



## THE CURRENT SITUATION OF ASSURANCE CONDITIONS FOR EDUCATION AND TRAINING IN KE SACH, SOC TRANG PROVINCE, VIETNAM

**Mai Thi Yen Lan<sup>i</sup>**

School of Education,  
Can Tho University,  
Vietnam

### **Abstract:**

The objective of the paper is to provide scientific information accurately and comprehensively on the assurance conditions for education and training in Ke Sach district, Soc Trang province. By carrying out the methods of sociological investigation and a survey, the paper highlights the current situation of assurance conditions for education and training, including: network, assessment scales, education quality, facilities, and teaching staff.

**Keywords:** assurance conditions, education and training, Ke Sach, Soc Trang

### **1. Introduction**

In Resolution No. 29-NQ/TW dated April 11, 2013, the 11th Party Central Committee indicated that it would innovate fundamentally and comprehensively in education and training to meet the requirements of industrialization and modernization in a socialist-oriented market economy during international integration. The resolution also emphasized the significance of “*greatly innovating the goals, contents, educational approaches, re-educating, cultivating, evaluating academic performance, and educating teachers in accordance with enhancing the quality, responsibilities, morality, and professional capabilities.*” This mission cannot be carried out by anyone except educators and education administrators. In particular, those who teach at education institutions are the primary factors in educational development. Article 18, Law 43/2019/QH14 Education highlighted education administrators’ main roles and responsibilities, including their roles of organizing, administrating, and running educational operations, as well as their responsibilities of learning, enhancing moral quality, professional levels, administrative capabilities, and implementing standards and regulations prescribed by law.

In reality, in order to have a quality educational and training institution, it is essential to meet the requirements of the diminutive assurance conditions first, such as

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<sup>i</sup> Correspondence: [mtylan@ctu.edu.vn](mailto:mtylan@ctu.edu.vn)

facilities, gross floor areas/student, teachers, ratio of teacher/students, teacher quality, and teacher qualifications according to regulation. Therefore, it is of paramount importance to accurately and comprehensively evaluate the current situation of assurance conditions, which is a fundamental step in addressing comprehensive solutions to promote educational quality. Due to the aforementioned importance, the paper conducted research on: "The current situation of assurance conditions for education and training in Ke Sach district, Soc Trang province."

The paper aims to provide scientific information accurately and comprehensively on assurance conditions for education and training in Ke Sach district, Soc Trang province, which administrators will use as reference material to address the comprehensive solution to advance educational and training quality.

## **2. Material & methods**

The research utilized the following methods: questionnaires, interview, summarizing experience, and statistics.

### **2.1 Survey participants**

63 education administrators of education institutions (18 pre- schools, 25 primary schools, 16 lower secondary schools, 4 primary and lower secondary schools, 11 lower secondary schools, 4 upper secondary schools, and 1 vocational education-continuing education center).

## **3. Results**

### **3.1 The current situation of the natural, economic-social conditions in Ke Sach district, Soc Trang province**

Ke Sach district is located in the northern part of Soc Trang province, with latitudes ranging from 9042'39,9" to 9056'16,4" North and longitudes ranging from 105053'44,6" to 106004'20" East. Its western-southern part is adjacent to Chau Thanh district in Hau Giang province; its eastern-northern part is adjacent to Tra On district in Vinh Long province, Cau Ke district, and Tieu Can district in Tra Vinh province; and its southern part is adjacent to Chau Thanh district and Long Phu district in Soc Trang province.

Ke Sach district covers a total area of approximately 35.282,8 hectares and has two townships, 11 communes, and 86 hamlets. The population density is 450 people/km<sup>2</sup>. Ke Sach district has flat terrain that gradually slopes westward from the banks of the Hau River, with a higher riverbank and a low-lying interior field. Ke Sach is adjacent to the Hau River and has a dense network of canals, so it is impacted by the hydrological regime of the Hau River and the East Sea's semidiurnal tide.

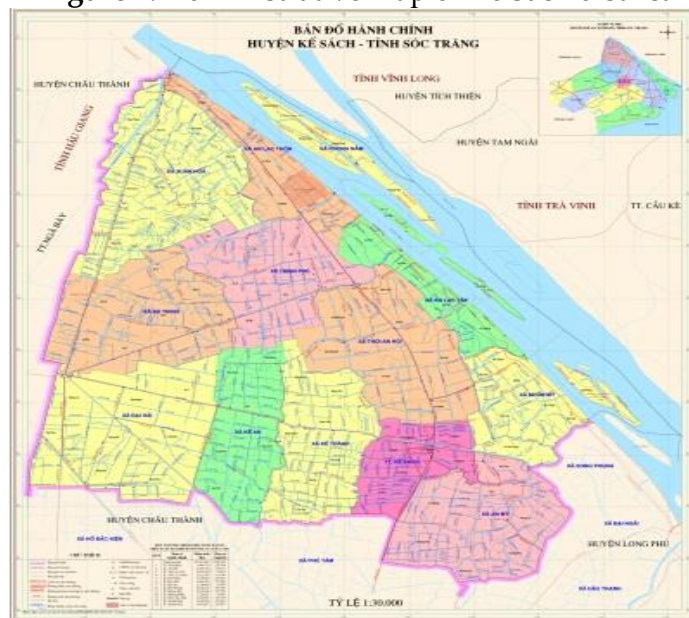
So far, Ke Sach district has been achieving successful outcomes in all areas: the economy, society, and economic transformation of agriculture in rural areas, which is becoming increasingly effective. In addition, the province concentrates on mobilizing

resources for investment and has improved effectively a large number of main infrastructures, such as electricity, transportation, educational institutions, hospitals, irrigation, etc., to directly serve as sources of production and life. Hunger eradication and poverty reduction programs achieve certain outcomes, such as a decrease in low-income households. Furthermore, rural areas have changed significantly, with the majority of residents' material and spiritual lives improving progressively, their incomes increasing more and more, and their demands being met more and more adequately.

Currently, in addition to producing agriculture, the district has developed a large number of variable business sectors that lure many economic sectors and economic structures to transform toward an increasing proportion of value-added in industry and service sectors, thereby dramatically increasing average income per person. For example, the average income per person in the 2010s was 747 USD/year but reached 1.179 USD/year in 2015.

The district had a total population of 168.755 inhabitants, with 33.430 households. The Kinh ethnic group, which is evenly distributed throughout the district, comprised 90% of the population; the share of the Khmer ethnic group was 9%; and that of the Hoa ethnic group was 1%. The district's natural increase rate reached 1,2%, but it had a high mechanical population decrease rate, which reached 0,54%/year (due to migration to many other provinces, cities, or economic centers for employment opportunities).

**Figure 1:** Administrative map of Ke Sach district



Source: Portal of Ke Sach district

### 3.2 The current situation of education and training in Ke Sach district, Soc Trang province

#### 3.2.1 School network

The entire district has 63 education institutions, including 1 early childhood school, 17 pre-primary schools (involving 2 private pre-primary schools), 25 primary schools, 16 lower secondary schools, 4 primary and lower secondary schools, 11 lower secondary schools, 4 upper secondary schools, and 1 vocational education-continuing education center.

**Table 1:** Data of schools in Ke Sach district, Soc Trang province

No	Educational institutions	2017-2018		2018-2019		2019-2020		2020-2021	
		Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public
1	Early childhood school	1		1		1	1	1	1
2	Pre-primary school	16	1	16	1	16	1	16	1
3	Primary school	36		36		32		32	
4	Lower secondary school	16		16		13		13	2
5	Upper secondary school	4		4		4		4	
6	Vocational education-continuing education center	1		1		1		1	
<b>Total</b>		<b>74</b>	<b>1</b>	<b>73</b>	<b>1</b>	<b>67</b>	<b>2</b>	<b>67</b>	<b>4</b>

**Source:** Department of Education and Training in Ke Sach district.

Table 1 indicates that there was no change in education institutions between 2017-2018 and 2018-2019, and there was no new merger or establishment of non-public institutions in the district. However, the district's education institutions significantly shifted the following year. In particular, from 2018 to 2019, the district had 73 non-public and public institutions, but in 2019-2020, there were only 67 non-public and public institutions. Furthermore, a non-public educational institution was established, demonstrating that the district has effectively implemented the state's policy of mergers of minor schools into main schools and the socialization of education.

Table 1 shows that a number of education institutions were closed as a result of mergers of minor schools into main schools, which created feasible conditions for strengthening teachers and staff at main schools and advancing the district's economy and society. As a result, schools can more easily access and meet the criteria of national standard schools (specifically, two education institutions have been recognized as national standard schools for the 2019-2020 school year as opposed to the 2017-2018 school year).

### **3.2.2 Scale of lower secondary education**

The entire district has 15 lower secondary schools (involving 02 non-public schools), including 03 primary and lower secondary schools and 12 lower secondary schools, which reduced 01 lower secondary school and increased 03 primary and lower secondary schools. As compared to the 2018–2019 school year, there were 09 schools that were recognized as national standard schools in the district.

The number of students enrolled in lower secondary schools is gradually increasing. There were 7293 students in the 2017–2018 school year (involving 825 students who were from Khmer ethnic groups). However, the number of students in the 2020–2021 school year was 7446 students, which increased by 153 students, reaching 101.53% of the annual target, and the number of ethnic students mobilized to attend school is 1042 students.

Because the rate of mechanical population decrease is relatively high, it has an impact on the number of students enrolled in primary schools. That is because the number of students occasionally decrease after the Tet holidays and summer as their parents bring them to work in economic zones.

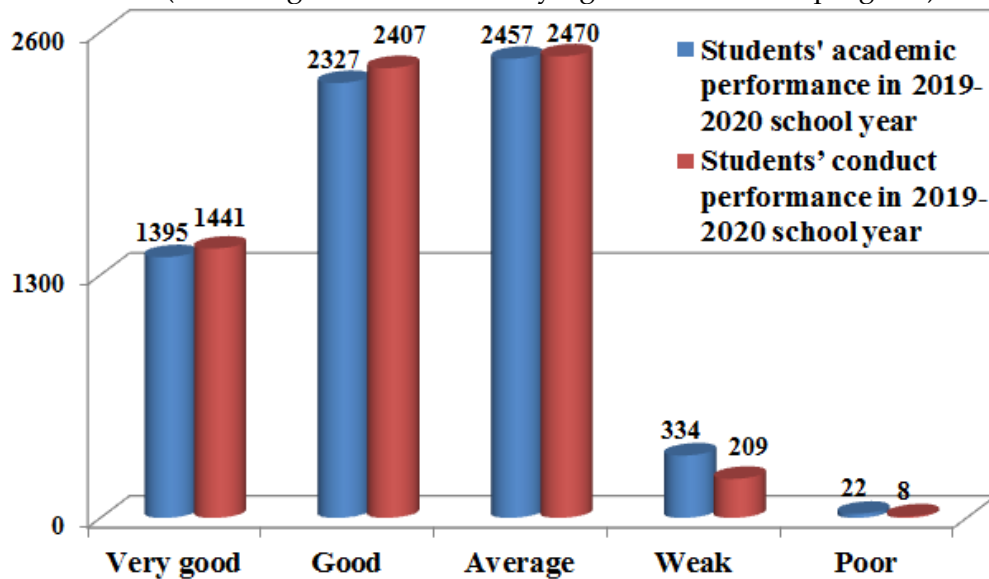
Investing in the construction of facilities and schoolrooms happens slowly, and investment funds are insufficient to build schools that meet national standards according to the roadmap. Furthermore, the schools are not able to meet the requirements such as teaching 2 seasons/day, tutoring, and student care.

### **3.3 Education quality of lower secondary schools (students' academic performance in the 2019-2020 school year)**

Lower secondary schools have improved significantly in significant ways, such as organizing effectively the movements, assessing accurately students' learning capabilities, being able to teach 2 sessions/day, and having education administrators and teachers who have a great awareness of innovating teaching approaches.

Lower secondary schools implement teaching 2 seasons/day. In particular, there are 16 schools teaching 2 sessions/day to 6135 students (from 7–10 courses/week), which reached 86,09%, creating conditions for strengthening the educational quality comprehensively, avoiding the opening of extra classes, and enhancing students' life skills. On the other hand, teachers changed their teaching approaches in accordance with student categories, which means that teachers can understand students' strengths and shortcomings, then build the appropriate strategies for cultivating and supporting them. (except the number of students who learn at schools that have both lower and upper secondary schools).

**Figure 1:** Description of lower secondary students' academic and conduct performance in the 2019-2020 school year (excluding 292 students studying the VCT VNEN program)



Source: Department of Education and Training in Ke Sach district

In general, Figure 1 shows that lower-secondary students' academic and conduct performance are relatively good and well-balanced in the 2019-2020 school year. Furthermore, the average grade for academic and conduct is high (average academic performance: 2457 (37,6%) and average conduct performance: 2470 (37,79%)).

### 3.3.1 Education administrators, teachers (2020-2021 school year to 3/2021; Standard qualifications in accordance with Education Law 2019)

#### A. Education administrators and teachers working in early childhood schools

There are 421 education administrators, teachers, and staff members in total, including 41 education administrators, 287 teachers (including 23 with professional contracts), and 93 staff members. 100% of teachers meet the standard, and 66% exceed it. According to regulations, there is a lack of 71 teachers who teach in early childhood schools (including those under contract).

#### B. Education administrators and teachers working in upper secondary schools

- Educational administrators and teachers working in primary schools

There are 862 education administrators, teachers, and staff members in total, including 51 education administrators, 713 teachers (including 12 with professional contracts), and 98 staff members. 78,68% of teachers meet the standard, and 0.14% exceeds it. According to regulations, there is a lack of 64 teachers (in accordance with the new General Education Program (GET)), a lack of staff members, etc.

- Educational administrators and teachers working in secondary schools

##### a. Lower secondary schools

There are 595 people in total, including 26 education administrators, 489 teachers (including 02 visiting teachers who teach the Khmer language), and 80 staff members.

81,18% of teachers meet the standard, and 0% exceed it. According to regulations, there are 84 teachers in excess.

**b. Upper secondary schools**

There are 365 people in total, including 13 education administrators, 331 teachers, and 21 staff members. 100% of teachers meet the standard, and 12,55% exceed it. According to regulations, there are 35 teachers in excess.

- Educational administrators and teachers working in vocational education-continuing education centers

There are 3 education administrators and 2 teachers, including 100% of the teachers who meet the standard. According to the regulations, there is a lack of 6 teachers. (No other data).

**Table 2:** Age and seniority of teachers working in early childhood schools and upper secondary schools, and continuing education centers up to 2019s

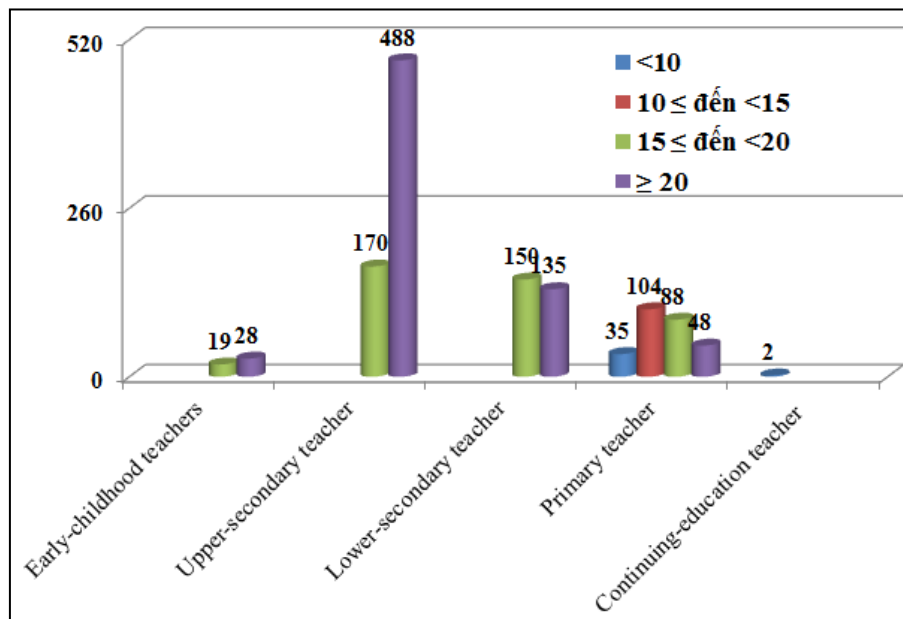
No	Education institution	Age				Seniority (year)			
		<30	≤30 đến <40	≤40 đến <50	≥50	<10	≤10 đến <15	≤15 đến <20	≥20
1	Early-childhood teachers	70	189	32	12			19	28
2	Primary teacher	19	162	329	221			170	488
3	Lower-secondary teacher	7	227	204	70			150	135
4	Upper-secondary teacher	27	159	79	10	35	104	88	48
5	Continuing-education teacher		2			2			
<b>Total</b>		<b>123</b>	<b>739</b>	<b>644</b>	<b>313</b>	<b>37</b>	<b>104</b>	<b>427</b>	<b>699</b>

Table 2 shows that teachers who teach at lower secondary schools mainly have an age range of 30 to less than 50. This means that the young teachers who are professionals comprised a high proportion (76%), but those who are below the age of 30: 123 (6,8%) and those over the age of 50: 313 (17%) comprised a relatively low proportion.

Table 2 displays that teachers working at lower secondary schools have seniority ranges from 15 years to under or over 20 years, comprising a high proportion, 88,9%; those who have seniority under 10 years: 37 (2,9%), those who have seniority from 10 to less than 15 years: 104 (8,2%). This means that teachers working at lower secondary schools in the district have lengthy seniority in teaching and administration, creating feasible conditions for cultivating and leading young teachers who have opportunities to learn from and receive suggestions from teachers with lengthy seniority.

Figure 2 indicates that lower-secondary teachers have seniority ranges from 15 years to under or over 20 years, comprising a high proportion, 88,9%; those who have seniority under 10 years: 37 (2,9%), those who have seniority from 10 to less than 15 years: 104 (8,2%). This means that lower-secondary teachers in the district have lengthy seniority in teaching and administration, creating feasible conditions for cultivating and

leading young teachers who have opportunities to learn from and receive suggestions from teachers with lengthy seniority.



**Figure 2:** The description of the age and teaching experience of teachers working in early childhood schools, upper secondary schools, and continuing education centers up to the 2019s (unit: person)

In the school year 2020–2021, the ratio of lower-secondary students/teacher in Ke Sach district, Soc Trang province, is 26.99 students/teacher.

### 3.4 The real state of facilities and equipment for education

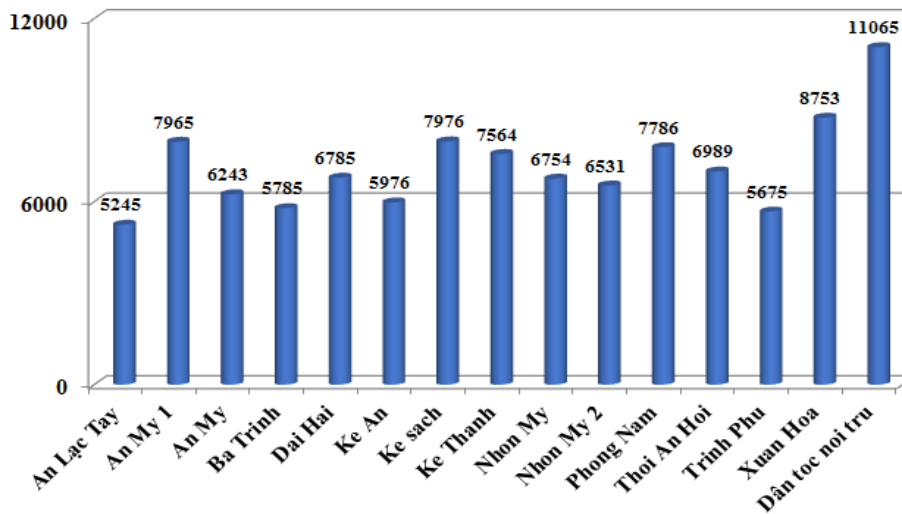
Table 3 indicates statistics on the facilities of lower secondary schools in Ke Sach district, Soc Trang province.

The data in Table 3 shows that the total area of 15 lower secondary schools in Ke Sach district is 107.092 m<sup>2</sup>, including Dan Toc noi tru lower secondary school, which covers the largest area of 11.065 m<sup>2</sup> and the An Lac Tay school, which covers the smallest area of 5245 m<sup>2</sup>. Figure 3 compares the areas of lower secondary schools in Ke Sach district.



**Table 3:** Statistics on the facilities of lower secondary schools in Ke Sach district, Soc Trang province

No	Lower secondary schools	Total areas (m <sup>2</sup> )	Ratio of m <sup>2</sup> / student	Classroom	Subject room	Office	Equipment room	Library	Multi-purpose room	Toilet area
1	An Lạc Tây	5.245	16.14	8	3	5	1	1	0	3
2	An My 1	7.965	13.66	26	2	3	1	2	0	4
3	An My	6.243	10.69	14	2	2	1	1	0	2
4	Ba Trinh	5.785	12.23	14	3	7	1	1	0	4
5	Dai Hai	6.785	13.57	10	3	3	1	1	0	2
6	Ke An	5.976	13.74	10	1	2	1	1	0	2
7	Ke sach	7.976	6.49	20	6	5	1	1	0	4
8	Ke Thanh	7.564	14.01	19	2	3	1	1	0	3
9	Nhon My	6.754	21.37	10	4	1	1	1	0	3
10	Nhon My 2	6.531	15.97	10	4	1	1	1	0	3
11	Phong Nam	7.786	13.83	29	2	2	1	1	0	5
12	Thoi An Hoi	6.989	7.44	15	1	1	1	1	0	3
13	Trinh Phu	5.675	15.51	10	1	1	1	1	0	3
14	Xuan Hoa	8.753	16.33	18	6	7	2	2	0	6
15	Dân tộc noi tru	11.065	41.60	7	3	7	1	1	0	2
<b>Total</b>		107.092	14.38	220	43	50	16	17	0	49

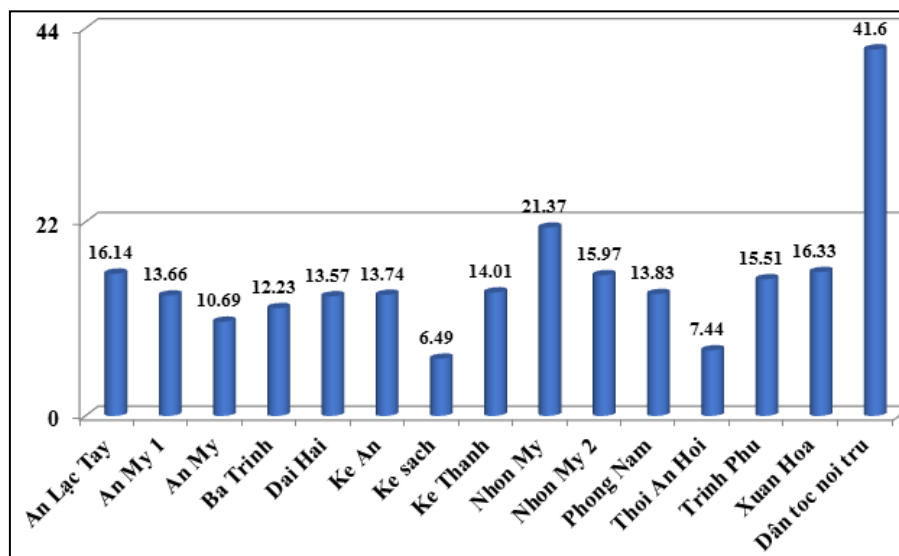


**Figure 3:** Compare the areas of lower secondary schools in Ke Sach district

Figure 3 reveals that all lower secondary schools in Ke Sach district have 220 classrooms, with Phong Nam lower secondary school having the most (29 classrooms) and Dan Toc noi tru lower secondary school having the fewest (7 classrooms). There are 43 subject rooms in the whole district, but Ke sach lower secondary school has the most, with 6 rooms, and Ke Sach, Thoi An Hoi, and Trinh Phu schools have the fewest, with only 1 room. There are 50 offices in total, including Ba Trinh, Xuan Hoa, and Dan Toc noi

tru lower secondary schools, having the most (7 offices), and Nhon My, Nhon My 2, Thoi An Hoy, and Trinh Phu lower secondary schools, having fewest (1 office). Almost all lower secondary schools do have equipment rooms and libraries, with a total of 16 and 17 in entire district respectively, none but Xuan Hoa lower secondary school owns two equipment rooms and An My Tay lower secondary school holds two libraries. There are a total of 49 toilet areas, including Xuan Hoa lower secondary school at the top with 6 areas and An My, Dai Hai, Ke An, and Dan Toc lower secondary schools at the bottom with 02 areas. All of the district's lower secondary schools lack multi-purpose rooms.

The m<sup>2</sup>/student ratio is 14.38, with Dan Toc Noi Tru Lower Secondary School having the highest ratio of 41.60 m<sup>2</sup>/students and Ke Sach Lower Secondary School having the lowest ratio of 6.49 m<sup>2</sup>/student. Chart 5 compares to the m<sup>2</sup>/student ratio among lower secondary schools in the Ke Sach district.



**Figure 4:** The m<sup>2</sup>/student ratio among lower secondary schools in the Ke Sach district

#### 4. Conclusions

Ke Sach district covers a total area of approximately 35.282,8 hectares and has two townships, 11 communes, and 86 hamlets. The population density is 450 people/km<sup>2</sup>. The district had a total population of 168.755 inhabitants, with 33.430 households.

The entire district has 63 education institutions (1 early childhood school, 17 pre-primary schools, 25 primary schools, 16 lower secondary schools, 4 primary and lower secondary schools, 11 lower secondary schools, 4 upper secondary schools, and 1 vocational education-continuing education center). The number of students in the 2020–2021 school year is 7446 students. Average academic performance: 2457 (37,6%) and average conduct performance: 2470 (37,79%).

The total of education administrators and teachers working at early childhood schools (421 people), primary schools (862 people), Lower secondary schools (595 people), upper secondary schools (365 people), and vocational education-continuing

education center (5 people). In the school year 2020–2021, the ratio of lower-secondary students/teacher in Ke Sach district, Soc Trang province, is 26.99 students/teacher.

The total areas of 15 lower secondary schools in Ke Sach district is 107.092 m<sup>2</sup>, and the ratio of m<sup>2</sup>/student is 14.38.

### **Conflict of Interest Statement**

The author declares no conflicts of interests.

### **About the Author**

Mai Thi Yen Lan is a lecturer at School of Education, Can Tho University, Vietnam. She held her PhD degree in Education and her interests in research are about educational issues.

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