and several administrative procedures were required. Other issues included timeliness of the support, autonomy of the schools and how the subsidies were used by the children's families. As a result, the policy had not effectively helped poor children to attend school.

The education system

Language barrier was a challenge for ethnic minority students. They were taught Vietnamese only from the first grade, which caused great difficulties for both teachers and students. The language barrier limited the students' ability to understand the lessons, so they failed to complete all their exercises. The curriculum was intensive and students had to work hard. There was not much time for recreation, which is important to re-energize and to stimulate students.

Disaggregated data that was needed for education management was often limited for groups like male and female and out-of-school children. Data collected for the education universalization program was not widely used for planning. Discrepancies remained between the data on age groups provided by the education sector and that provided by the statistics office, resulting in inconsistencies in the utilization and publication of statistical data.

8. Recommendations

The following recommendations are based on consultations held at various levels in Kon Tum. They concern the demand and the supply side of education, and they cover policy aspects that address some of the above-mentioned barriers and bottlenecks in order to promote education equity in Kon Tum to ensure the right to education for OOSC.

Children and their parents

- Enhance recognition of the value of education and implications for their future development among children and their parents. It is important to improve the approach to communication and awareness raising about this issue so as to foster a change in awareness, promote actions that encourage children to study, and get parents to support their children as well as they can and communicate and work with their children's teachers and schools. However, the social norms and perceptions among the various ethnic groups in Kon Tum differ and the approach needs to vary accordingly in order to be appropriate.
- Foster employment, income generation and poverty alleviation in order to reduce the number of OOSC.

Teachers

- Make preliminary and long-term plans to deal with the shortage of teachers, especially pre-primary and primary school teachers, to ensure full-day schooling in remote areas.
- Teaching should be conducted in a way that promotes activeness and creativity among students. Further enhance the capacity of teachers who work with ethnic minority students and focus on addressing the language barrier and the quality of inclusive education for children with disabilities. Provide timely support to students with poor educational outcomes and who are at risk of dropping out. It might be a good idea to require new teachers to be competent in the language of

the ethnic minorities they teach. Information technology should be used to enhance the quality of teaching and learning.

Schools

- Continued investment should be made to help schools meet national standards. Improve facilities such as playgrounds and provide extra-curricular activities to attract students to school. It is important to improve the quality of satellite schools. Facilities for children with disabilities should be improved incrementally. Mobilize different sources of funding to build specialized schools for children with disabilities.
- Fund the building of boarding facilities at ethnic minority semi-boarding schools and other schools where students have a boarding arrangement. The facilities should include residential areas, a kitchen, toilets, bathrooms and clean water.
- Maximize support from local authorities to reduce the number of OOSC. Cooperate with local authorities for the timely tracking and monitoring of OOSC, and take measures to remove or reduce barriers so as to efficiently mobilize them to school.

Education management

- Proactively mobilize various resources to build specialized schools. Facilitate investments made by private investors.
- Publicize various education support policies so as to gain the trust of ethnic minority parents in regard to education equity as applied to their children at school.
- Have plans to monitor students' progress and improve the quality of tutorial support for students with poor educational outcomes and those at risk of dropping out, with special attention given to the first and final grades at schools.
- Strengthen the management skills of young educational officers by supporting good role models. Strengthen the capacity and autonomy of schools, teachers and managers.
- Review and carry out teacher planning with consideration of ethnic groups, subjects and levels of education, and increase the number of teachers at kindergartens and pre-schools for children aged 3-4 and the number of ethnic minority teachers at pre-primary and primary schools.
- Address the issues concerning the pursuit of exaggerated achievements in education, especially among ethnic minority children at primary schools, when deciding whether a student should pass a grade and move on to the next level or graduate.
- Advise the relevant authorities to take measures against privately-owned companies that employ school-age laborers because this affects the quality of school mobilization and the universalization of education.
- Propose to provincial authorities actions that address the low enrollment in Kon Tum so as to obtain support for holistic solutions. Integrate OOSC-related issues in sector planning and management in order to put forward specific measures to reduce barriers and the level of complexity of barriers and ensure the right to education for disadvantaged children who have never been to school or who have dropped out.

Policies

- Research the full-day schooling model with boarding arrangements, reduce the size of classes with 100% ethnic minority students, and allocate more funds for the promotion of education.

- Create a policy that regulates the training of ethnic minority teachers who are from the area where a school is located. Offer incentives to teachers who work with children with disabilities and in multi-grade classes and to teachers who travel a long distance to get children to come to school. Policy provisions should be offered to teachers and managers at ethnic minority semi-boarding schools and other schools where students board. Contractual norms should be offered to healthcare workers, the kitchen staff and the security guards at the semi-boarding schools and other schools where students board.
- Review policies and integrate policies to reduce duplication in management and implementation.
- Expand the implementation of national target programs such as the Poverty Alleviation Program and Program 135 to strengthen the effort to reduce disparities in education.
- Introduce more relevant methods of teaching children with disabilities in inclusive classes.
- Take measures to address early marriage.

Education system

- Promote a substantive and effective reduction of the curriculum load for ethnic minority students. Textbooks should be appropriate in terms of pictures and be written in the languages used by the local ethnic minority groups. Encourage the expression of cultural diversity among ethnic minority students, and organize festivities and/or traditional games in schools to make the learning atmosphere more joyful.
- Continuously review the measures designed to help ethnic minority students learn Vietnamese more effectively, and examine and introduce mother-tongue-based bilingual education at pre-primary schools and during the first few years of primary school.
- Review the existing education curriculum in Kon Tum to integrate the values and typical cultural features of each ethnic minority group into the curriculum.
- Strengthen collaboration between the education sector and the statistics branch to address discrepancies in the data on age groups to ensure its timely and accurate collection. Review and strengthen databases on the universalization of education for use in statistical work and education planning and management, and consider integrating the collection of data on out-of-school children.

9. Conclusions

- According to this research, Kon Tum achieved average educational outcomes compared to the other seven provinces. However, among the eight provinces Kon Tum had the lowest percentage of five-year-old OOSC, lower than the national average. In Kon Tum, where ethnic minorities accounted for 60% of the children, the enrollment of five-year-old children at pre-school was higher than the national average and at the top the list of the eight provinces.
- Because the number of primary- and lower-secondary-school age OOSC was nearly twice the national average, Kon Tum faced challenges in implementing universal primary education and, in particular, universal lower secondary education.
- In Kon Tum, the rate of OOSC among boys was consistently higher than the rate for girls across all three age groups, and it was 1.4 times higher among primary-school-age- and lower-secondary school-age children.
- In Kon Tum, the OOSC rate in rural areas was considerably higher than the rate in urban areas across

all three age groups. Ethnic minorities accounted for a large percentage of the population in the province, and there was a high percentage of OOSC among them. Key education disparities were concentrated in rural and ethnic minority areas and among children with disabilities.

- The dropout rate in Kon Tum was higher than the national average. There are more dropouts among children of lower secondary school age and particularly in the final grade. Appropriate measures should be taken to address this issue.

Analysis of the 2009 Census data shows that Kon Tum continued to face many challenges in the implementation of education equity and ensuring the right to education for all children. There were many ethnic minority children who were out of school, had dropped out or were at risk of dropping out. These are groups of disadvantaged children who need to be prioritized in education planning and management, and in the socio-economic development processes at all levels in Kon Tum.

ANNEX

Table 2: Population aged 5-14 in Kon Tum

Unit: Persons

		Age 5	Age 6-10	Age 11-14
Total		10,176	48,463	40,632
Age	5	10,176		
	6		9,704	
	7		9,364	
	8		10,908	
	9		9,245	
	10		9,242	
	11			9,565
	12			9,954
	13			10,397
	14			10,716
Gender	Male	5,263	25,455	21,194
	Female	4,913	23,007	19,438
Urban/Rural area	Urban	3,124	13,708	12,746
	Rural	7,052	34,755	27,886
Ethnic group	Kinh	4,104	18,165	16,841
	Muong	103	513	442
	Gia Rai	583	2,381	2,063
	Ba Na	1,174	6,310	4,601
	Xo Dang	3,401	16,866	12,739
	Gie Trieng	594	3,183	2,968
	Other	219	1,045	978
Disability status	Disabled	21*	135	91
	Partially disabled	144	813	741
	Not disabled	10,011	47,515	39,800
Migrant	Yes	377	1,548	1,108
	No	9,799	46,914	39,524

Remarks

- Age in 2008
- * Indicates disaggregated groups with less than 50 weighted cell values

Table 3: Percentage of children aged 5-14 attending school in Kon Tum

Unit: %

		Age 5 attending school	Primary school ANAR	Lower secondary school age attending primary school	Lower secondary school ANAR
Total		92.68	94.20	10.23	73.85
Age	5	92.68			
	6		89.62		
	7		96.18		
	8		96.21		
	9		94.90		
	10		93.94		
	11			25.24	67.07
	12			10.58	76.76
	13			4.91	77.93
Gender	Male	92.32	93.78	10.96	70.46
	Female	93.07	94.67	9.44	77.55
Urban/Rural area	Urban	91.99	96.91	4.70	84.93
	Rural	92.99	93.13	12.76	68.79
Ethnic group	Kinh	95.24	98.75	2.36	92.90
	Muong	100.00	99.15	3.31	79.15
	Gia Rai	79.83	84.43	12.62	45.54
	Ba Na	90.55	92.43	13.72	60.35
	Xo Dang	92.78	91.46	19.68	57.82
	Gie Trieng	87.54	91.72	9.18	72.20
	Other	99.48	97.36	7.74	80.66
Disability status	Disabled	0	0.00	0.00	9.51
	Partially disabled	81.20	69.28	15.83	41.67
	Not disabled	92.95	94.89	10.15	74.60
Migrant	Yes	87.68	89.96	8.03	72.44
	No	92.88	94.34	10.30	73.89

Remark: Age in 2008

Table 4: Percentage of dropouts classified by age range in Kon Tum

Unit: %

		Primary school age	Lower secondary school age
Total		1.76	14.08
Age	6	0.34	
	7	0.82	
	8	1.25	
	9	2.87	
	10	3.68	
	11		6.20
	12		10.53
	13		15.20
	14		23.31
Gender	Male	1.81	16.48
	Female	1.69	11.45
Urban/Rural area	Urban	0.97	9.58
	Rural	2.06	16.13
Ethnic group	Kinh	0.35	4.37
	Other ethnic groups	2.60	20.95
	Muong	4.99	17.10
	Gia Rai	2.17	37.15
	Ba Na	2.48	23.97
	Xo Dang	3.35	19.26
	Gie Trieng	0.71	15.92
	Other		11.60
	Disability status	Disabled	2.28
Partially disabled		7.03	19.65
Not disabled		1.66	13.99
Migrant	Yes	1.36	18.00
	No	1.77	13.97

Remark: Age in 2008

Table 5: Percentage of out-of-school children aged 5-14 in Kon Tum

Unit: %

		Age 5	Age 6-10	Age 11-14
Total		7.32	5.80	15.91
Age	5	7.32		
	6		10.38	
	7		3.82	
	8		3.79	
	9		5.10	
	10		6.06	
	11			7.69
	12			12.66
	13			17.16
	14			25.06
Gender	Male	7.68	6.22	18.58
	Female	6.93	5.33	13.00
Urban/Rural area	Urban	8.01	3.09	10.37
	Rural	7.01	6.87	18.44
Ethnic group	Kinh	4.76	1.25	4.74
	Other ethnic groups	9.05	8.53	23.82
	Muong	0.00	0.85	17.54
	Gia Rai	20.17	15.57	41.84
	Ba Na	9.45	7.57	25.93
	Xo Dang	7.22	8.54	22.51
	Gie Trieng	12.46	8.28	18.61
	Other	0.52	2.64	11.60
Disability status	Disabled		100.00	90.49
	Partially disabled	18.80	30.72	42.50
	Not disabled	7.05	5.11	15.25
Migrant	Yes	12.32	10.04	19.53
	No	7.12	5.66	15.81

Remark: Age in 2008

Table 6: Household poverty rate in 2008

Number	Province	%	Order Number	Province	%
	Nationwide	13.4	32	Ben Tre	14.2
1	Lai Chau	53,7	33	Bac Lieu	13,9
2	Đien Bien	39,3	34	Thua Thien Hue	13,7
3	Ha Giang	37,6	35	Hau Giang	13,3
4	Bac Can	36,8	36	Ninh Binh	13
5	Son La	36,3	37	Ca Mau	12,7
6	Cao Bang	35,6	38	Ha Nam	11,6
7	Lao Cai	33,2	39	Vinh Phuc	11,3
8	Hoa Binh	28,6	40	Tien Giang	10,6
9	Kon Tum	26,7	41	Nam Dinh	10,6
10	Ha Tinh	26,5	42	An Giang	10,6
11	Quang Tri	25,9	43	Hung Yen	10,3
12	Thanh Hoa	24,9	44	Hai Duong	10,1
13	Gia Lai	23,7	45	Vinh Long	9,8
14	Đac Nong	23,3	46	Thai Binh	9,8
15	Nghe An	22,5	47	Kien Giang	9,3
16	Quang Binh	21,9	48	Binh Thuan	9,2
17	Đac Lac	21,3	49	Khanh Hoa	9,1
18	Tuyên Quang	20,6	50	Binh Phuoc	9,1
19	Yen Bai	20,4	51	An Giang	8,5
20	Quang Nam	19,6	52	Long An	7,7
21	Quang Ngai	19,5	53	Bac Ninh	7,5
22	Ninh Thuan	19,3	54	Can Tho	7
23	Lang Son	19,3	55	Ba Ria-Vung Tau	7
24	Tra Vinh	19	56	Ha Noi (new)	6,6
25	Soc Trang	17,9	57	Quang Ninh	6,4
26	Bac Giang	17,5	58	Hai Phong	6,3
27	Phu Tho	16,7	59	Tay Ninh	6
28	Thai Nguyen	16,5	60	Đong Nai	4,3
29	Phú Yên	16,3	61	Da Nang	3,5
30	Lam Đông	15,8	62	Ho Chi Minh City	0,5
31	Binh Định	14,2	63	Binh Duong	0,4

Source: General Statistics Office



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**DEPARTMENT OF EDUCATION AND
TRAINING, KON TUM PROVINCE**

Address: 22 Nguyen Thai Học, Kon Tum City,
Kon Tum Province

Tel: 060.3862310

Email: vanphong.sokontum@moet.edu.vn

Website: www.kontum.edu.vn.



Address: 81A Tran Quoc Toan
Hoan Kiem, Ha Noi

Tel: +84.4. 3.942.5706 - 11

Web: www.unicef.org/vietnam

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