

NATIONAL HIGHER EDUCATION EQUITY POLICY

# Viet Nam



## Policy Frameworks

**Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?**

Vietnamese students from low-income or marginalized populations to enter or succeed in higher education system are featured in the Circular for admission to higher education institutions. Here is the link (Vietnamese version):

<https://moet.gov.vn/content/vanban/Lists/VBPO/Attachments/1239/Quy%20che%20tuyen%20sinh.pdf>

**What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?**

- Tuition fee waiver and reduction
- Scholarship
- Point bonus for entrance examination

**Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?**

No.

**Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)**

- Low-income or lower socio-economic background students
- Indigenous populations
- People from rural backgrounds
- Students with disability
- Children of people affected by historical violence

**Does the country have concrete targets for the participation of specific equity groups in higher education?**

No information was available.

**Which agency has responsibility for policies related to equity in student participation/success in higher education?**

No information was available.

**Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)**

- Civil society organisations
- International Organisations
- Student Organisations/Association

## Achieving Policy Targets

**Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

You can find all the policy in the Circular for university entrance:

<https://moet.gov.vn/content/vanban/Lists/VBPO/Attachments/1239/Quy%20che%20tuyen%20sinh.pdf>

**Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

All higher institutions must give 5% of income for scholarship, in which there are an amount for specific equity groups.

**Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?**

There are no specific agencies responsible for monitoring.

**What instruments, methods and data are in place to carry out the monitoring and evaluation?**

There are no specific instruments, methods or data used.

**What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?**

Higher Education Institutions have autonomy over empirical approaches used.

**How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)**

1. Financial assistance (grants, loan financing, scholarships)
2. Technical assistance and capacity building
3. Policy setting
4. Facilitating peer learning, exchange of experience among countries

## COVID-19 and Equitable Access and Success in Higher Education

**How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?**

Covid-19 has not affected the implementation of policies to encourage greater access or success on HE of those from low-income/marginalised groups.

## Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8<sup>th</sup> ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

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