

# **CORRUPTION IN GENERAL EDUCATION IN VIETNAM**

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## SUMMARY

The general education system in Vietnam accommodates great sources of human, materials resources and accounting 20% of total State budget. Besides, this system possesses also typical powers like evaluation, certificate issuance. Thus, it is difficult to avoid corruption.

### 1. VARIOUS FORMS OF CORRUPTION IN GENERAL EDUCATION SYSTEM

In addition to the corruption with the common nature, corruption is specific due to the typical features of the general education system, such as : (1) Bribery for school entry, (2) Bribery for marks, (3) Compel extra learning, (4) Education fee collection abuse, (5) Monopoly of textbooks, (6) Corruption in the recruitment, promotion, and alternation of teachers, (7) Steal the materials from construction projects, especially the school solidification program, (8) Deduction on buying equipment, (9) Deducting fund for educational projects

### 2. CAUSES OF CORRUPTION IN GENERAL EDUCATION SYSTEM

Major causes of corruption in Vietnam's education sector are presented hereunder.

#### 2.1 Objective causes

##### 2.1.1 *Low level of economic development*

The World's experiences show that corruption perception index (CPI) is directly proportional to GDP per capita. This relationship is modeled in a linear equation:

$CPI = 0,016 \text{ GDP} + 2,236$  with quite high linear correlation coefficient: 0.87, reflecting proportional relationship between GDP and CPI.

##### 2.1.2 *Different levels of development*

Vietnam has 64 provinces, including urban, rural, mountainous areas with different levels of development. Different levels of development in provinces and regions will result in different quality in various schools. Both teachers and pupils desire to teach and learn, respectively, in schools of higher quality.

##### 2.1.3 *The transformation period created ambiguous spaces*

Confusion in arguments and inconsistency in legislation and policies have all created "half-light space", which makes corruption easily occur.

#### 2.2 Subjective causes

##### 2.2.1. *Regarding State management agencies: low level of national administration capability*

(1) There exists the ask-and-give mechanism in education sector

(2) Low and leveled salary and school fees

(3) Inconsistent, unclear and inappropriate policies and regulations

#### 2.2.2. Causes related to administration in education sector

(1) Capability of policy concretization is not yet high

(2) Capability on policy implementation remains limited

(3) Accounting and statistical system not yet strong

(4) Lack of publicity and transparency

(5) Lack of close examination and supervision

(6) No training on anti-corruption was organized for management team, teachers, and pupils

#### 2.2.3 Regarding individuals

(1) Poor awareness of officers and teachers on corruption prevention and combat

(2) Moral degradation of part of teachers

### 3. CONSEQUENCES OF CORRUPTION IN EDUCATION

#### 3.1- Corruption causes lower education quality.

Corruption in education has both direct and indirect effects on education quality through the descriptive mechanism presented in the following figure 1:

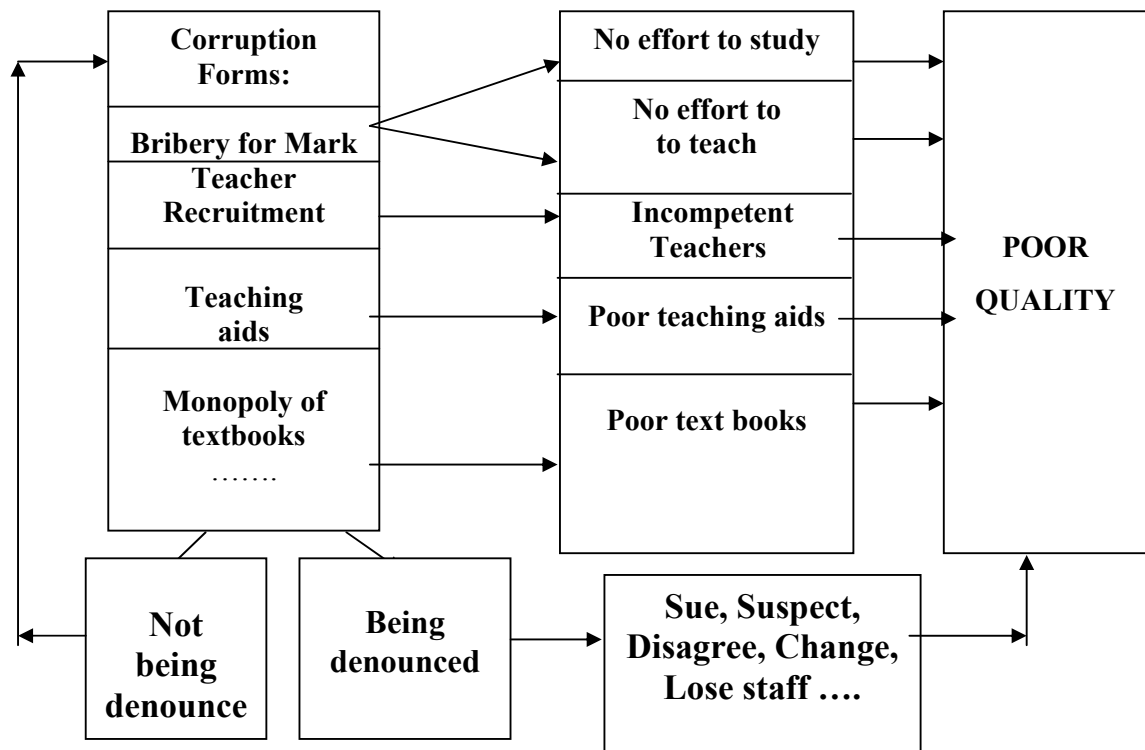
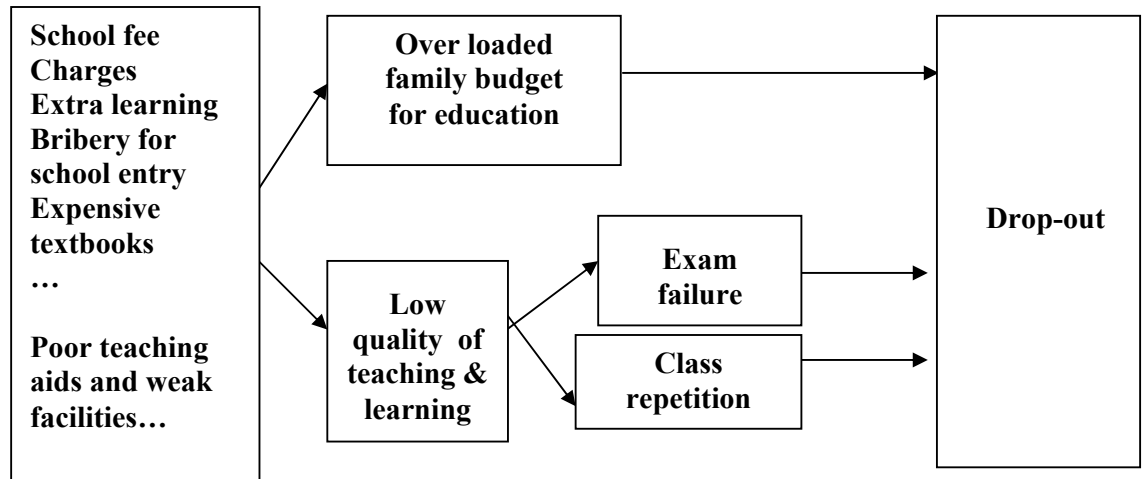


Figure 1: Corruption mechanism – decreased quality of education

### 3.2- Corruption causes decreased level of access to education services and increase in inequality among education beneficiaries

Corruption causes decrease in the access to education services. The effect mechanism can be described through figure 2 as follows:



*Figure 2: Corruption mechanism – decreased in quantity of education*

In addition to above consequences, corruption degrades human being And contributes to social chaos.

In conclusion, corruption in education contributes to degrading people, increasing society inequality and slowing down national development.

## 4. CIVIL SOCIETY AND ANTI — CORRUPTION IN GENERAL EDUCATION IN VIETNAM

During the past time, civil society organizations of Vietnam have made certain contributions to corruption prevention and combat in general and anti-corruption in education sector in particular, which are reflected in the following forms:

### ***4.1 Close link between the people and journalist to form a powerful and effective forum for corruption prevention and combating***

A typical example of the close link between People and the Media to form a powerful and effective forum for anti-corruption is the case of “bribery for school entry” in Le Quy Don Upper Secondary School in Ho Chi Minh City being brought to light in 2006 by the Media. This case can be divided into the following stages:

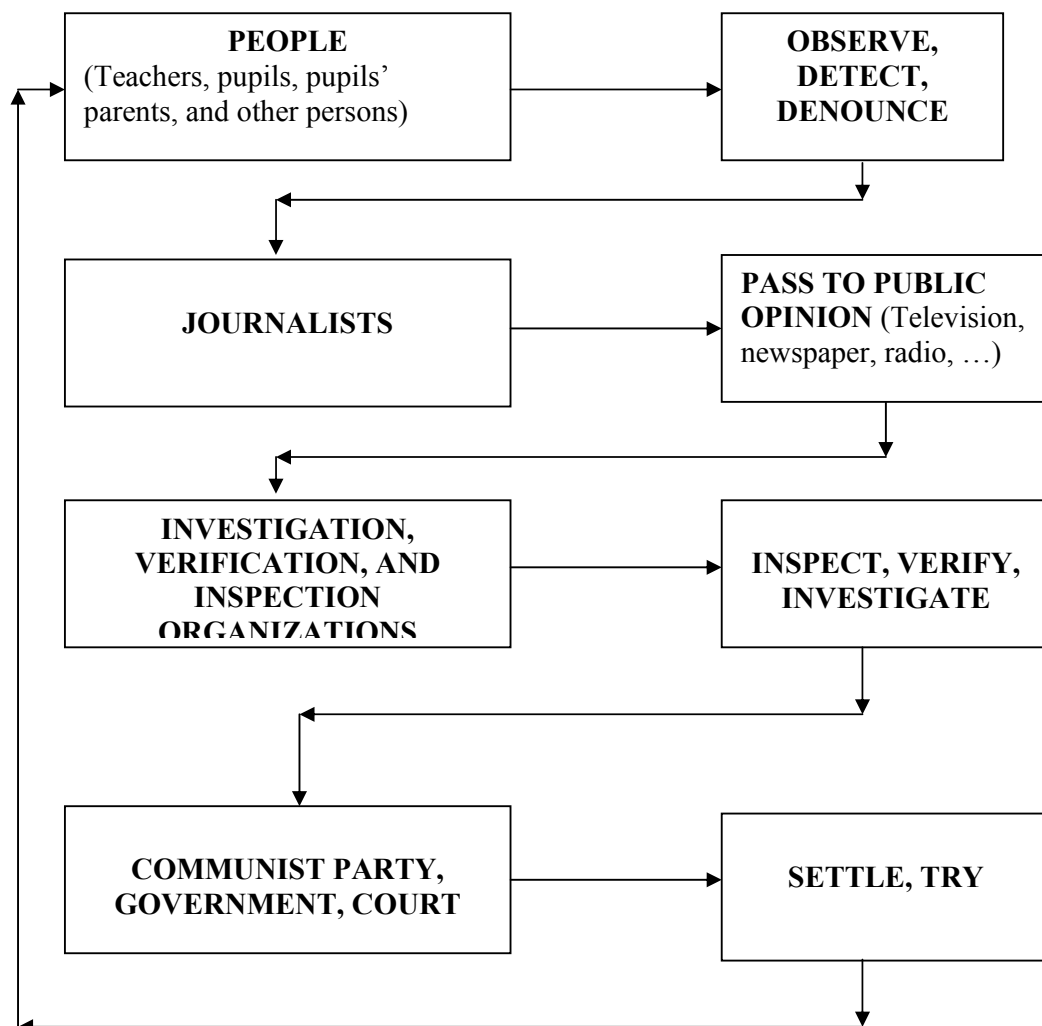
*Stage 1: From 1998 to 23/8/2006: given no involvement of the media, the case was “sunk”*

Stage 2: *People denounce, the media raise their voice, competent authorities promptly involve in the process*

After only 1 week from the Thanh Nien Newspaper raised its voice, the Inspection of Education and Training Department had initial conclusions. However, such conclusions were not accepted by the society.

Stage 3: *Civil Society organizations and the media supervise and evaluate the settlement of competent organizations*

Together with many other similar incidents, it is possible to generalize anti-corruption procedures of the “People-Journalists” Alliance in the following Figure 3:



**Figure 3: Alliance “People-Journalists” for anti-corruption**

In the above figure, the role of the alliance of “people-journalists” is not only to observe, detect, denounce and bring to public opinion corruption cases,



but also supervise the process of inspection, verification, and investigation conducted by agencies of the Communist Party, Government and Court.

#### **4.2 Virtual civil society organizations involved in corruption prevention and combat**

Virtual civil society organizations in corruption prevention and combat, which consists of: (1) Anonymous people who send denunciation letters to competent organizations or the mass media ; (2) Anonymous people who write articles of denunciation on on-line newspapers or participate in the Forum of the Education and Training Ministry's website Edu.net.vn. (3) Anonymous BLOGGER which is also called the "fifth power".

"Virtual civil society organization" has achieved success in corruption prevention and combat because it can combine two factors: (1) Ensure safety for the people involved in denouncing or expressing opinions on corruption in certain units and supervising the process of investigation and settlement of the State , (2) The strength of the modern mass media.

#### ***4.3 Many civil society organizations participated in corruption prevention and combat but the results achieved are not yet high and remained formalistic***

The fight against corruption led and organized by the Party and State has attracted the participation of the following civil society organizations: Fatherland Front, Women's Union, Veterans Organization, grassroots Trade Union, Youth Union etc. However, the anti-corruption results of above civil society in Vietnam remain limited.

In summary, together with the determination of the Party and State, rapid development of modern communication system, especially INTERNET, the civil society of Vietnam is fundamentally renovating the ways of corruption prevention and combat and increasingly participating in this job.

In the society in general and education sector in particular, a "tripod" has been created to combat corruption more effectively. These include Party and State – the Market- Civil Society.

### **5. RECOMMENDATION ON A SYSTEM OF SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF CIVIL SOCIETY ORGANIZATIONS IN CORRUPTION PREVENTION AND COMBAT**

#### **5.1 WITH RESPECT TO THE PARTY AND STATE**

***Recommendation 1:***

The Central Committee of Communist Party, National Assembly and Government are to reform the system of general education in a direction that can develop high quality non-State School

***Recommendation 2:***

National Assemble is to finalize and approve the draft Law on Association which has been drafted for the past 10 years. Activities of civil society should be considered as a necessary complement for operations of the State and market.

***Recommendation 3:***

The Party and Government at all levels should protect, respect, commend and provide deserving rewards to the people involved in fighting corruption in general and fighting corruption in education sector in particular. Identity of such people should not be released without their consent.

**5.2 WITH RESPECT TO MINISTRY OF EDUCATION AND TRAINING**

***Recommendation 4:***

The Government should create conditions for the media agencies, Trade Unions, Youth Union in schools and various organizations of the education sectors to organize training and propaganda on corruption prevention and combat for management staff, teachers and pupils.

***Recommendation 5:***

It is necessary for the Ministry of Education and Training to issue an obligatory regulation: all budged plan of Education anf Training Departments from central level (Ministry) to grassroots level (schools), all programs, projects, regulations, procedures, standards, mechanism, which are not related to the national secret, must be transparent and publicized in details with various forms, at least on websites so that anyone, any civil society organization can easily access to the information to satisfy their supervision requirements.

***Recommendation 6:***

It is necessary to develop both quality and quantity of the system of Inspection, verification, supervision in education sector. Establish anti-corruption information Centre and website, which are under the management of the Ministry's Inspection, to collect and process all denunciation information and letters, both anonymous and unanonymouse. The status of corruption in the industry should be assessed annually.

### 5.3 WITH RESPECT TO CIVIL SOCIETY ORGANIZATIONS

#### ***Recommendation 7:***

It is necessary to raise a question: how to mobilize all members of all civil society organizations to use the modern mass media, cooperate with the media to prevent and fight against corruption rather than to separate the evaluation and find ways to improve the role of each civil society organization in corruption prevention and combat.

#### ***Recommendation 8:***

Civil society organizations should disseminate knowledge of Internet to members, at least conditional members, especially the application of Internet in detecting and denouncing corruption. Civil society organizations should create close relationship with teachers and pupils, civil society organizations in schools and mass media agencies to strengthen corruption prevention and combat. To assist competent organizations to conduct inspection and verification after receiving anonymous or unanonymouse denunciation letters, civil society organizations and individuals should provide as detailed and specific information as possible, including: time, location, full names of the concerned people, contents of the cases, evidences etc.

#### ***Recommendation 9:***

Civil society organizations, teachers, pupils, citizens, the media should intensify the “sense of clinging”, closely supervise the process of inspection, verification, investigation, and trial until the corruption cases are concluded and settled appropriately.

### 5.4 WITH RESPECT TO RELEVANT ORGANIZATIONS

#### ***Recommendation 10:***

It is necessary to have financial and technical support to improve capability of doing scientific research on corruption prevention and combat in education and training sector, aiming at clearly indicating current status, causes and consequences and finding effective solutions to fight against corruption in the industry.

# **CORRUPTION IN GENERAL EDUCATION IN VIETNAM**

## **SECTION 1: RESEARCH INTRODUCTION**

### **1.1 BACKGROUND**

Corruption is one of the challenges to the development in Vietnam. The party and Government are of the view that corruption is serious and fighting corruption is one of the priorities in the working agenda of the Government. Recently, there have been many efforts to alleviate the corruption in Vietnam. Donors are worried about corruption, especially the impact of corruption on the poor people.

Though having been much mentioned about, corruption has not yet been studied in depth in specific areas including education. Corruption in education has been an alarming phenomenon in many aspects: damaging the image of the education, having negative impact on the access by people, especially the poor people, to educational services, badly affecting the quality and equality in education, eroding social capital and having bad effects on future generations.

One of the initiatives of the Vietnamese government is to organize periodically dialogues with the donors on corruption and anti-corruption. The second dialogue will be held on the threshold of the Consultative Group in early December, 2007. One of the topics for dialogue this time is the participation by socio-political organizations, mass media and people in fighting corruption. Parties concerned have agreed to use the practical situation of a sector-education- to illustrate the participation by socio-political organizations, mass media and people in fighting corruption.

### **1.2 RESEARCH OBJECTIVE**

(1) To be used as the basis for the discussion at the Dialogues on anti-corruption between Vietnamese government and donors through the synthesis of information and studies available on the corruption in education with the

focal point of the participation by socio-political organizations, mass media and people;

(2) To bring up the theory and the necessity of carrying out the researches in depth as the basis for the policy dialogues amid parties concerned on the corruption in education with the focal point of the participation by socio-political organizations, mass media and people.

### 1.3 RESEARCH CONTENTS

Research report comprises, in addition to research introduction, the following 5 main points:

- (1) Analysis of the symptoms of corruption.
- (2) Causes of corruption in education sector
- (3) Consequences of corruption education sector.
- (4) Civil society and anti-corruption in education sector of Vietnam
- (5) Recommendations on policy measures.

### 1.4 RESEARCH SCOPE AND METHODOLOGY

(1) Research only concentrates on general education excluding vocational training and university education.

(2) The **results** of scientific research, **conclusions** of National Assembly, Government and State auditor, donors, programs and projects, Inspection and Investigation agencies and trials published on the mass media of Vietnam, mainly during 2006 and 2007 serve as a basis to analyze corruption situation and consequences, various forms of social society used for anti-corruption, and provide recommendations to increase the effectiveness of this form.

(3) For the illustration for the research, the consultant group will use case studies already published openly on mass media. The use of these cases should highlight the role of socio-political organizations, mass media and people in anti-corruption.

### 1.5 RESEARCH LIMITATIONS

These can be considered the case studies. Thus, it cannot be generalized.

## **SECTION 2: VARIOUS FORMS OF CORRUPTION IN GENERAL EDUCATION SYSTEM**

In 2005, the general education system of Vietnam comprises 27,227 schools with 508,763 classes and 780,500 teachers, 16,649,200 pupils. The budget allocated for education and training in 2007 is VND 66,770 billion (accounting 20% of total State budget). Obviously, the general education system accommodates great sources of human and materials resources. Besides, this system possesses also typical powers like evaluation, certificate issuance. Thus, it is difficult to avoid corruption.

In 2005, following the sociological survey on corruption conducted by the Committee for Internal Affairs of the Communist Party of Vietnam, 53.2% civil servants, 51.83% enterprise staff and 39.3% residents rate the corruption in the education system from “not little” to “very rampant”.

*In 2006, corruption in the general educational system did not diminish but became many evens more serious problem such as:*

- Corruption cases were various and caused quite a stir in the society, e.g: The bribery for Le Quy Don High School in Ho Chi Minh City, the most sensational mark bribery case which occurred in Bac Lieu province or the corruption case of Mac Kim Ton, the former Director of the Education and Training of Thai Binh Province

- Corruption even occurred among the highest-rank leader of the provincial education system: Within only one year two directors of the Education and Training Departments were arrested, which was unprecedented in the history of Vietnam's education.

- There appeared collective corruption cases, involving a lot of people (e.g: The bribery for Le Quy Don High School, the bribery for mark in Bac Lieu province,...)

- At Forum *Edu.net.vn* by the Ministry of Education and Training, under the Forum 2005, there were only 23 articles about negative aspects, mainly, in the education and training. In 2006, this number increased to 97!

In addition to the corruption with the common nature, corruption is specific due to the typical features of the general education system. Efforts are made hereinafter to detect and describe these corruption forms.

## **2.1. VARIOUS FORMS OF HOUSEHOLD BUDGET CORRUPTION**

### **2.1.1. Bribery for school entry**

As said above, the general education system in Vietnam comprises dozens of thousands of schools with dozens of dozens of thousands of classes. Certainly, the qualities of these schools/ classes vary, especially when it comes to comparing the normal schools/classes with the specialized schools and selected classes between urban schools and rural/ mountainous/ suburban schools. Even at the same school, qualities vary amid classes due to different teachers in charge (see Box 2 – Section 6: Annexes). Parents, especially the better-off people, always wish to put their children in good schools/ classes. They usually try to achieve their aims. Without sufficient learning capacity of their children or entry with right routes by their family identity cards, they ask others for help or resort to financial bribes. A learning place at Le Quy Don High School in Ho Chi Minh City was priced at US\$ 2,000 in 2006 (see Box 3 – Section 6: Annexes)

Certain, bribery for school entry occurs not only to Le Quy Don school, HCMC, but also to many other schools in other provinces/cities as reflected actively on media in 2006.

### **2.1.2. Bribery for marks**

Every year, the educational authorities have the specific power to make evaluation of dozens of millions of pupils and decide if they are eligible for class promotion, if their entry marks are enough (especially for moving from junior secondary education to senior secondary education) for entry into specialized

schools and schools for gifted pupils, if they are qualified for senior secondary education graduation and graduation diplomas. For further education and promotion in this period of time, there should be necessarily diplomas. Pupils with insufficient qualification or their parents often bribe for marks for class promotion, better evaluation or graduation. Bribe for marks can be understood as using money and relations to distort the evaluation marks of pupils at examinations or the final conclusive marks. The most sensational mark bribery case in 2005-2006 which occurred in Bac Lieu province revealed a network of mark bribery ranging from teachers to managerial officers of the provincial education sector, and was related to thousands of pupils with hundreds of million Vietnamese Dong. As a result, the director of Education and Training Department was sacked, prosecuted, and the deputy director of Education and Training Department and many others were arrested. The case was prosecuted (see Box 4 – Section 6: Annexes).

### **2.1.3 Corruption in extra teaching and learning**

Extra teaching and learning have existed in Vietnam for a long time and remain very common. National survey on Vietnamese adolescents and youth in 2003 conducted by the Ministry of Health and General Department of Statistics with the technical and financial support from the WHO and UNICEF shows that 78% urban pupils and 60% rural pupils should learn additionally. Another survey reveals that the extra learning seems absolute for some subjects which are considered being the most fundamental like Literature, Mathematics, Physics, and Chemistry (see Box 5 – Section 6: Annexes).

To date, the views remain controversial including a view to consider extra teaching a type of corruption with following arguments:

(1) Extra learning aims at pleasing teachers and “bribing legally” teachers for better marks and class promotion, as “regarding extra learning contents, 44.2% is of the opinion that extra learning means to learn more carefully what have been delivered in classes; 34.7% is of the opinion that extra learning means...



to go to do more exercises; 10.2% is of the opinion that extra learning means to learn what have not yet been taught in classes... (*Survey results, VietnamNet, 14-7-2004*).

(2) Extra teaching is also ways making money from pupils. The so-called willingness as applied for in writing by parents is actually the pressure on pupils for money on purpose through examination and evaluation of knowledge (who does not attend extra learning will get low marks). Following the survey data published by the Community Research Centre, General Department of Statistics, and Save the children UK, the amount spent on extra learning is about US\$ 300 million/ year. Average expense for an urban pupil is VND 425,000/ year (an equivalent to US\$ 27/ year); a rural and mountainous pupil, VND 100,000/year (about US\$ 6/ year) (Tuoi Tre newspaper, HCMC, 16-12-2004). In Ho Chi Minh City alone, the amount fluctuates between VND 100,000 and VND 500,000/month. Rate at VND 500,000-3,000,000/month take 10%... (*Research result, VietnamNet, 14-07-2004*).

(3) As teachers spend time, energy and knowledge teaching additionally, they do not match their official teaching to their obligations and salaries.

(4) At a Primary school in Hanoi with over 500 pupils, the teachers receive additionally an average VND 800,000/month, whereas the leaders receive VND 4,000,000/month from extra teaching. At a Lower Secondary School with 997 pupils in Ho Chi Minh City, the teachers receive VND 200,000/month for 10 extra teaching sessions, whereas the leaders receive dozens of VND millions/month (Lao Dong, 21-10-2005).

(5) Many teachers who have very high income evade high income tax. Clearly, in many cases, extra teaching is a form of corruption and the root of negative incidents.

#### **2.1.4 Education fee collection abusement**

Clause 1, Article 105, Education Law in 2005 stipulates that “pupils of public primary education schools should pay tuition fees. In addition to tuition fees and recruitment fees, pupils or their relatives do not have to make any other

payments. It can be said that “tuition fee and recruitment fee” are the “hard collection” whereas others are “soft collections”. According to a list of insufficient “soft collections” at schools, the number increased to 33 items as reflected by newspapers (see Box 6 – Section 6: Annexes).

Wrong collection in both items and levels will likely result in wrong expenses (see Box 7 – Section 6: Annexes)

### **2.1.5 Monopoly of textbooks**

Education Publishing House is the unique agency to be authorized by the State to publish textbooks. Thus, publishing textbooks is being the monopoly. Education Publishing House operates following Mother-child model. Mother company comprises 10 units. 13 subsidiaries are self-accounting... (SGGP, 6-4-2007).

Following the government inspection, from 2002 to 30-6-2006, the Education Publishing House issued 891 million copies (821 million copies for educational textbooks alone) with turnover of more than VND 3,800 billion, profit of nearly VND 346 billion, and after tax profit of about VND 240 billion. Annual average turnover reaches VND 840 billion. In 2005, after tax profit was the pick, VND 65 billion...

On subsidies to organizations and individuals, the inspection concluded that between 2002 and 2006, total money spent by the Education Publishing House on subsidies was nearly VND 9 billion, but internal regulations on expenses were not clear and loose management of fund resulted in wrong expense of over VND 100 million, wrong use of nearly VND 2.5 billion... Government Inspectorate proposed to re-collect more than VND 70 million which was explained as spending for professional exchange between the Education Publishing House and Taxation Department, but actually for tourist excursions (*Tien dung, Vnexpress, 6-4-2007*).

It can be seen that monopoly on a large textbook market for dozens of million of pupils results in big profits. Loose management is likely to lead to

wrong expenses and corruption under different forms (see Box 8 –Section 6: Annexes).

#### **2.1.6 Corruption in the recruitment, promotion, and alternation of teachers**

With the number of general education teachers of about 800,000 (During 2005-2006 school year, there were 780,500 teachers of general education), a large number of teachers will leave the education sector and a proportion leave the leadership (retirement, management age expiry, health loss, work transfer, drop-out, death) and a similar number of people are recruited and promoted.

On the forum of Edu.net.vn, many articles reflect the bribery delivery and acceptance in teacher recruitment, and not very few articles make known the concrete time, addresses. While the authenticity of the articles remain to be proved, the recruitment of over 1,000 teachers including 184 recruited people exceeding permissible age and illegible for standards, planning, and the promotion of 44 principals/ deputy principals of different educational levels failing to follow the regulations and having occurred for many years in Quang Binh province force to produce the well-based questions on the ambiguity of this case (see Box 9 – Section 6: Annexes).

Additionally, to balance the number and quality of managers, teachers at different unit in the educational sector and to secure the matching between contribution and benefits among officials, the transfer of teachers from this locality to another has been conducted regularly. Everyone wants to stay on or move to the schools with favorable conditions and move from the schools with difficulties. To achieve this aim, bribery takes place not only with one person or in educational sector, but also with many people and in both inside and outside the educational sector in order to create a supporting alliance.(see Box 10 – Section 6: Annexes).

## **2.2 FORMS OF STATE BUDGET CORRUPTION**

### **2.2.1 Steal the materials from construction projects, especially the school solidification program**

In 2005, the Educational sector comprises 27,227 popular schools, with 424,059 classrooms. Thus, there is annual need of new construction, solidification and larger renovation. In fact, the State has made big investments in this area; especially the *school solidification program* received VND 7,930 billion. Like any other capital construction, the “core” of construction and school renovation projects was stolen. Construction Association sets up the List of 43 projects with loss and wastefulness in investment-construction including 6 educational projects. Regarding the school solidification program, the inspection of 14% total classrooms has detected the loss of VND 27.6 billion. As the inspection was made on the large format: in 50 provinces/cities with 7,823 classrooms and 259 renovated rooms, it can be deduced that the financial loss of the Program may rise to about VND 200 billion (see Box 11 – Section 6: Annexes).

Above inspection results show that stealing materials from construction projects and school renovation has been a rampant and serious phenomenon.

### **2.2.2. Deduction on buying equipment**

Budget for teaching aids during 2002-2007 is VND 14,000 billion (nearly US\$ 1 billion) breaking down for primary education: VND 2,424 billion, secondary education: VND 6,100 billion, high education: 6,574 billion. During 2005-2006 school year alone, VND 1,100 billion was spent on teaching aids for grades 4 and 9 excluding the money spent on teaching aids for pilot specialized subjects and additional allocation to teaching aids for grades 3 and 8 (*TTC Sunday*, 27-8-2006).

It cannot be denied that great investment in teaching aids contributes to raising the teaching and learning quality. However, the slow provision of low quality teaching aids has been the topic of public concern and reflected much on

mass media. This is the topic undertaken by the Labor Union of Vietnam Education Sector.

The teaching aids are poor as the relevant organizations which are responsible for provision have bought teaching aids without brands or sources and stuck Japanese labels to them. The case of “Fake goods production and trade” at Book Printing/ Publishing and Equipment Company in Quang Ngai province can be an example (see Boxes 12 -13 -14 - Section 6: Annexes).

### **2.2.3 Deducting fund for educational projects**

With special priority policies given by the State, the Educational and Training Sector has received great budgets and investments from State budgets, ODA and grant assistance most of them are directly controlled by the line Ministry. Specifically, “Following the report by the Educational and Training Ministry to the Committee for Culture, Education, Youth, Adolescents and Children of the National Assembly on allocation, management and use of 2008 budget, estimated allocation to educational and training this year is VND 76,200 billion, accounting for 20% of total State budget, an increase of 14.1% vs. the estimated implementation in 2007” (VietTime, 11-10-2007). Besides, the Educational and Training Ministry is also the owner of 77 projects with total ODA of US\$ 1,109 million breaking into assistance: US\$ 549.4 million, loan capital: US\$ 559.6 million (*SGGP*, 7-10-2006).

There has been corruption in project activities. For example, in Binh Phuoc province, when the Educational and Training Department organized 4 module training (project package) for 5,112 secondary education teachers (46 schools) and 1,185 managers, about 35.8% budget for this activity was deducted. (see Box 15- Section 6: Annexes).

Even, they erect “ghost projects” and are corrupt at such projects. The case of “cheating to appropriate assets and misuse power/functions at work” with one of the defendants being Mac Kim Ton, former member of the National Assembly, legislature 11, former Director of the Educational and Training

Department of Thai Binh province was one of 8 major cases of corruption. The case is an example of the corruption of about 13% of total project fund for teaching aids. But the serious nature of the project is even more conspicuous. (see Box 16 – Section 6: Annexes).

## **SECTION 3: CAUSES OF CORRUPTION IN EDUCATION SECTOR**

In general, there are various causes of corruption, which do not have separate but mixed effects. The research results of the “Project on anti-corruption study” chaired by the Committee for Internal Affairs of the Communist Party of Vietnam and financed by Swedish International Development Cooperation Agency (Sida) brought about hypotheses of 18 causes which can be divided into the following groups:

### **(1) Causes related to policy and legislation:**

- Existence of the “ask-and-give” mechanism;
- Overlap and gaps in legal and policy documents;
- Cumbersome and ambiguous administrative documents;
- Loose regulations on rights and responsibilities of officials, authorities can make decisions at their disposal;
- Inappropriate regulations which creates opportunities for civil servants to involve in workplace harassment.

### **(2) Causes related to organization and staffing task:**

- Personnel management remains weak (regarding education, deployment, promotion, management).
- Part of civil servants become depraved in terms of life style, morality, political thought.
- Low salary
- Existence of factions, which weed out people not involved in corruption.

**(3) Causes related to supervision, examination, inspection, investigation and trial**

- Lack of a mechanism for monitoring and supervising activities of relevant authorities.
- Grassroots democracy regulation yet to be well implemented.
- Few or no corruption cases being discovered.
- Penalties on corruption yet to be strictly enforced.

**(4) Social causes:**

- Low intellectual level of the people makes officers easily involve in workplace harassment.
- People are not interested in public capital and assets.
- It becomes a habit of the people to provide gifts/money to have their problems resolved.
- The following conception is abused "*A quid of betel and areca-nut starts the ball rolling*"
- There exists a misconception that *those who reject chances to corrupt are unwise.*

To verify the research hypotheses, the above 18 causes were all raised in the three questionnaires for civil servants, enterprise's officers and citizens. The survey results from the 3 groups of interviewees are shown in Table 1.

Table 1. The rate of interviewees who “fully agree” on corruption causes among the 3 surveyed groups

Unit: %

CAUSES	SURVEYED GROUPS		
	Civil servants	Enterprise staff	Citizens
<b>1. Causes related to mechanism, policy, legislation</b>			
Existence of “ask and give” mechanism	65,2	72,10	55,2
Overlap and gaps in legal and policy documents	60,1	46,12	49,0
Cumbersome and ambiguous administrative documents	56,2	62,35	48,4
Loose regulations on rights and responsibilities of officials, authorities can make decisions at their disposal	51,9	42,71	46,7
Inappropriate regulations which creates opportunities for civil servants to involve in workplace harassment.	47,1	47,12	40,7
<b>2. Causes related to personnel management</b>			
Civil servants become depraved in terms of life style and morality	69,6	59,06	56,7
Staff promotion and assignment remain weak	41,2	42,82	40,9
Low salary	33,1	35,66	32,0
Existence of factions, which weed out people not involved in corruption.	38,5	24,91	42,1
<b>3. Causes related to corruption examination, supervision and trial</b>			
Lack of a mechanism for monitoring and supervising activities of authorities	61,5	51,59	49,2
The grassroots democracy mechanism yet to be well implemented	54,4	40,07	41,8
Few or no corruption case being discovered	39,4	31,68	35,9
No strict trial by legislation on people involved in corruption	66,8	64,75	61,8
<b>4. Social causes</b>			
People are not interested in public capital and assets	32,3	24,91	33,3
Low intellectual level makes officers easily involve in workplace harassment	31,4	29,72	40,2
It becomes a habit of the people to provide gifts/money to have their problems resolved.	29,7	27,37	40,0
Conception “A quid of betel and areca-nut starts the ball rolling”	22,8	16,12	30,0



There exists a misconception that those who reject chances to corrupt are unwise.	19,2	11,11	23,7
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Being a component of the social-economic system, causes of education in education are also included in the above mentioned causes but they have specific characteristics. Major causes of corruption in Vietnam's education sector are presented hereunder.

### 3.1 OBJECTIVE CAUSES

#### *3.1.1 Low level of economic development*

Based on purchase power parity (PPP), GDP per capita of Vietnam in 2007 is USD 3,100, ranking the 121 out of 145 surveyed countries. The World's experiences show that corruption perception index (CPI) is directly proportional to GDP per capita. Therefore, it can be inferred that the lower the level of economic development, the higher the level of corruption. This relationship is modeled in Figure 1 and quantified in a linear equation:

**CPI = 0,016 GDP + 2,236** with quite high linear correlation coefficient: 0.87, reflecting proportional relationship between GDP and CPI.

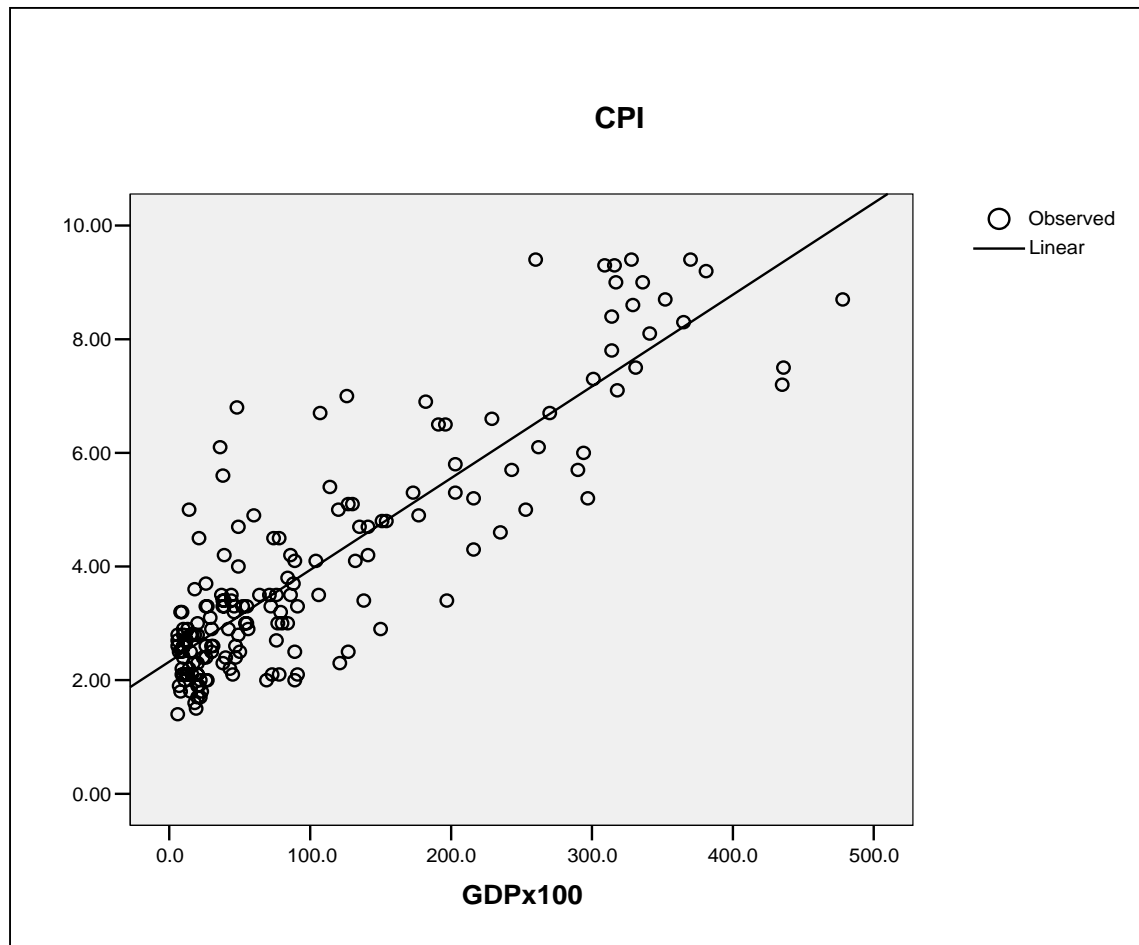


Figure 1: Correlation between CPI and GDP

### 3.1.2 Different levels of development

Vietnam has 64 provinces, including urban, rural, mountainous areas with different levels of development, which is reflected as follows:

- According to the Human Development Report, the human development index (HDI) is about 0.8 in such provinces and cities as Hanoi, Ho Chi Minh City, and Ba Ria Vung Tau, while it is about just 0.5 in Lai Chau, Ha Giang, and Kon Tum provinces.
- According to a survey on household living standards conducted in 2004 by General Statistical Department, the difference in monthly average income per capita between the richest group and the poorest group is 13.5 times in the period of 2003-2004! (*VietNamNet*, 12/04/2005)

This creates the need for movement of people in general and teachers in particular from locations of low development level to locations of higher development level. Teachers are highly-educated people, therefore they will compare their income with that of other social groups and aim at leveling the difference. Different levels of development in provinces and regions will result in different quality in various schools. Both teachers and pupils desire to teach and learn, respectively, in schools of higher quality.

### **3.1.3 The transformation period created ambiguous spaces**

Vietnam embarked on “Doi Moi” Reform in 1986, firstly in economic sector with transformation from centrally-planned economy to socialist-oriented market economy. Although facing with many difficulties, this policy has been increasingly accepted by the society. It is more difficult in education sector and only after 20 years of Doi Moi, the Party’s Commission for Science and Education was able to organize a scientific forum “*Education in socialist-oriented market economy*” on the 4<sup>th</sup> December 2004. According to the Vice Chairman Nghiem Dinh Vy, the clarification “where there is an education market” would be a content prepared by the Commission for Science and Education to submit to the Secretariat of Central Committee of Vietnam Communist Party to prepare the Documents for the 10<sup>th</sup> National Congress of Vietnamese Communist Party (held in 2006). The Principal of Central Education Management School said “*Our current discussion is similar to the years of 1985 and 1986, when we discussed whether or not to choose market economy in the socialist mechanism*”(VietNamNet, 05/12/2004). Although it is stipulated in article 17 of Education Law 1998 that “all behaviors of commercializing education activities are prohibited”, the laws still allow organizations and individuals to invest in building various types of private schools and pupils have to pay school fees (VietNamNet Forum, 14/11/2004). Confusion in arguments and inconsistency in legislation and policies have all created “half-light space”, which makes corruption easily occur (See Box 17-Section 7: Annexes).

## 3.2 SUBJECTIVE CAUSES

### 3.2.1. Regarding State management agencies: low level of national administration capability

#### *(4) There exists the ask-and-give mechanism in education sector*

The number of State-owned enterprises decreased from 12,000 before Doi Moi reform to just about 1,800 in 2006. In a conference on State-owned enterprise renovation and re-organization for the period 2006 - 2010, the Prime Minister Nguyen Tan Dung asserted: "The focus of enterprise renovation and re-organization in the next 5 years is equitization. Our target is to basically complete State-owned enterprise equitization". Meanwhile, education is dominated by the public sector. In the school year 2005-2006, Vietnam has 27,331 primary schools, lower secondary schools and upper secondary schools which are structured as in table 2.

*Table 2: The proportion of public schools in Vietnam in the school year 2005-2006*

Type of school	Total	Of which		Ratio of public schools (%)
		Public schools	Non-public schools	
Primary school	14,688	14,601	87	99.41
Lower secondary school	10,275	10,218	57	99.45
Upper secondary school	2,268	1,665	603	73.41
Total	27,231	26,484	747	97.26

Most of schools in Vietnam are public schools, therefore the subsidy base allocated from the State Budget is quite large. According to the Education Minister Nguyen Thien Nhan: 90 % is the State Budget and school fees contribute only 10%. Therefore, the State Budget allocated for education and training has increased rapidly, which accounts for 20% of the national budget at the current time. Regarding general education alone, State Budget expenditure

increased from VND 415 billion in 2001 to VND 2328 billion in 2006, increasing by over 5 times only after 5 years (edu.net), but it has never been adequate but always falls “short of breath”. And subsidy always results in “ask-and-give” mechanism (See Box 18- Section 7: Annexes).

### ***(5) Low and leveled salary and school fees***

Basic salary of Vietnamese civil servants in general and of teachers in particular is really low compared with expenditure level, it even fails to afford their lives (See Box 19 - Section 7: Annexes). “According to the Education Minister Nguyen Thien Nhan,...the Ministry of Education and Training plans to submit to the Government a project to increase salary level for teachers so that in 2010 teachers can live with their own salaries” (QDND, 29/11/2006 ).

Salary is low and being leveled, meaning a general payroll applies to all teachers and each teacher obtains salary increase every 3 year. Therefore, proficient teachers and ordinary or weak teachers will have similar salary (or insignificantly different) if they have the same qualifications (College graduates or University Graduates) and same length of service. Besides, there exist function allowances, but such allowances are at low level, e.g. VND 450,000 (or USD 30) for Minister. As a result of such situation:

- (a) Staff and teachers have to join extra work or extra teaching. This partly explains the phenomenon of the spread of extra teaching.
- (b) Given the fact that 2 parts are separated “main teaching” and “extra teaching”, despite the principle set by the Government “**distribution based on work**”, workers will definitely implement the principle :”**Work based on the distribution**”. This often causes decline in quantity and quality of teaching in the part of “main teaching”.

School fees experience the same situation: low and leveling. Hanoi has 240 lower secondary schools and 80 upper secondary schools, which have significantly different quality but apply similar school fees of about USD 2 excluding certain reduction for farmers’ children. See table 2.

Table 2: School fees and other collections from the school year 2000-2001 onwards

School level	Collection level from the school year 2000-2001 onwards
<b>II. Lower secondary school</b>	
- Parents engaged in farming	VND15,000/pupil/month
- Parents engaged in farming in Soc Son	VND10,000/pupil/month
- Others	VND20,000/pupil/month
<b>III. Upper secondary school</b>	
- Parents engaged in farming	VND25,000/pupil/month
- Parents engaged in farming in Soc Son	VND20,000/pupil/month
- Others	VND30,000/pupil/month

*Source: Decision No. 73/2000/QĐ-UB dated 16/8/2000 by People's Committee of Hanoi City*

The above mentioned situation has resulted in corruption-related consequences as follows:

- (a) Given low and equal school fees, one can “bribe” to enter a higher quality school. In economic terms, the amount of bribery may be equal and even higher than the difference between the price determined by quality and quantity of teaching and the low level of school fees collected by the State. On the other hand, such type of school fee mechanism leads to irrationality: it is impossible to pay high cost for high quality service, weak pupils can only study in lower quality schools, and it is unfair to pay the same school fees for different quality services.
- (b) School fees have clear norms, which are easily managed supervised and are fewer than the voluntary contributions, which have no norms, difficult to be managed and easily causes negative phenomena.

### **(3) Inconsistent, unclear and inappropriate policies and regulations**

On 21<sup>st</sup> August 1997, the Government issued the Resolution No.90/CP on socialization of education, health care and culture. It is stipulated in the Education Law 1998 "all behaviors of commercializing education activities are

prohibited”, but the laws still allow organizations and individuals to invest in building various types of private schools and pupils have to pay school fees.

It is stipulated in item 1, Clause 105, Education Law 2005: “Pupils of public primary schools do not have to pay school fees. Besides school fees and enrollment fees, pupils or their family do not have to make any other contributions”.

Thus, insufficient State investments and low school fees cannot help mobilizing contributions from pupils’ parents and the society, implementing the policy of education socialization and calling upon “the State and people join together”. On the other hand, there is lack of a separate law on mobilization of voluntary capital from the society. This creates ambiguity for the people and difficulty for the education management organization in the implementation process.

### **3.2.2. Causes related to administration in education sector**

#### *(1) Capability of policy concretization is not yet high*

Only 7 out of 15 decrees guiding on the implementation of Education Law 1995 have been implemented after 6 years (*VietNamNet, 14/07/2005*). Since the issuance of the Decision No. 70/1998/QĐ-TTg of the Prime Minister on “Collecting and using school fees in public education and training establishments under the national education system”, a series of changes have been occurred. The Ministry of Education and Training has developed School Fee Project and Salary Project but they projects have yet to be announced so far. As a result, the mechanism of leveling salary and school fees remains unchanged.

#### *(2) Capability on policy implementation remains limited*

Teaching aids Supply is a big Project started from 2002 with expenditure amounted to VND 14,000 billion. The provision of teaching aids is performed annually. It is well-known that the 5<sup>th</sup> of September is the starting day of a new school year and teaching aids should arrive schools before this date but delay in

supply occurred every year, especially in school year 2006-2007, which is the last year of the Project (*See Box 20 - Section 7: Annexes*).

This shows weaknesses in policy implementation of the whole system ranging from central level (Ministry) to grassroots level (schools).

*(6) Accounting and statistical system not yet strong*

According to a verification report made by the National Assembly's Committee on Finance and Budget on the implementation of the Decree Law on Fees and Charges on 20/9/2007, the year 2004 saw over VND 700 billion being credited and debited not in compliance with the prevailing regulations, especially in universities (TPO, 20-10-2007). It is the poor statistical and accounting system that causes inconsistent reporting data. Therefore, over 2 months has passed since 20/10/2007, when a question was raised in Tien Phong Newspaper "*Where has over VND 10,000 billion of State Budget allocated for Education gone?*", but no answer has been given to the public (*See Box 21 - Section 7: Annexes*).

*(4) Lack of publicity and transparency*

Such corruption cases as appropriation of allowances allocated for teachers attending training courses (in Binh Phuoc), squeezing investment expenditure on teaching aids (in Binh Dinh), and staff recruitment and transfer (in Quang Binh) illustrated the lack of publicized and transparent information on standards, quality and prices for teachers, pupils and their parents to perform examination, supervision and reconciliation.

*(5) Lack of close examination and supervision*

The recruitment of thousands of teachers in Quang Binh, which failed to follow standards and procedures, occurred for many years but were not early detected. Upon the time the public opinion its raised voice, the problem has already been serious and difficult to settle.

Such cases as purchase of goods with no labels or incorrect labels under Teaching aids Supply Project, appropriation of teachers' allowances in Binh



Phuoc, bribery for marks in Bac Lieu all illustrated loose supervision and examination of responsible people.

***(6) No training on anti-corruption was organized for management team, teachers, and pupils***

Resolution of the 3<sup>rd</sup> Plenum of Vietnamese Communist Party's Central Committee in July 2006 requires including "the contents anti-corruption Law" in the education programs". On 5<sup>th</sup> November 2007, about one year and a half after the resolution was issued, the Government Inspection organized a Seminar to gather comments for the draft proposal "Inclusion of anti-corruption contents to the training curricula". All participants of the seminar agreed that phase 1 (2008 – 2010) will complete the development of anti-corruption training programs, curricula and lectures for civil servants, pupils, students and provide the training in some schools on a pilot basis ( *VietNamnet*, 05/11/2007). Thus, teachers and pupils have not received any training on corruption prevention and combat to date. Even inspectors and managers at Department level do not have good understanding of the laws related to this matter (*See Box 22 - Section 7: Annexes*).

**3.2.3 REGARDING INDIVIDUALS:**

***(1) Poor awareness of officers and teachers on corruption prevention and combat***

Corruption in education sector in such form as recruitment, promotion, secondment, bribery for school entry, bribery for marks, equipment purchase, appropriation of allowance given to beneficiaries of different projects involves many people who are well educated. Among those relevant people, the number of denunciator may be large. Given the denunciation is performed, not only teacher's reputation is damaged, he/she may also be imprisoned. They have involved in corruption not only because of greed, but also lack of knowledge and they could not anticipate possible consequences. The case of Mac Kim Ton is an example.

In the case of Binh Phuoc province, thousands of managerial staff and primary school teachers were required to sign bills for no money but they agreed to sign such papers. This shows the lack of vigilance over the national disaster of corruption, which we consider as “internal invader” everyday. This further illustrates the lack of knowledge on corruption prevention and combat.

***(2) Moral degradation of part of teachers***

In the market economy, the motive to reduce poverty, alleviate and become rich has made part of teachers degrade in the form of escaping poverty and becoming rich at any cost, including involving in corruption. This is evidenced in various cases related to staff and teachers in education sector in Section 2 of this Report.

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## **SECTION 4:**

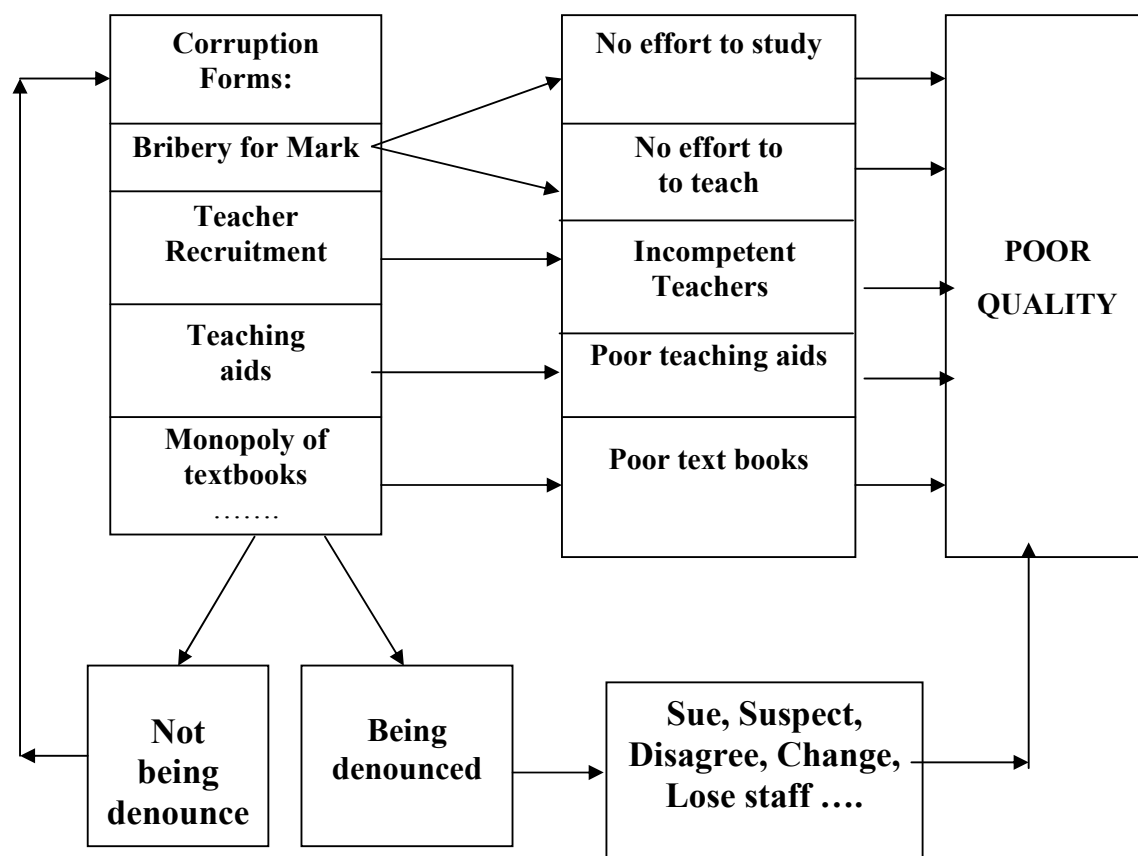
### **CONSEQUENCES OF CORRUPTION IN EDUCATION**

Corruption causes much severe damages and consequences to every individual, family, community and all society in many aspects: politics, economy, society, environment. Therefore, the Resolution No 14-NQ/TW of the Politburo on 15-5-1996 on guidance of the combat against corruption defined that the corruption “threaten the survival of the system”.

Besides such general impact, corruption in education has also typical effects, which makes the education system degrade in terms of both quality and quantity, and even causes long-lasting damaging consequences for the society and human being. Following is the in-depth analysis of such consequences.

#### 4.1- Corruption causes lower education quality.

Corruption in education has both direct and indirect effects on education quality through the descriptive mechanism presented in the following figure 1:



**Figure 1: Corruption mechanism – decreased quality of education**

As a result of bribery for school entry and marks, pupils do not have to make any efforts to study but can still enter desirable schools and have “good” study records, despite their empty or poor knowledge. Due to corruption, unqualified teachers are recruited whereas more competent teachers are removed. Teachers who sell marks will respect money in stead of knowledge, and therefore, become enthusiastic in imparting knowledge.

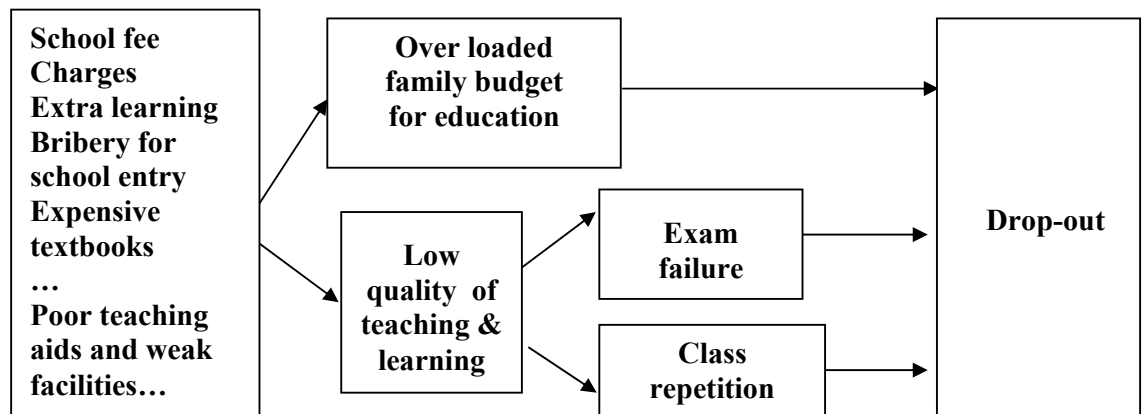
Corruption results in none or few teaching aids with low quality. Teaching aids are bought, but cannot be used. Textbooks are expensive but their quality is poor. All

above mentioned elements have contributed to lower quality of education. Besides, when there is corruption at a school, there will be two options:

(i) corruption is not detected and exposed. Thus, corruption continues and education quality is poor as analysed. (ii) as corruption is exposed, the struggle will be “deadly fiearce”. Due to the tense atmosphere at school and in classrooms (experience in Upper Secondary Schools Van Noi, Dong Anh district, Hanoi), the quality of education will decrease. In the school year 2006-2007, the graduation rate of senior education schools is 67% but “many Upper Secondary School have a bit higher graduation rate of 10% ...(*VietNamNet*, 13/06/2007). **This is one indicator of low quality of education.**

#### **4.2- Corruption causes decreased level of access to education services and increase in inequality among education beneficiaries**

Corruption causes decrease in the access to education services. The effect mechanism can be described through figure 2 as follows:



*Figure 2: Corruption mechanism – decreased in quantity of education*

The mechanism of the effects can be described as follows: textbook monopoly, untidy collection of tuition fees, charges of mark and school entry bribery increase family budget allocated for education, which accounts for about 40% of the expenses from national economy spent for education. SAVY survey shows the following consequences:

- 42,2 % juveniles and youths cannot go to schools due to “unaffordability to learn”.
- 24,7% of juveniles drop out as they cannot afford tuition fees and charges.

Above rates are the major contributor to the illiteracy and drop-out. As a result, about 51% of rural juveniles and youths have the highest level of education being primary school, illiteracy or just know how to read and write. (see Box 17 – Section 6: Annexes).

Certainly, the education is lower in poor areas and with poor people due to their early education drop out. The gap of education benefit between the ethnic minorities of Kinh, Hoa and other ethnic groups is more clearly illustrated upon consideration of the highest education level achieved as shown in the following Table 4:

**Table 4 – Highest education level achieved by ethnic groups.**

*Unit: %*

<b>Highest educational level achieved</b>	<b>Ethnic groups</b>	
	<b>Kinh, Hoa</b>	<b>Other ethnic groups</b>
Illiteracy	0.27	0.19
Incomplete primary education	6.30	21.77
Primary education	33.34	40.75
Junior Secondary education	35.10	15.89
Senior Secondary education	12.09	3.17
High education	10.98	1.83
Undefined	1.87	16.37
Total	100.00	100.00

Thus, the rate of juveniles and youths after senior secondary education of Kinh and Hoa peoples is 6 times higher than that of other ethnic groups, whereas the rate below primary education of other ethnic groups is 1.5 times higher than that of Kinh and Hoa peoples.

Besides, as analyzed above, corruption contributes to low education quality. Due to low education quality, the rate of pupils failing or repeating

classes will be high if evaluation of exams is serious and this will result in drop-out. At the parliamentary forum, many deputies warned of rampant drop-out after the Educational and Training Ministry launched the campaign ‘Two No’. Specifically, right in the “Land of education” of Nghe An in 2007-2008 school year, the number of drop-out is nearly 11,000 children. Such situation, as reflected on the mass media, also occurs in Bac Ninh, Kien Giang, Phu Yen, Bac Can, Dien Bien, Quang Binh, Lam Dong... provinces” (*Tien phong online, 15-11-2007*).

#### **4.3- Corruption degrades human being**

The evil of buying marks adapt children to lies, dishonesty, and inequality and become the liars with the true capacity being always lower than evaluation.

Corruption through mark sale, bribery in staff recruitment and promotion make people believe that human promotion is due to dealing but not individual capacity. Accordingly, they do not make efforts to improve their qualification.

Corruption in general and corruption in education in particular make the young people, who are the future master of the country, lose the confidence in life.

Thus, due to corruption, the education system cannot achieve the goals of training people into the honest, talented people. On the contrast, it degrades people from their childhood. If such people are promoted to the important management positions of the country at different levels, they can be the threat to the sustainable development.

#### **4.4- Corruption contributes to social chaos.**

Corruption in education will create a group of people with “artificial learning, true diplomas”, “low quality, high marks”. Regarding pupil enrolment and staff recruitment, people often see “diplomas” and “marks”, and thus there is a risk of removing “true education and diplomas” and “high quality and

marks” an selecting “artificial learning, true diplomas” and “poor quality, high marks”. This threat will become a reality if there is corruption in pupil enrolment and staff recruitment.

This situation, as stated in a newspaper “Vietnamese education: Huge “Lemon market”! (see Box 18 – Section 6: Annexes). As a result, the country will lose some qualified staff and recruit some “poorly talented and ethical staff”. Despite its rareness, this phenomenon will slow down the development of the country.

Other consequences: corruption causes double damages to the economy: lost public assets followed by investigation, trial costs... Besides, the State loses employees who have to go to prison and are removed from educational sector. The “core stolen” projects which can collapse at any time are threatening the life of many teachers and pupils.

*In conclusion, corruption in education contributes to degrading people, increasing society inequality and slowing down national development.*

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## **SECTION 5:**

### **CIVIL SOCIETY AND ANTI □ CORRUPTION IN GENERAL EDUCATION IN VIETNAM**

Although the definition “civil society” is old in the World, it is quite new in Vietnam (see Box 19 – Section 6: Annexes). According to the Ministry of Internal Affairs, currently there are 320 societies operating at national level and 2150 societies within provinces and central cities, and tens of thousands societies operating at other scope. (*VietNamnet. 10-6-2006*).

During the past time, civil society organizations of Vietnam have conducted numerous activities, especially in respect of poverty alleviation and hunger eradication, health care, education etc.. Especially, they have made

certain contributions to corruption prevention and combat in general and anti-corruption in education sector in particular, which are reflected in the following forms:

### ***5.1 Close link between the people and journalist to form a powerful and effective forum for corruption prevention and combating***

A typical example of the close link between People and the Media to form a powerful and effective forum for anti-corruption is the case of “bribery for school entry” in Le Quy Don Upper Secondary School in Ho Chi Minh City being brought to light in 2006 by the Media. This case can be divided into the following stages:

#### ***Stage 1: From 1998 to 23/8/2006: given no involvement of the media, the case was “sunk”***

Key events of this stage are summarized as follows:

♣ In 1998, teacher Nguyen Thanh Hang sent a letter to the Director of Education and Training Department in Ho Chi Minh City to report on negative behaviors in Le Quy Don Upper Secondary School. Four months later, teacher Hang received a penalty decision and was seconded to another school. Ms. Hang also received anonymous letters, was backbitten and isolated from pupils, pupils’ parents and colleagues. (Thanh nien, 24-8-06).

♣ “...literature teacher Nguyen Thang Hang, **in front of the school, denounced** that teacher S.T received money from parents of pupil T.T.A .. At that time (**the school year 1995 - 1996**), the amount of USD 600 was big. . In 2001, teacher Hang was removed from Le Quy Don School...(Thanh Nien, 27/8/2006).

♣ According to Mr. Le Hieu Dang, Vice Chairman of Ho Chi Minh City Fatherland Front, “The violations in Le Quy Don Upper Secondary School are not simply “bribery for school entry” but also related to other violations and negative behaviors such as financial untransparency, violation in management job of the School’s management board... “ (Thanh Nien, 18-9-2006).



Thus, the doubtful legal case “bribery for school entry” has been occurring for more than 10 years starting from the school year 1995 - 1996. The Party, Government, civil society organizations such as Trade Union, Youth Union of the School all knew the case, but nobody involved in combating and settling it. On 11 September 2006, Sai Gon Giai Phong Newspaper carried an article “**Where is the role of the Party organization?**” and analyzed “First, the role of Party Cell in fighting against negative behaviors is void in the School.... As a result, trade union, youth union, and people’s inspection cannot perform their role”.

2. Why do both civil society organizations and political organizations lose their role? Following are some possible reasons:

- Concentrated power: The principal cum Party Cell Secretary, Vice Principal cum Vice Secretary of the Party Cell.
- **In the School**, there is a phenomenon of persecution. “...some teachers of Le Quy Don Upper Secondary School desire to .... Restore the interests of some persecuted teachers.  
...The School Management Board did not assign 17 teachers to give lessons as per their specialized subject”. (SGGP- 19/9/2006)
- **Outside the School**, the public opinion, especially the media, has not raised their voice. “The fourth power has not been used”.

***Stage 2: People denounce, the media raise their voice, competent authorities promptly involve in the process***

The subsequent movements in Le Quy Don Upper Secondary School are as follows:

- Based on denunciation letters of pupils’ parents and teachers from Le Quy Don Upper Secondary School, in the morning of 24-8-06, the THANH NIEN carried an article:” A ring of “bribery for school entry" discovered in Ho Chi Minh City”.

- Immediately early in the afternoon of 24-8-06, the Management Board of Education and Training Department held a meeting and decided to establish an inspection delegation to clarify the case raised by the Thanh Nien Newspaper.
- At 15:00 on 24<sup>th</sup> August, Deputy Director of Education and Training Department in Ho Chi Minh City and the Principal of Le Quy Don Upper Secondary School joined a meeting with the THANH NIEN Newspaper (Thanh Nien, 23 :46:00, 24/08/06).



*Deputy Director of Education and Training Department Nguyen Hoai Chuong (in white shirt) is attentively listening to opinions of pupils' parents at Thanh Nien Newspaper Office. Photograph: D.D.Minh*

27/08/06)

- After the Thanh Nien Newspaper carried the article “A ring of “bribery for school entry” discovered in Ho Chi Minh City”, **many readers** expressed their resentment on such evil. (Thanh Nien,



Teacher Hang (left) is discussing with pupils' parents and teachers of Le Quy Don Upper Secondary School at the office of Thanh Nien Newspaper (Thanh Nien, 27/08/06)

- On 28/08/2006, Sai Gon Giai Phong Newspaper carried an article: “**It must be investigated until the end**”
- On 28-8, the Inspection Delegation of HCMC Department of Education and Training started inspection as per a citizen's denunciation letter on “bribery for school entry” in Le Quy Don Upper Secondary School (*SGGP*, 29/08/2006).
- In the afternoon of 28-8, the Bureau of

Cultural Security under Ho Chi Minh City Police (PA25) assigned staff to gather information related to the case “bribery for school entry” at Le Quy Don Upper Secondary School (SGGP, 29/08/2006).

- In the afternoon of 31<sup>st</sup> August, the Inspection Delegation of HCMC Department of Education and Training provided conclusion: “There is no sign that Ms Tran Thanh Van, the Principal of Le Quy Don Upper Secondary School, received money in the case “Bribery for School Entry” (VietNamNet, 1-9-06).

Immediately from 24 /8/2007, much newspaper carried again the article of Thanh Nien Newspapers on the case “bribery for school entry” in Le Quy Don Upper Secondary School, and from that time this case was continuously mentioned in the media and become a centre of attention of the public opinion. In contrast to the previous 10 years, when teacher Hang alone denounced the corruption, and the case fell into silence, at this time, all competent organizations including Department of Education and Training, Inspection of Education and Training Department, and the police **immediately involved in the process**. After only 1 week from the Thanh Nien Newspaper raised its voice, the Inspection of Education and Training Department had initial conclusions. However, such **conclusions were not accepted by the society**.

***Stage 3: Civil Society organizations and the media supervise and evaluate the settlement of competent organizations***

- On 1/9/06, VietNamnet carried an article: **“Bribery for School Entry”: teacher suspended, the principal considered as not involved.**
- Some former pupils of Le Quy Don Upper Secondary School has an initiative of forming a “complaint book” which will be sent to the Minister of Education

and Training (*The Thanh Nien*, 3-9-06)



Pupils' meeting at teacher Hang's house

- "...A former pupil of Le Quy Don School (who attended the school years 1988 – 1991) stated: "It is difficult to please the public with such an inspection's conclusion. We are determined to accompany our teacher to go to the end of the incident". (*VietNamNet*, 03/09/2006)

- On the 5<sup>th</sup> of September, the Fatherland Front of Ho Chi Minh City received many letters protesting against the settlement of the case "bribery for school entry" in Le Quy Don Upper Secondary School. Mr. Le Hieu Dang, Vice Chairman of the Fatherland Front of Ho Chi Minh City said: "Department of Education and Training has been processing the case too slowly, but the Fatherland Front will go to the end!" (*VietNamNet*, 5-9-06).
- "The public opinion did not satisfy with the conclusion of Inspection of Education and Training Department. Therefore, addressing the mass media and delegates of People's Council of Ho Chi Minh City in an interpellation held yesterday (5<sup>th</sup> of September), Mr. Minh had to assert: "On the 31<sup>st</sup> of August, the inspection delegation just announced initial results but not said that the case was concluded with such way of settlement" (*Dan Tri*, 06/09/2006).
- After the media carried the news related to the ring of bribery of school entry at Le Quy Don Upper Secondary School in Ho Chi Minh City, some teachers of the School contacted the media to offer their cooperation and provision of information by using mobile phone messages. (*VietNamNet*, 11-9-06)

A series of successive events as mentioned above show that: teachers, pupils, pupils' parents, and Fatherland Front coordinated with the media not only to provide more information to relevant organizations for purpose of

inspection and investigation of the case, but also closely supervise and evaluate the settlement of such organizations.

Great efforts made by civil society organizations together with active role of the media have contributed to speeding up the settlement process and improving the settlement results:

”In the first inspection (from 28-30/8), the inspection delegation of Education and Training Department examined enrolment dossiers of Le Quy Don Upper Secondary School for 5 years 2002-2007 and concluded that the dossiers were valid. In the second inspection (from 5-11/9), the inspection delegation detected numerous problems”. (*VietNamNet*, 12-9-06)

- “In the afternoon of 12-9, the standing member of Ho Chi Minh City People’s Committee worked with representatives of the central and local media to inform of the conclusions around the “bribery for school entry” in Le Quy Don Upper Secondary School...

The Investigation Bureau of Ho Chi Minh City Police carried out investigation and criminal procedure against Ms Do Thi Thu Hoa, a teacher of Le Quy Don School; ....Ms Tran Thanh Van and Ms Nguyen Thi Que Huong are temporarily dismissed from their posts of school principal and vice principal, respectively ....

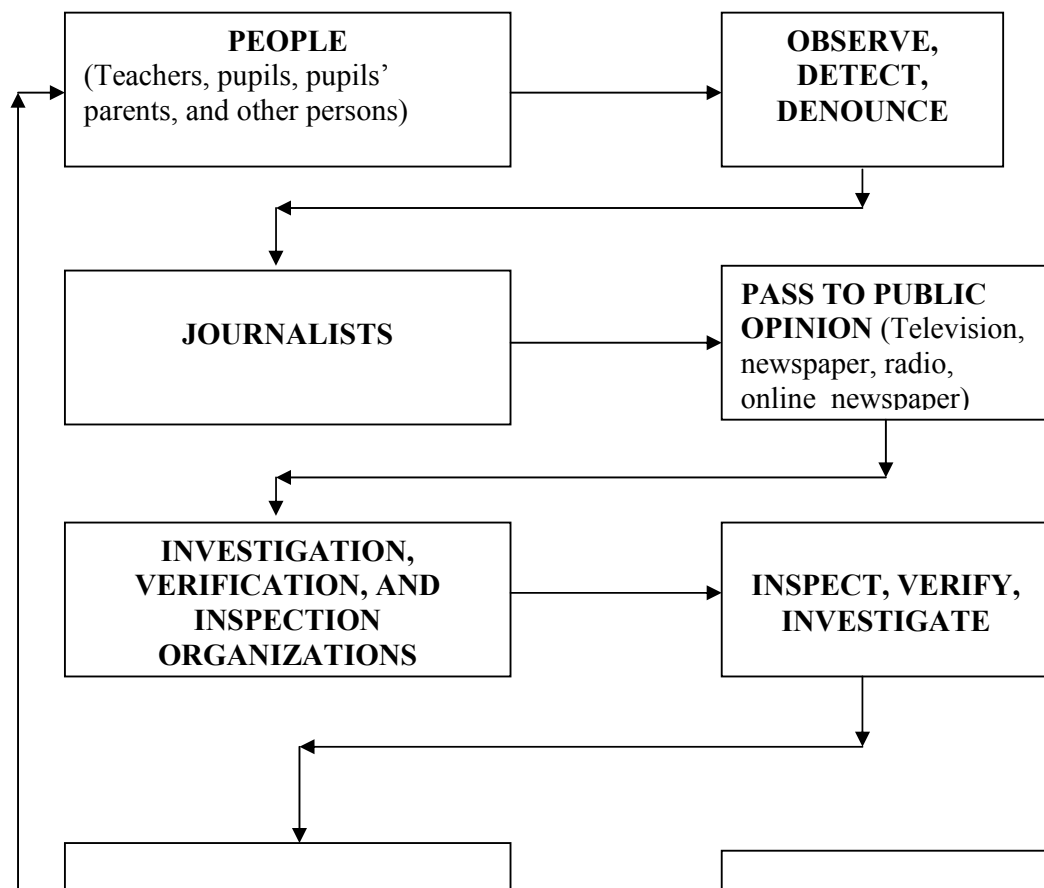
.....In the same afternoon, the standing board of Party Committee of District 3 announced the decision on temporary dismissal of Ms Tran Thanh Van, the Principal cum Secretary of Party Committee, and Ms Que Huong, Vice principal and vice secretary of Party Committee from joining meetings of executive Party Committee for the purpose of investigation.....”. (*SGGP*:13/09/2006)

In the afternoon of 15-9, Deputy Director of Ho Chi Minh City Police Nguyen Chi Thanh stated that the Bureau of Culture Security has completed the dossier on “bribery for school entry” at Le Quy Don Upper Secondary School and passed all the dossiers to investigation Bureau for investigation. (*VietNamNet*,

16-9-06). From that time, the support (provision of information) and supervision role of civil society organizations continue to maintain: “In a meeting with teachers of Le Quy Don Upper Secondary School on 18-9, Mr. Le Hieu Dang, Vice Chairman of Fatherland Front of Ho Chi Minh City encouraged teachers and pupils’ parents to provide sufficient evidences to competent organizations so that the case could be brought to the light. Mr. Le Hieu Dang also stated: the Fatherland Front of Ho Chi Minh City and the mass media will coordinate to supervise the inspection and investigation process of competent organizations to ensure that an appropriate judgment will be provided to the right people for the right offence”. (*Thanh nien*, 18/09/2006) and also in this meeting “...teachers provided a list of 132 pupils of 3 classes (10A7, 10A8, 10A9), where the school collected high tuition fess without consent of the Municipal People’s Committee and People’s Council”. (*SGGP*, 19/09/2006). “It is noteworthy that the list of pupils “gaining marks below required level” consists of pupil named Đ.H, who is a child of the incumbent chief inspector of Education and Training Department of Ho Chi Minh City”.(*Viet Bao*, 22-9-2006). Currently, when the negative case of Le Quy Don Upper Secondary School is being investigated, “many teachers continue to complain that the settlement is not yet serious and transparent”. (*Lao Dong*, 08/03/2007)

Therefore, thanks to active participation of civil society through the media as well as the close guidance from the Chairman of Ho Chi Minh City People’s Committee and the Minister of Education and Training, the settlement of the mentioned case “bribery for school entry” achieved important results within a very short time of 19 days from the Thanh Nien newspaper raised its voice (24/8/2006) until the Principal was sacked (12/9/2006).

Together with many other similar incidents, it is possible to generalize anti-corruption procedures of the “People-Journalists” Alliance in the following Figure 3:



### **Figure 3: Alliance “People-Journalists” for anti-corruption**

In the above figure, the role of the alliance of “people-journalists” is not only to observe, detect, denounce and bring to public opinion corruption cases, but also supervise the process of inspection, verification, and investigation conducted by agencies of the Communist Party, Government and Court. They have a right to request agencies of the Communist Party, Government and Court to re-inspect, re-verify, and re-try relevant cases. Given the supervision and the voice of the “people-journalists” alliance, the Principal of Le Quy Don Upper Secondary School was finally dismissed although he was initially announced as “not involved” in the case of “bribery for school entry”.

The anti-corruption procedures of the “people-journalist” alliance achieve good results because of the following reasons:

#### **(1) For the part of people:**

People involved in anti-corruption activities in education sectors are teachers, pupils and their parents. Their lives are closely attached to schools and they become the first victims upon corruption arising in education sector. Therefore, they easily observe and are quite sensitive to negative cases. Moreover, they have high level of education, especially tens of millions of teachers and pupils, and as a result, they cannot accept injustice. They can use popular means of communication within schools and in society such as sending letters via post office, telephone, mobile phone, fax machine, especially Internet etc.

It can be observed after numerous corruption cases in many locations that teachers, pupils and their parents are prepared to detect and denounce corruption



as well as supervise the process of settlement conducted by the Government given the appearance of **the Media Forum**.

**(2) For the part of Journalists and mass media.**

Currently, Vietnam's Journalist Association consists of over 16,000 members working in approximately 700 press agencies.

*([http://www.vja.org.vn/second\\_index.asp](http://www.vja.org.vn/second_index.asp))*

“.....Radio the Voice of Vietnam has 6 systems, 452 programs and total airtime of 172 hours per day. Radio waves have covered not only the whole country of Vietnam, but also five continents, satisfying spiritual requirements of millions of Vietnamese people living overseas and international friends. Together with 11 broadcasting and satellite stations of Radio the Voice of Vietnam, there are 64 provincial and municipal broadcasting stations, 606 broadcasting stations at district level, including 288 FM radios.

Vietnam Television has 6 channels, covering 85% of Vietnamese households. It has 4 regional stations and 61 broadcasting and television stations at province and city level.

Despite being developed recently, online newspapers has experienced rapid development with growth rate of 32.5%/year. Currently, Vietnam has over 70 online newspapers and thousands of websites; 6 Internet service and Internet connecting providers; 20 Internet service providers and over 50 Internet-based information and online newspapers providers.

.... As stipulated in the Resolutions of the 6<sup>th</sup> Plenum of the Central Congress (second time), the VIII session, the Communist Party considers the media as a tool to supervise operations of Communist Party and Government agencies, detect and criticize degraded officers and communist party members who are likely to involve in negative, corruption and bureaucratic acts.

Vietnam's Press Law has two important articles:

Article 4: Citizen's right of press freedom and freedom of expression on newspapers. Citizens have a right:

- 1- to be informed of all aspects of national and international situation;
- 2- to contact and provide information to the media agencies and journalists; send news, articles, pictures and other works to the media without censorship of any individuals or agencies, and be responsible before laws for the contents of such information;
- 3- to express their opinions on domestic and international situations;
- 4- to contribute opinions on developing and implementing direction, undertakings, and policies of the Communist Party and the national laws;
- 5- to contribute opinions, criticize, petition, complain, and denounce Communist Party organizations, State agencies, social organizations and members of such organizations on the media.

Article 5: The media's responsibilities with respect to citizen's freedom of the press and freedom of speech in the media.

Media agencies have the following responsibilities:

- 1) to publish and broadcast citizens' opinions and works; In case such opinions and works are not published or broadcasted, it is necessary to clearly explain reasons for rejection
- 2) to give answer or require responsible organizations and individuals to give answer in the media or by mail on the petition, complaint, denouncement sent by citizens.

"...Vietnam has sent hundreds of journalists to attend training courses on press in various universities in the U.S., France, Germany, Sweden, Russia etc.

Vietnam Press is not isolated with the world but always expands relations with colleagues in many countries..." (*Hong Vinh, Vietnam Journalism, 02/11/2005*)

Besides newspapers of the Communist Party, Government, political organizations, social and professional organizations, various websites, including anti-corruption website of the Government Inspection:

<http://chongthamnhung.thanhtra.gov.vn>, Forum of the Education and Training Ministry on website: Edu.net.vn... with tens of thousands of journalists with modern media, the media called **"the fourth power"** has been participating actively in combating corruption in general and corruption in education in particular.

Currently, the mass media has key role in giving information on corruption: 80.2% of population, 87.49% enterprise staff and 88.9% of civil servants can access to corruption information via this medium. The role of press is highly appreciated with 66.7% of civil servants and 58.82% of enterprise staff completely agreeing that *many cases and problems would not be detected and resolved without the media* . If including the ratio of "partly agreement", then up to 94.7 % of civil servants and 91% of enterprise staff agree with the above mentioned assessment. (*Report on the results of investigation on corruption prevention and combat conducted by Central Committee's Internal Affairs Commission on 30 november 2005*).

### **(3) On the part of the Party and State agencies**

The promulgation of Anti-corruption Law in 2005 and establishment of a Steering Committee for Corruption Prevention and Combat at central and provincial levels has strengthened the anti-corruption activities. The settlement of corruption case in Le Quy Don Upper Secondary School in Ho Chi Minh City is an example.

In the morning of 24 August 2006, the Thanh Nien News carried an article: "A ring of "bribery for school entry" discovered in Ho Chi Minh City". Immediately in the afternoon of the same day, the Management Board of Education and Training Department held a meeting and decided to establish an Investigation Delegation to clarify the case raised by Thanh Nien News, and at 15:00 of the same day, Deputy Director of Education and Training Department of Ho Chi Minh City and the Principal of Le Quy Don High School had a meeting with the Thanh Nien News. Responsible settlement of Education and Training sector and the Authorities of Ho Chi Minh City (with participation of

Inspection, leaders of Education and Training Department, Minister of Education and Training, and Vice chairman of the Municipal People's Committee) have contributed to end the case within only 19 days.

It is, therefore, possible to comment as follows:

(1) The effective form of civil society to participate in corruption prevention and combat is as follows: people denounce journalist's voice for Inspection, Verification, Investigation organizations and Courts to involve in, as well as the public, via the media, to closely supervise and evaluate the handling process of such organizations.

(2) Where there is close, responsible and highly-determined cooperation between civil society, Education Inspection, the management of education and training sector and leaders of the State, then corruption prevention and combat achieve success.

## **5.2 Virtual civil society organizations involved in corruption prevention and combat.**

According to Vice Chief Inspector of Education and Training Ministry, Mr. Tran Ba Giao, “many people are persecuted because of denouncing corruption, therefore they have to send anonymous letters” (<http://www.thanhtra.gov.vn>, 10/08/2006). In the system of education and training, the number of people experiencing persecution upon denunciation of corruption is not rare, for example Ms Nguyen Thanh Hang – the former teacher of Le Quy Don Upper Secondary School, Ho Chi Minh City, (*see Box 20- Section 6: Annexes*), their lives are even threatened, for example, teacher Do Viet Khoa (*see Box 22- Section 6: Annexes*)....As a results, people often have to preserve their anonymity when they participate in corruption prevention and combat to avoid revenge. The anonymous community involved in corruption prevention and combat can be called **“virtual civil society organizations in corruption prevention and combat”**, which consists of:

- Anonymous people who send denunciation letters to competent organizations or the mass media.

- Anonymous people who write articles of denunciation on on-line newspapers or participate in the Forum of the Education and Training Ministry's website Edu.net.vn.

- Anonymous BLOGGER.

Opening a Blog, a form of on-line diary, has become a trend for young people in Vietnam. "Blog movement has appeared more than one year in Vietnam. The strongest is Yahoo! 360o, with about 3-4 million of Vietnamese bloggers.... This figure showed that the number of Vietnamese blogs on Yahoo accounts for 5% of total number of blogs in the world. Because of its burning characteristics and **not subject to censorship**, the speed of information spreading of blogs is very rapid (*vnpost.dgpt.gov.vn/bao\_2007/so141516/*). The owners of Blogs are mainly school pupils and university students. Ronda Hauben, an American researcher of on-line communication evaluated: "Blog is one of measures for the "grassroots" to raise their voice and exchange the matters of their concern". However, if an issue is interested by the community of bloggers, than it will create a strong public opinion. Therefore, BLOG is also called the "**fifth power**".

Vice Chief Inspector of Education and Training Ministry Tran Ba Giao stated: "if the anonymous denunciations include specific address and contents, then they should be considered and settled by competent organizations". He further added: "in education sector, there remain many cases of anonymous denunciations where the inspection has proved accurate contents of denunciation"... (*http://www.thanhtra.gov.vn, 10/08/2006*).

Some people effectively fought against corruption from the time they preserved their anonymity and then announced their identity to fight against corruption more actively and effectively: example teacher Do Viet Khoa (Ha Tay), teacher Le Dinh Hoang (Nghe An) etc. (*see box 23 - Section 6: Annexes*). The success of teacher Khoa has created a "thunderlike momentum" for a

“major surgery” of anti-negative fighting in examination, (*Dan Tri online*, 03/07/2006).

According to PhD Nguyen Van Thanh, Director of the Inspection Science Institute, Leader of Consultancy Team for the Chief Government Inspector, Government inspection agency shall provide for the settlement of anonymous denunciations in a guiding document on Anti-Corruption Law, but it only applies to the denunciations with “clear contents, specific address, and evidence” (<http://www.thanhtra.gov.vn>, 10/08/2006).

Thus, despite being “virtual civil society organization”, this “civil society organization” has, in reality, made significant contributions to corruption prevention and combat in education and training sector. “Virtual civil society organization”, if legally protected upon participation in corruption prevention and combat, can attract the participation of millions of people.

“Virtual civil society organization” has achieved success in corruption prevention and combat because it can combine two factors:

- (1) Ensure safety for the people involved in denouncing or expressing opinions on corruption in certain units and supervising the process of investigation and settlement of the State.
- (2) The strength of the modern mass media.

Online forum, BLOG, has replaced “Suggestion Box”, which easily reveal identity and do not propagandize. The Ministry of Education and Training has been creating conditions for the development of this forum, (*see Box 24 – Section 6: Annexes*). However, sometimes there are too many anonymous denunciations which are considered as invalid. Therefore, they have received little attention for settlements.

### ***5.3 Many civil society organizations participated in corruption prevention and combat but the results achieved are not yet high and remained formalistic***

The fight against corruption led and organized by the Party and State has attracted the participation of the following civil society organizations: Fatherland Front, Women's Union, Veterans Organization, grassroots Trade Union, Youth Union etc. However, majority of civil servants evaluated that the participation of such organizations in corruption prevention and combat was not closely associated with results and remained formalistic (see table 2). It is noteworthy that ¼ of the interviewed people said that the participation of Ho Chi Minh Communist Youth Union is just formalistic. The Grassroots Trade Union ranked the fourth (18.1%) with respect to this criterion. In the system of general education, Hochiminh Communist Youth Union and Trade Union are the 2 most popular civil society organizations.

**Table 2: Evaluation of participation in corruption prevention and combat**

Sequence number	Organizations	Degree of participation (%)		
		Active, effective	Active, not really effective	Formalistic
1	Veteran's Union	35.1	46.2	12.6
2	Fatherland Front	33.2	47.2	14.4
3	People's Inspection Board	32.3	42.5	21.0
4	Grassroots Trade Union	27.6	37.8	18.1
5	Elderly People's Association	27.4	44.3	17.4
6	Farmer's Association	26.0	39.5	19.4
7	Women's Union	25.7	43.0	21.7
8	Youth Union	23.9	40.2	24.2

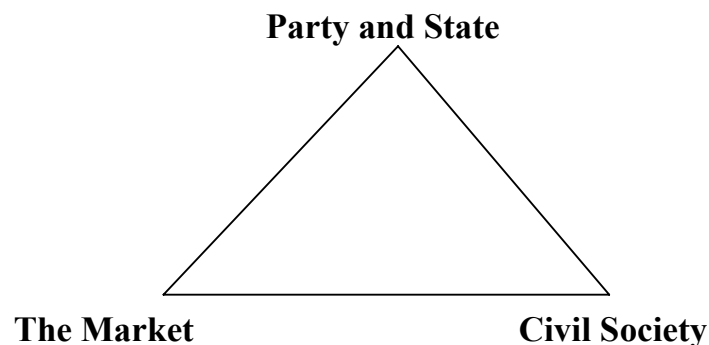
*Source: Report on the results of Investigation on Corruption Prevention and Combat conducted by Central Committee's Internal Affairs Commission on 3 Nov 2005*

There remain cases where these organizations failed to bravely combat and even supported the degraded people, as in the case of Van Noi Upper Secondary School in Dong Anh, Hanoi (see Box 21 – Section 6: Annexes). The

anti-corruption results of civil society in Vietnam remain limited because “civil society in Vietnam has extensive but not intensive structure, which means that the people are members of certain organizations (women, youth, professional organizations etc.) of civil society, but the voluntary level remain low. Meanwhile, the environment for operations of civil society has been enhanced in papers, but in reality the factor encouraging the participation of civil society in the cause of development remains weak. This makes the impact of civil society on the society remain weak despite the values of civil society being evaluated at quite high level. Assessing the above 4 mentioned areas of Vietnam, experts ranked below average” (*Professor. PhD. Dang Ngoc Dinh – Director of Institute of Development Issues. Tuoi Tre Weekends, 21/05/2006*).

**In summary, together with the determination of the Party and State, rapid development of modern communication system, especially INTERNET, the civil society of Vietnam is fundamentally renovating the ways of corruption prevention and combat and increasingly participating in this job.**

**In the society in general and education sector in particular, a “tripod” has been created to combat corruption more effectively. These include Party and State – the Market- Civil Society.**





## **SECTION 6: RECOMMENDATION ON A SYSTEM OF SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF CIVIL SOCIETY ORGANIZATIONS IN CORRUPTION PREVENTION AND COMBAT**

### **6.1 WITH RESPECT TO THE PARTY AND STATE**

Basic characteristics of general education system in Vietnam are as follows:

*(1) Majority of schools are State schools:*

In the school year of 2005 -2006, Vietnam had 27,331 primary, junior and Upper Secondary Schools with 97.26% of State schools and 2.74% of non-State School.

*(2) Ask-give subsidy mechanism*

At school level, 90% of expenses are from the State Budget, only 10% from school fees. Currently, the State budget spent for education and training accounts for 20% of the total State Budget, but it always falls in “short of breath” or insufficient. As long as subsidy continues, the “ask-give” mechanism keeps existing in various forms at different levels (*see Box 25 - Part 6: Annexes*).

*(3) Training quality is low and different.*

There is a big difference in the quality of training in schools between various regions, provinces, districts and even between various classes of the same school. Regarding the Graduation examination of the school year 2006-2007, only 67% of pupils passed the exams, which takes into account schools with 100% of pupils passing the exam and schools with nobody passing the exam. This serves as an evidence for the low quality and big difference in the quality of training.

*(4) Teachers’ salary and pupils’ school fees are low*

The Ministry of Education and Training has been developing a project so that by the year 2010, teachers can live with their own salary. It means that salary of teachers has so far been too low to afford their lives! (*see Box 26 - Section 7: Annexes*). Meanwhile, children of wealthy people (increasing) with learning results of average or below average level also have to contribute very

low school fees to enroll in schools/classes of low quality (since they are unable to pass the exams to specialized schools/classes or similar schools/classes).

The above mentioned features are the causes of corruption and negative behaviors in education sector. It is stated in the report “Corruption in the education sector” conducted by Utstein countries (consisting of United Kingdom, Canada, Germany, the Netherlands, Norway, and Sweden) that: “Corruption is not a cause of all evils. The problem is the lack of capability (incompetent) of key agents (leaders) and/or the inappropriateness of the education system. It is these two factors that produce corruption”. Therefore:

**RECOMMENDATION 1:**

**The Central Committee of Communist Party, National Assembly and Government are to reform the system of general education in a direction that can develop high quality non-State School so that pupils can attend “on spot foreign education”. This serves as a basis for pupils to pay school fees according to training quality and to increase salary for teachers.**

Currently, there are tens of thousands of associations operating at national level, provincial and municipal levels as well as in other scope, but there are no laws on Association.

**RECOMMENDATION 2:**

**National Assemble is to finalize and approve the draft Law on Association which has been drafted for the past 10 years. Activities of civil society should be considered as a necessary complement for operations of the State and market.**

People involved in fighting corruption in education sector may be more vulnerable than those fighting corruption in other sectors. In some cases, the people denouncing fraud and corruption in exams were not only persecuted by education authorities and local authorities, but also ostracized and isolated by thousands of pupils, pupils’ parents, colleagues, and fellow-countrymen. The case of teacher Do Viet Khoa in Ha Tay is an evidence. (*see Box 22- Section 7: Annexes*)

### **RECOMMENDATION 3:**

**The Party and Government at all levels should protect, respect, commend and provide deserving rewards to the people involved in fighting corruption in general and fighting corruption in education sector in particular. Identity of such people should not be released without their consent.**

### **6.2 WITH RESPECT TO MINISTRY OF EDUCATION AND TRAINING**

Different cases and types of corruptions in education sector as mentioned in Section 2 of this Report occurred with the witness of thousands of teachers and pupils. Why do thousands of teachers easily accept money for blank lists? This proves that teachers and pupils still lack knowledge of corruption prevention, detection and combat.

### **RECOMMENDATION 4:**

**The Government should create conditions for the media agencies, Trade Unions, Youth Union in schools and various organizations of the education sectors to organize training and propaganda on corruption prevention and combat for management staff, teachers and pupils.**

Why could the Principal accept money to enroll tens of unqualified pupils to a prestigious school? Why did it occur that teaching equipments are made in China but bought with prices as they are made in Japan? Why per diems received by teachers attending training courses were raked-off, and they just received “what the organizer gave them”? (*see boxes 3-13-15 - Section 7: Annexes*). The root of corruption and negative behavior is untransparency and lack of public information, which makes beneficiaries impossible to perform supervision.

### **RECOMMENDATION 5:**

***It is necessary for the Ministry of Education and Training to issue an obligatory regulation: all budgeted plan of Education and Training Departments from central level (Ministry) to grassroots level (schools), all programs, projects, regulations, procedures, standards, mechanism, which***

*are not related to the national secret, must be transparent and publicized in details with various forms, at least on websites so that anyone, any civil society organization can easily access to the information to satisfy their supervision requirements.*

The occurrence of so many corruption cases concerning many people and consuming much time as presented in Section 2 proved that the basic functions of management such as inspection, verification and supervision have been relaxed.

RECOMMENDATION 6:

*It is necessary to develop both quality and quantity of the system of Inspection, verification, supervision in education sector. Establish anti-corruption information Centre and website, which are under the management of the Ministry's Inspection, to collect and process all denunciation information and letters, both anonymous and unanonymus. The status of corruption in the industry should be assessed annually.*

### **6.3 WITH RESPECT TO CIVIL SOCIETY ORGANIZATIONS**

Given rapid development of the mass media, especially the appearance of online newspapers and Blog, a common, equal, and extensive forum has been created which can connect billions of people who are interested in fighting against corruption, regardless of their age, gender and social position...

RECOMMENDATION 7:

*It is necessary to raise a question: how to mobilize all members of all civil society organizations to use the modern mass media, cooperate with the media to prevent and fight against corruption rather than to separate the evaluation and find ways to improve the role of each civil society organization in corruption prevention and combat.*

Due to the effectiveness in the association with the mass media in fighting against corruption, the State will settle anonymous denunciations, which have clear contents, specific address, and evidences.

#### RECOMMENDATION 8:

**Civil society organizations should disseminate knowledge of Internet to members, at least conditional members, especially the application of Internet in detecting and denouncing corruption. Civil society organizations should create close relationship with teachers and pupils, civil society organizations in schools and mass media agencies to strengthen corruption prevention and combat.**

**To assist competent organizations to conduct inspection and verification after receiving anonymous or unanonymus denunciation letters, civil society organizations and individuals should provide as detailed and specific information as possible, including: time, location, full names of the concerned people, contents of the cases, evidences etc.**

Detection and denunciation of corruption are important but only the first step to fight against corruption. The purpose of this combat is to make appropriate judgment for the right person and the right offence. In many cases, the process of inspection and investigation lasted too long, making the cases “sunk” or providing inappropriate conclusion and settlement.

#### RECOMMENDATION 9:

**Civil society organizations, teachers, pupils, citizens, the media should intensify the “sense of clinging”, closely supervise the process of inspection, verification, investigation, and trial until the corruption cases are concluded and settled appropriately.**

### 6.4 WITH RESPECT TO RELEVANT ORGANIZATIONS

Corruption in education has multiple forms, complicated reasons and serious consequences. However, there are hardly any academic researches on corruption prevention and combat in education sector.

#### RECOMMENDATION 10:

**It is necessary to have financial and technical support to improve capability of doing scientific research on corruption prevention and combat in education and training sector, aiming at clearly indicating current status, causes and consequences and finding effective solutions to fight against corruption in the industry.**

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Being a component of the socio-economic system and managing a large resource of the country, the system of general education of Vietnam has also experienced corruption. This report just presents “well-founded hypotheses”, but it already shows that corruption in education is quite diversified in terms of various form, complicated in terms of reasons, especially the serious consequences which may not be aware by everybody. Solutions to this problem lie both inside and outside of the general education system. Civil society, increasingly developed information technology in general and mass media system in particular in Vietnam, together with determination to fight against corruption of the Party and State, and Ministry of Education and Training are the new factors to ensure the success of this combat.

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## SECTION 7: ANNEXES

### **Box 1: Urgently complete “major” cases of corruption.**

**TT(Hanoi)- Reporting on 2007 work of the Courts at the meeting on 16 October of the National Assembly Standing Committee, Mr. Truong Hoa Binh, Judge of the People’s Supreme Court, said that the prosecution organizations are speeding up the completion of investigation and prosecution so that 4 “pilot” cases can be brought to court in immediate future.**

According to Mr.Binh, 4 out of 8 “pilot” cases of corruption were brought to trial in 2007 comprising the case of Mai Van Dau and accomplices at Ministry of Trade; the case of Mac Kim Ton at the Department of Education and Training in Thai Binh province; the case of land management violations in Do Son, Hai Phong city; the case of gambling and bribing by Bui Tien Dung, former General Director of PMU 18 and his accomplices.

*K.Hung  
Phap Luat, 17-10-2007*

\*

\* \*

### **Box 2: Education Law 2005.**

#### **Article 62-Specialized Schools and Schools for gifted pupils.**

.....

- 3 The State gives priority to arranging teachers, physical facilities, equipment and budget for the Specialized Schools and Schools for gifted pupils set up by the State; having incentive policies for the Schools for gifted pupils set up by organizations and individuals.

.....

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### **Box 3: Negative phenomenon at Le Quy Don School (HCMC)**

#### **♣ The case of “Bribery for School Entry” at Le Quy Don School: Mrs. Tran Thanh Van was sacked from the post of Principal.**

The Education and Training Department of HCMC decided to sack Mrs. Tran Thanh Van, the former Principal of Le Quy Don School (HCMC). Being the Head of the School, Mrs. Van allowed negative occurrences at the School to damage the credibility of teachers, school and education sector.

... According to the conclusions of inspection and verification of the denunciation letter concerning the recruitment of pupils for 10<sup>th</sup> grade at Le Quy Don School in September 2006, Mrs. Do Thi Thu Hoa, a teacher at Le Quy Don School, received US\$ 2,000 from a parent in order to “seek for” the entry into Le Quy Don School for the children of such a parent. The case was assigned by the Municipal People’s Committee to the police for investigation.

*Lao Dong, up-dated: 10:46am, 6-3-2007.*

#### **♣ Formation of underground dossiers by the Principal**

... Verification by inspectors showed that in the recruitment list of 2005-2006 of Le Quy Don Upper Secondary School, there were 12 recruitment cases without applications. The Principal signed for acceptance on the copies of the certificates of temporary junior secondary education graduation and on 7 dossiers without the names of the guarantors.

In the school year 2006-2007, the list of additional recruitment of the school (signed on 15 of July) comprised 56 cases, of which 19 cases comprise applications which were approved after the deadline for application submission. This list was not approved by the Educational and Training Department and returned by the Quality Appraisal Section of the Department, but these pupils were still allowed to enter the School.

*VnExpress, Tuesday, 19/9/2006*

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### **Box 4: Propose prosecute the case of raising marks in Bac Lieu province.**



**The Investigation Police in Bac Lieu completed the investigation and transferred the dossiers to the provincial People's Supreme Procuracy for proposed prosecution of 26 people, most of whom are teachers, leaders in education sector relating to the ring of illegally raising the graduation marks for the pupils of senior secondary education and supplementary education.**

**Bac Lieu Education and Training Department raised graduation ratio from 70% to 79%**

According to the information from the Investigation Police Office, Bac Lieu Provincial Police, this is the biggest case of raising marks and the first case to be proposed for prosecution.

In 2006 school year, these people organized to illegally raise marks for 1,740 graduation drop-outs to become graduates. The rate of Senior Secondary Education graduation was raised from 55.20% to 79.20% and of senior Secondary Supplementary education from 18% to 47.28%. There was a special case, where total marks were raised from 5 to 30.

Of the cases bribed for mark increase, 20 cases related to the children and nephews/nieces of the provincial officials. The bribery accepted for mark increase amounted to nearly VND 500 million, more than 400 million of which was submitted by the members of the ring to the Police.

4 people proposed to be prosecuted for misusing the power at work were Nguyen Van Tan, Ngo Doan Nguyen (former deputy director of Education and Training Department of Bac Lieu), Tran Van Dong (Chairman of the Graduation Examination Council, general education system), Le Tien Thinh (Chairman of the Examination Council, Supplementary education system)...

Talking to us, the representative of the Investigation Police said there had been rumors about the case of illegally raising marks among population for a long time in Bac Lieu. Starting from a citizen's denunciation letter against teacher Nguyen Quoc Nghiem having received money for mark increase, the Investigation Police quickly joined and discovered such a scandal.

***Thu Huong (VietnamNet, 19-7-2007***

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**Box 5: Extra learning seems absolute.**

Following a scientific research on extra teaching, the **rate of pupils joining extra learning** was released as follows: Primary education: 96% math and Vietnamese; junior secondary education: 98.9% math, 92.2% foreign languages, 73.3% literature-Vietnamese; senior secondary education: 98.8% math, 95.1% physics, 95.1% chemistry. Extra learning time: 54.3% joining from 6 to 15 hours/week; 20.2% joining 16 hours/week onwards. (*Tuoi Tre newspaper, 10-12-2003*)

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**Box 6: List of non-tuition fees collected for schools.**

- 1- Class fund
- 2- School fund
- 3- Learning record fee
- 4- Recruitment fee
- 5- Certificate of Merit fee
- 6- Construction fee
- 7- Extra learning fee
- 8- Badge fee
- 9- Bike keeping fee
- 10- Drinking water fee
- 11- Medical insurance fee
- 12- Social insurance fee
- 13- Education encouragement fund
- 14- Water closet cleaning expenses
- 15- Individual dossier expense
- 16- Red Cross Fund
- 17- Examination paper and printing expense
- 18- “Support to Examination Board” contribution
- 19- Expense on buying lined notebooks
- 20- Invitation photocopying expense
- 21- Cards notifying learning aids
- 22- Curriculum Vitae, Learning table
- 23- Teacher bonus fund
- 24- Pioneer team fund
- 25- Sitting-under-flag fee
- 26- Bathing water expense for boarding pupils
- 27- Contribution to making teaching aids
- 28- Table cloth, flower vase, board pen and duster expense
- 29- Subsidies for administration staff, security guards...
- 30- Allowance for fund management people (teachers in charge of classes, accountants, cashiers)
- 31- Expenses on sightseeing, excursion, art performance, sport, Entertainment, games activities for teachers and pupils.
- 32- Purchase of computers, air-cons, electricity expenses
- 33- Allowance for head teachers for “drinking orange juice”

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- Private primary school Doan Thi Diem is one of the famous schools in Hanoi which have collection level matching its fame. Ms. Phuong Lam, a parent, said that “Monthly tuition fee and boarding fee are equal to those

of other schools for a whole year: VND 760,000. Besides, construction fee is VND 400,000; excursion, VND 150,000/ year; Star Team Fund, VND 30,000/ year; Bus, VND 300,000/ year; uniform, VND 220,000; initial temporary collection for class fund, VND 400,000; body and medical insurance, VND 120,000/ year. Total payment I made at the beginning of the year for my child is about VND 2,380,000”.

*Viet.com, Monday, 17-9-2007, VTC News*

- **It is necessary to check the contribution at the beginning of school year in Thanh Hoa city soon**

“... but many schools in Thanh Hoa still collect VND 20,000/ a pupil for education encouragement fund; Arbitrary collection is also made for Red Cross Fund. The guidance from the Education and Training Department clearly stated, “association fee is the contribution of association members who should be from the age of 15 to be qualified for member legibility. It means that only secondary school pupils should pay VND 500/person/month”. However, the pupils of the first grade at that primary school still have to “carry” the red cross contribution of VND 6,000/pupil/year. Besides, the school has issued at will the “recruitment fee” for first grade pupils at the level of VND 10,000/ pupil. Upon being asked about this issue, the principal explained that the school does not have the policy on collecting that item... Do the teachers of school collect it at their will ? Further more, she school collects two more overlapping items: VND 5,000/pupil for cleaning school yard, and VND 6,300/ pupil for cleaning toilets? While the guidance from Education and Training Department stipulates that sanitation fee should be collected together with the contribution of VND 50,000 for electricity, fans. Certain school stipulates that construction fee by first grade semi-boarding pupils from different precinct (pupils recruited from different routes) rises to VND 1,500,000/ pupil comprising the construction fee by first grade pupils (different routes): VND 600,000 plus VND 900,000 for purchase of materials for semi-boarding pupils, excluding monthly payment for food. Pupils from the right precinct (correct routes) pay VND 300,000 less (meaning VND 1,200,000/ pupil). It is reported that the number of pupils from different routes in the City account for 50% of total input pupils.

*Nguyen The, Thanh Hoa online, 13/10/2006*

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**Box 7: Vo Gap Upper Secondary School: 24 funds and 9 income sources are illegal.**

It was the conclusion of the inspectors on the defaults of Mr. Du The Lam, former principal of the Secondary School Go Vap. Inspection results also show that “the contents of the written accusations are correct”.

At Upper Secondary School Go Vap in the afternoon of 10 October, a meeting was convened on the inspection conclusions of the mistakes committed by Mr. Du The Lam while a principal of the school. Following the decision of the party standing committee of Go Vap district, Mr. Du The Lam violated the principles of collective democracy and democratic rules in school operations, principles of managing and using funds, policy on exercising economy and fighting wastefulness.

The party standing committee of Go Vap district decided to apply discipline to him by removing him from the post of deputy secretary of party cell, and the post of a district party standing committee member...

Of 24 income sources reflected on books, 7 sources are legal. 7 sources are collected on behalf of with agreement with counterparts. 9 sources are illegal. Of these, 6 sources are not sufficiently reflected in the book system of school (having existed from before Mr. La's arrival at school. One source was made at the authorizations of parents' representative board. A source management is conducted through 24 different books without concentrating on one book was not in line with accounting and financial management. Inspection conclusions also raise many other mistakes of former principal.

*VietNamNet, 12/10/2006*

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**Box 8: It's time to have a Law on fees and charge?**

Though the Ministry of Finance has published the cancellation of 340 different fees and charges, there remain 301 items in the list, let alone the “voluntary fees”. On the sideline of the National Assembly session the Chairman of the Committee for Budget and Finance Phung Quoc Hien said, “At present, voluntary fee remains in the situation where targets are divided, assigned and considered emulation target.

*VietnamNet, 30-10-2007*

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**Box 9: Quang Binh: Recruit “illegally” over 1,000 teachers/ staffers.**

..... Following regulations from January, 1992 to November, 1998, the Organizational Administration Committee, now the Depart of External Relations, was supported the provincial People's Committee in managing the team of state employees under the power of provincial authorities. It also decided the recruitment, arrangement, transfer, salary matrix, salary increase... for staff.

However, in Quang Binh, the Educational Department and the Educational Division in districts issued decisions themselves on recruiting 873 people including 800 teachers and 73 staffers. They ignored the decisions by the Peoples' committee and naturally forgot the role of the Organizational Administration Committee.

... Besides, upon searching to date for the dossiers of the teachers/ staffers of that time, it was shocked to discover that 266 teachers/staffers entered the education sector illegally, meaning they had got neither recruitment decisions nor employment contract.

And it was also surprised and ironic that of 873 people recruited into the education sector during that time, 184 people exceeded the required age upon recruitment and did not meet the demands, but still recruited. The public put the question on what was their behind this recruitment. And does the low quality of education stem from these causes?

... Like a domino reaction, the above wrong recruitment decisions result in rather severe consequences which was that the functional departments in the educational sector planned, created sources and appointed 44 principals and deputy principals at different educational levels while they had not got yet recruitment decisions. This was rarely seen in the educational sector in Quang Binh.

.....



Mrs. Ha Thi Thanh Nam, Culture and Social Affairs Section of Provincial People' Council was raising questions on the fate of self-recruited teachers

***Educational and Training Reporters  
Tien Phong online, Friday, 20-4-2007***

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**Box 10: Accept VND 5,500,000; return ... US\$ 500 (?)**

*In late May, 2006, Mr. Nguyen Linh Khieu, residing at 408A-E6, Thanh*

*Xuan Bac precinct, came to the People's Committee of the district to accuse Mr. Van Hung son, Head of District Organizational Administration Division, of accepting VND 5,500,000 to "Bribery for school" for his wife, Mrs. Tran Thi Thanh Huyen.*

At the meeting, Mr. Khieu produced sufficiently the evidences being the tape recording the talk on money delivery. The amount of VND 5,500,000 was returned by Mr. Son at the witness of Mrs. Thi Tu, Vice Chairwoman of district

People's Committee, and Mr. Vu Tien Dung, Deputy Director of Bureau and Head of People's Receivers Group.

However, 2 months from the meeting, the person receiving bribery had not yet been treated....

#### **Coming back to the former school with ... 5 signatures.**

In 2005-2006 school year, Thanh Xuan district People's Committee got the decision to set up Thanh Xuan Nam primary school by separating it from primary school Vietnam-Alger.

Mrs., Tran Thi Thanh Huyen who was then a teacher of primary school Vietnam-Alger was called by Mrs. Canh Bach Yen, principal, in the evening of

31-8-2005 about being moved to Thanh Xuan Nam primary school for work continuity. Together with Mrs. Huyen, 20 other teachers also received the transfer decisions. However, following Mrs. Huyen, she and other teachers were not informed by the leaders of Thanh Xuan district People's Committee or discussed to explore the reaction and expectation. Following Mrs. Huyen, due to her high age (46 years old), living near school, poor

Following the Report to the Inspection Section of Thanh Xuan district, Mrs. Huyen advised that she had met, asked for help and presented gifts, money to following individuals:

**Mr. Ho si Tu** – Deputy Head of Hoa Lo prison (twin bother of Mr. Hoang Cong Hong- Chairman of Thanh Xuan district People's Committee), gift value at VND 500,000 and VND 1,500,000 in cash on a visit to Mr. Hong's sick mother.

**Mrs. Ho Thi Tu** – Deputy Chairwoman of Thanh Xuan district People's Committee, gift value at more than VND 200,000 at residence.

**Mr. Hoan** – Head of Investigation Police - Thanh Xuan police and some other policemen, VND 5,000,000 in cash for party and for a favorable word to Mr. Hong.

**Mrs. Canh Bach Yen** – (principal of primary school Vietnam-Alger), gift valued at more than VND 200,000.

**Mrs. Thuy** (deputy head of Educational and Training division of Thanh Xuan district), gift valued at more than VND 200,000 and VND 5,000,000 in cash (but Mrs. Thuy returned on the spot).

**Mr. Van Hung Son** - Head of District Organizational Administration Division, VND 5,500,000 in cash.

health and difficult family situation (little children, husband often going far on business), she took initiative to meet Mr. Hoang Cong Hong after moving to Thanh Xuan Nam primary school, Chairman of Thanh Xuan district People's Committee and proposed for return to former school. After many proposals, it was promised that the decision on returning to former school would be signed on condition that there should be sufficiently 5 signatures of 2 principals (primary school Vietnam-Alger and Thanh Xuan district People's Committee), 2 Heads of district Educational Divisions and Head of District Organizational Administration Division before he could sign it, as "it was only so democratic" following Mr. Hong.

*Phuong Thao, Phap Luat, 25-7-2006*

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**Box 11: Construction Association: List of 43 projects with loss and wastefulness in investment-construction.**

(Collected from some newspapers published in 2005 and for first half of 2006)

- 1- Project on secondary gifted school Nguyen Thi Dinh with total budget of VND 106 billion and the Physical Culture and Sport Department of Ho Chi Minh city being the investment owner. Project was completed in 2004. Recruitment with correct standards succeeded with 2 pupils of 6<sup>th</sup> grade, and 4 pupils of 10<sup>th</sup> grade. As the criteria were expanded, 44 pupils were recruited for football, throwing ball, muscle art subjects... while there has been a school with the same training purpose in the city from 2003. (*Tuoi Tre, 28-1-2005*).
- 2- Some construction project of Ca Mau province like the provincial library, Taxation branch, Youth club, the headquarter of the People's committee, State Treasury, primary school Nguyen Dinh Chieu, Ca Mau Statue... VND 2-10 billion was invested in projects each. After the projects were put into operation, they were all damaged and severely degraded due to unqualified project quality (*Phap Luat, HCMC, 24-8-2005*).
- 3- The program on solidifying schools/ classrooms on Binh Dinh with total 1,250 classrooms and investment capital of VND 120 billion. After 3-year implementation, 867 classrooms were built; 253 classrooms were under construction. Construction quality was very bad: cracking walls, sliding floors, leaking roofs, paint-off doors, poor lighting system... has

caused great waste. (*Thanh Nien*, 25-4-2006).

- 4- Government Inspectors who checked 120 projects on building schools in provinces with total investment of VND 684 billion and Departments of Education and Training being the investment owners detected loss of VND 10,873 billion. Defaults stem mainly from stealing construction materials, exaggerated quantity bills for payment, prices... (*Thanh Tra*, 29-3-2005).
- 5- Project on building Secondary school Nguyen Huu Huan, Thu Duc district, HCMC, with total investment of VND 19.3 billion and the Department of Education and Training being the investment owner. During implementation, parties involved exaggerated quantity bills for appropriation of VND 600 million. Municipal inspectors decided to re-collect the amount and contributed to state budget. (*Sai Gon Giai Phong*, 27-5-2006).

The school solidification program was invested with VND 7,930 billion. 58,605 classrooms were built in provinces. Inspection was made to 7,823 classrooms and 259 renovated classrooms, reaching 14% above total classrooms, in 50 cities. Loss of VND 27.6 billion was detected to be lost with payment of VND 5 billion to blank construction bill, VND 21 billion for wrong results. There are defaults at different levels in most of the 50 provinces. (*Kinh te-Xa hoi*, 30-5-2006).

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**Box 12: Slow and poor teaching aids.**

TTO- 66.6% educational managers are of the opinion that teaching aids are provided slowly at schools: 74.8% said that teachings aids do not meet the teaching demands in line with programs... These are some data of the survey on



the status and methods to raise using efficiencies of teaching aids at schools undertaken by the Labor Union of Vietnam Education Sector and announced at the seminar on this topic organized in Hanoi in the morning of 28-3...

In general, 45.8% of those inquired said that current teaching aids do not meet demands. Another noticeable figure is that only 68% teachers is training in using teaching aids; 76.7% teaching aids has been used, the rest being non-used (22.35%) or failing to be used (1.2%). Evaluating the quality, survey results show that only 62.3% officials, teachers asked considered the equipment being scientific, precise, and only 69.8% of them thought that the equipment is in line with programs. (*Tuoi Tre online Tuesday, 28-3-2006*)

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**Box 13: Quang Ngai: Book Printing/ Publishing and Equipment Company sells fake teaching aids.**

**For a long time, Mr. Tran Ngoc Au directed his junior staff to buy musical blow instruments (teaching aids for primary pupils) produced by china, stick then Japanese labels, and sell for generating income.**

At 8 am, 24-11, the Investigation police into criminals of economic management and titles of Quang Ngai (PC15) arrested urgently Mr. Tran Ngoc Au (born in 1954, residing in Group 9, Chanh Lo precinct, Quang Ngai) – director of Book Printing/ Publishing and Equipment Company of Quang Ngai for “Fake goods production and trade”...

Following initial investigation, for a long time, Mr. Tran Ngoc Au directed his junior staff to buy musical blow instruments (teaching aids for primary pupils) produced by china, stick then Japanese labels, and sell for generating income. On the same day, the local party committee decided to stop his participation in Party cell.



**Mr. Tran Ngoc Au**

(*VietnamNet, 24-11-2006* )

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#### **Box 14: Damage in buying teaching aids.**



(To Quoc) – From the hot line, CAND newspaper received the reports from people on Department of Education and Training of Tuyen Quang buying teaching aids without original sources, but with Japanese labels for secondary schools in province. This explains why for a short time, many cost teaching aids have been ruined, or fail to ensure quality.

Equally, it means that a large amount of money was stolen from the State. It is also worth meaning that during the investigation process, we did not receive cooperation from authorities concerned in Tuyen Quang province.

... On 4-10, the Inspection Team 465 of Tuyen Quang Party Committee headed by Mr. Nguyen The Trang, member of the Inspection Section of Tuyen Quang Party Committee, and Mr. Nguyen Viet Minh, specialist of Tuyen Quang Party Committee, checked the purchase, management and use of teaching aids provided to secondary schools of Y La, Tan Trao, specialized secondary school Tuyen Quang... under the context of the Plan 14-KH/TU of 11-8 of Tuyen Quang Party Committee. It was discovered that Y La secondary school had a projector Panasonic PT-LB20NTA, 8 overhead projectors Sunheam 9400, Tokyo Japan. Certain machines did not have labels. 9 projectors PUI-PLEX did not have original labels. 3 overhead projectors were out of order and could not be used.

*(To Quoc, 22-12-2006, CAND)*

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#### **Teaching aids in Binh Dinh province: “God cries” quality.**

Following the Decision No 178/1999/QĐ-TTg by the Prime Minister, goods circulated locally and import-export commodities should bear labels indicating clearly background, necessary information in order to guarantee the interests of the users and enable the law enforcement authorities to exercise supervision and inspection.

From the research, it was known that during 2005-2005, primary schools in Quy Nhon City (Binh Dinh) “swallowed up” VND 4.5 billion (from central and provincial budgets and constant expenses of the Educational Section of Quy Nhon City) to buy teaching aids... It can be said that teaching aids purchase was related to many authorities, levels and through many stages of

supervision and inspection... However, the issue of quality was ignored. Of 12 teaching aids (delivered by the Book and Equipment company of Binh Dinh to schools), spot check was made and it was discovered that 10 equipments were delivered differently from regulations. Equipments were mainly damaged, non-labeled without origins.

Following the bidding documents, the digital weighs (Chemistry, grade 9) cost VND 430,000/each. Despite such a rather high price, most equipment delivered was “paralyzed”... Despite changing new batteries, the electronic weigh still did not work. Also in chemistry subject of grade 9, certain chemicals could not be used due to low quality. There were also mistakes in providing the teaching aids for Biology subject, grade 8. It was stipulated that there should be clear labels for imported microscopes (VND 1,300,000). But inspection showed that all microscopes (30 sets) were illegally imported (without backgrounds, origins). Thus, many microscopes were blurred shortly after operation...(*Thanh Nien, 7-8-2007*)

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**Box 15: Binh Phuoc: Allowance of over 6,000 teachers was stolen.**

(LD) – Billions of VND was allocated by the Educational and Training Ministry to Binh Phuoc to support over 6,297 primary education teachers and managers under the project on secondary education teacher development. Two individuals from Educational and Training Department misused their duties and deducted nearly VND 1 billion.



Mr. Ngo Sy Gian (third from left) at meeting with reporters.

.... On 16-5, Mr. Phan Si Gian, Director of Educational and Training Department of Binh Dinh, confirmed to us that Mrs. Lien and Mr. Dung deducted and appropriated the allowance of teachers worth nearly VND 1 billion.

Following Mr. Gian, the project on secondary education teacher development was assigned by the Ministry to 10 provinces/cities. In Binh Dinh, the Educational and Training Department organized 4 module training (project package) for 5,112 secondary education teachers (46 schools) and 1,185 managers comprising more than VND 2 billion for secondary education teachers and VND 535.1 million for managers.

Project implementation time was from 1-10-2005 to 7-1-2006. However,

Mrs. Lien and Mr. Dung who misused their duties of receiving and delivering money to teachers were dishonest and cheating by asking teachers to sign to accept full amount, but only a part of the allowance was delivered to teachers. The rest was retained by Mrs. Lien and Mr. Dung.

... Total amount that Mrs. Lien and Mr. Dung deducted from the allowance of 6,297 teachers at 4 module training/ project on secondary education teacher development was VND 908.6 million (out of total VND 2.5 billion).

Mr. Phan Si Gian advised that “at present, we have decided to end duties of Mrs. Lien and Mr. Dung for the latter to overcome consequences. They admitted their mistakes, citing to having difficulties and thus borrowed project money. They have paid back a part of the money which has been delivered to teachers. In immediate future, we will apply administrative disciplines to them, remove Mrs.Lien from tentative party member title and deliver them to the law enforcement authorities for settlement...”

*Cao Hung*  
*Lao dong, No 112, 18-5-2007.*

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**Box 16: 6-year imprisonment Sentence for Mac Kim Ton**

TT- The Trying Council of the case of “cheating to appropriate assets and misuse power/functions at work” sentenced Mac Kim Ton to 6 year imprisonment and Tran Thi Anh to 15 year imprisonment.

Thus, both defendants in the case were given heavier sentences against the accusation of the Provincial People’s Supreme Organ of control of Thai Binh province (proposed 6-7 year for Mac Kim Ton and 13-14 year for Tran Thi Anh.

Together with above sentences, Mac Kim Ton was forbidden to engage in any work, titles from 1-5 years after sentence service. Besides, the defendants have to compensate more than VND 326 million, return it to damage schools and units; compensate VND 422 million for the wearing of computers. Mac Kim ton had to compensate VND 122 million; Tran Thi Anh, VND 300 million. They had to return all briberies that they received from schools. Mac Kim Ton had to pay VND 11 million; Tran Thi Anh, VND 22, for court fee. The trying council also confiscated 5 items that Mac Kim Ton had received from Tran Thi Anh.



Mac Kim Ton at court

*Phap Luat, Sunday, 25-3-2007.*

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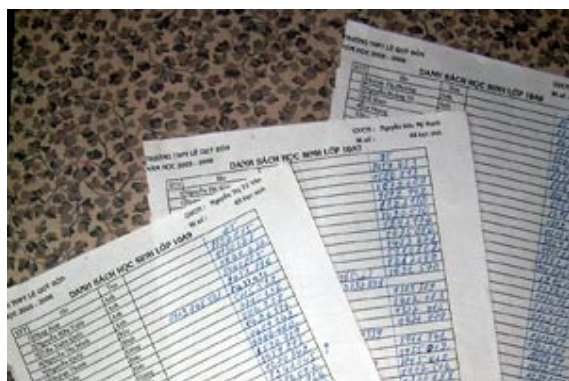
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### **Box 17: Le Quy Don School illicitly opened 3 quality classes**

In the morning of 18th September, a group of teachers denounced wrong doings in Le Quy Don School and sent a petition to the Fatherland Front Committee of Ho Chi Minh City. In the petition letter, the teachers provided a list of 3 quality classed (10A7, 10A8 và 10A9) which were illicitly opened in the school year 2005-2006 by the Principal Tran Thanh Van to collect school fees at her disposal.

According to 3 teachers Nguyen Thi Minh Thuy, Vo Hai Binh, and Tran Minh Hung, the 3 classes (with total of 132 pupils) have to pay school fees which are

much higher than those of normal classes.



The list of 132 pupils of the 3 high quality classes (10A7, 10A8 and 10A9) illicitly opened by Ms. Tran Thanh Van in Le Quy Don School in the school year 2005-2006. Photo: V.H.

A parent of pupil in class 11A8 told *VnExpress* that the average amount they paid the school monthly in the school year 2005-2006 was from VND 700,000 to VND 1 million, while pupils of normal classes paid only VND 30,000/month.

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#### ***Box 19: Definition of Civil Society***

- In colloquial speech, it is social organizations outside of the State and business activities (market), outside of family, to bring people together in activities for common purpose.

*Prof. Dr. DANG NGOC DINH  
Director of Institute of Development Issues (VIDS  
(Tuoi Tre online, 21/05/2006)*

- Civil society is “the arena between family, State, and the market, where people associate to advance common interest” (CIVICUS 2005).

[www.vids.org.vn/vn/Attach/200651222153\\_Ch1.doc](http://www.vids.org.vn/vn/Attach/200651222153_Ch1.doc)

### **Box 18: Vietnamese education: Huge “Lemon market”.**

In music, the song “Lemon tree” initiated with the breaking sound of a broken cup excites a lot of people, whereas in economics, “Lemon Market” helped George Akerlof achieve Nobel Prize in economics in 2001. Despite such the name like that of the song, the content is nothing about lemon. Instead, it explains the market defeat due to imbalance information making it impossible for the buyers to distinguish the good from the poor commodities.

Consequently, there remain only poor quality goods on market. The market seems to exist in the education in Vietnam producing many “advanced pupils with poor quality”, many “scholars” of “fake learning, true diplomas” type.

*(Thao Nguyen, Tia Sang Magazine )*

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### **Box 17: In 2006, millions of pupils drop out.**

Number of children from 11 to 14 years old is 6.810 million. Number of primary education pupils is 6.152 million, about 90.3%. It means that about 10%, or nearly 600,000 pupils graduate from primary education, but cannot move on to secondary education and drop out. Number of drop out upon completing primary education comes up to over 2 million pupils. In 2006, the number of learners from 15 to 17 years was 5.540 million, but total number of secondary education pupils was only 3.075 million, or 55.5%.

Thus, about 44.5% primary education pupils do not continue education to secondary education.

(Mai Minh, DanTri, 13-11-2007)

#### **Box 20: The case “Bribery for School entry” in Ho Chi Minh City**

- In 1998, teacher Nguyen Thanh Hang sent a denunciation letter to the Director of Education and Training Department of Ho Chi Minh City on negative phenomena in Le Quy Don Upper Secondary School. 4 months later, teacher Hang received a Penalty Decision and was seconded to another school. Ms. Hang also received anonymous letters, was backbitten and isolated from pupils, pupils’ parents and colleagues... (THANH NIEN 24-8-06)
- In the morning of 24-8-06, the THANH NIEN carried an article:” A ring of “bribery for school entry" discovered in Ho Chi Minh City” .
- Immediately early in the afternoon of 24-8-06, the Management Board of Education and Training Department held a meeting and decided to establish an inspection delegation to clarify the case raised by the THANH NIEN Newspaper.
- At 15:00 on 24<sup>th</sup> August, Deputy Director of Education and Training Department in Ho Chi Minh City and the Principal of Le Quy Don Upper Secondary School joined a meeting with the THANH NIEN Newspaper.
- In the afternoon of 31<sup>st</sup> August, the Inspection Delegation of HCMC Department of Education and Training provided conclusions around the ring of “bribery for school entry” in Le Quy Don Upper Secondary School. On 1/9/06, Vietnam net carried the article: **“Bribery for School Entry”: teacher suspended, the principal considered as not involved.**
- On the 5<sup>th</sup> of September, the Fatherland Front of Ho Chi Minh City received many letters protesting against the settlement of the case “bribery for school entry” in Le Quy Don Upper Secondary School. Mr. Le Hieu Dang, Vice Chairman of the Fatherland Front of Ho Chi Minh City said: "Department of Education and Training has been processing the case too slowly, but the Fatherland Front will go to the end!" (VietNamNet, 5-9-06)



- Some former pupils of Le Quy Don Upper Secondary School has an initiative of forming a “complaint book” which will be sent to the Minister of Education and Training (*The Thanh Nien*, 3-9-06)



Meeting of pupils at teacher Thanh Hang’s house

- In the afternoon of 11<sup>th</sup> September, People’s Council, People’s Committee of Ho Chi Minh City organized a meeting with education department and relevant departments and organizations with participation of Minister of Education and Training Nguyen Thien Nhan to discuss the settlement of negative phenomena in education sector in Ho Chi Minh City.

.....Mrs. Tran Thanh Van was sacked from the position of the Principal; Mrs. Nguyen Thi Que (the former teacher of literature in Le Quy Don Upper Secondary School) was sacked from the position of Vice Principal. Teacher Do Thi Thu Hoa was delivered to the police for consideration of prosecution for purpose of investigation. (*Thanh Nien*, 12-9-06)

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#### **Box 21: Van Noi Upper Secondary School, Dong Anh, Hanoi.**

“....after Department of Education and Training asked for explanations of the incident as stipulated in the denunciation letter, the denounced person himself established a “*Committee for consideration and explanations of citizen’s denunciation*”. This committee consists of 5 people: representative of trade union, people’s inspection, and some teachers. This committee has found the people involved in writing denunciation letter and confirmation letter. Moreover, the pupils, who bravely confirmed the accuracy of denunciation contents, were called up and requested to re-write the contents to compare their writings.

In the afternoon of 8<sup>th</sup> November, the Committee held a meeting and asserted that all contents of the denunciation letter were completely slander. When the denunciator raised his hand to express his opinion, the principal declared dissolution of the Committee as there is no time left” (*VietNam Net*, 15-11-2007)

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**Box 22: Teacher Do Viet Khoa’s life is threatened again**

In the afternoon of 30<sup>th</sup> June, teacher Đỗ Việt Khoa was informed by his friends that some pupils’ parents in Phu Xuyen A (Ha Tay), who concern that their children may fail in the exams, are planning to convene “press-gang” to take revenge. The denunciator has to call Ha Tay Police to report on the matter.



After denouncing negative incident, teacher Khoa received threats of some pupils’ parents, pupils, and colleagues. But this is the most serious threat because many parents in Phu Xuyen A are worried that their children may fail in the exams. Discussing with *VnExpress*, teacher Khoa could not hide his concern: “I am so worried, and my wife became pale upon hearing that our family may be persecuted.”.

(*VNexpress, 1/7/2006.*)

Teacher Do Viet  
Khoa  
Photograph: T.D

**Who can defense teachers ?**

**“Terrorize” denunciator-teacher with lubricant**

**(Dan Tri) – Two young people riding a motorbike, whose number plate is hidden, suddenly attacked teacher Nguyen Ngoc Tao by pouring lubricant from his head to foot. Teacher Tao is one of the 3 teachers signing a denunciation letter on the violations in Ngo Quyen Upper Secondary School in Hai Phong.**

Teacher Nguyen Ngoc Tao, 58 years of age, a Physics teacher of Ngo Quyen School said that yesterday morning (2/10), a strange youth person passed by my house and stopped and stared at me to recognize my face and left.

On the way to school, when I stopped to have breakfast at alley 12, Hoang Van Thu Road (near my house), an youth person came from the back and poured a nylon bag of lubricant on my head. The people around shouted for help and ran after the man, but he jumped on a black Jupiter motorbike with hidden number plate, which was driven by his accomplice, and escaped.

Mrs. Dung, teacher Tao’s wife added: “From the time the media disclosed the dubious behaviors in Ngo Quyen School, my house is always watched by a strange person. A month ago, two young people riding on a black Jupiter came to our quarter and asked for teacher Tao’s house, but when I went out to meet them, they went away. I noted the number plate of the motorbike. My house is located in an impasse, but they sometimes passed by and looked into my house. It seems they want to see my husband’s face”.

Teacher Nguyen Ngoc Tao detected wrong behavior of the Principal of Ngo Quyen Upper Secondary School Nguyen Van Phu when the latter purposefully accepted pupil Do Thai M from a semi-public school to the public school 1 month earlier than date of decision. And the dossier of school movement is both insufficient and fraudulent.

The denunciation letter of 3 teachers of Ngo Quyen School was repeatedly sent to the Department of Education and Training of Hai Phong for many years, but it was not thoroughly settled by the Department.

These three teachers, consisting of teacher Tao, have been proposed to receive severe penalty in quite tense meetings in Ngo Quyen School because of providing information .... to the media(!)

According to many teachers in Ngo Quyen School, teacher Tao is highly valued in terms of both attitude and profession. Mr. Nguyen Van Thanh, a person living in the same quarter with teacher Tao, said: “Teacher Tao is kind and friendly to everybody and he has no conflicts with anybody for many years”.

The above incident created concerns for the family of teacher Tao and resentment for teachers in Hai Phong. “Many people advised me not to denounce and fight as I will get into trouble, but I think I have done well with the conscience of a teacher” – teacher Tao said. However, this is not the sole threat to teachers in the Harbor land. Previously, the life of Chief Inspector of Education and Training Department Nguyen Tien Dung was threatened and he had to ask for help from competent organizations because he detected negative behaviors related to 77 identical exam papers in a graduation exam of Supplementary education level in Hai Phong in July 2007.

**Hoang Anh Thang**

*According to Edu.net.vn*

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**Box 23: From virtual society to real society**

As the incident may face the danger of being “sunk”, Dan Tri has to encourage the “denunciator” to publicise his identity and on the 20th June, teacher Do Viet Khoa officially appeared and terminated 20 days of fighting in “the dark”.

*(Dan Tri, 03/07/2006)*

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**Box 24: Negative incidents in teaching equipments: there is a place to inform**

Information Centre, Ministry of Education and Training, officially opened a forum to exchange opinion on teaching equipments at the address edu.net.vn and an website for all people to exchange and inform of issues related to teaching equipment both from positive and negative perspectives.

.....Besides, the Information Centre has been completing the construction of a specialised website at the address <http://thietbi.moet.gov.vn> with technical indicators, pictures, prices and sample equipment.

*(Minh Hanh, Dan Tri, 07/09/2006) -*

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**Box 25: "Budget for education increased 33%, not yet sufficient..."**

**Vice Minister of Education and Training Pham Vu Luan, who is in charge of financial affairs and also the speaker of the Ministry said in a meeting with VietNamNet immediately after the Conference on Plan and Budget for 2006 organized by the Ministry of Education and Training today in Ho Chi Minh City.**

*- Some schools stated that the budget allocation still mainly depends on the mechanism "ask-give", and some schools even ask for more to avoid the status of being reduced. How does this phenomenon re-occur this year?*

**Nobody ask this year. "Ask" is not correct as the Ministry will consider and make decision. Currently, the plan is made and decided by the senior level.**

*...(VietNamNet, 28/12/2005)*



Vice Minister of  
Education and  
Training Pham  
Vu Luan.  
(*Photograph:  
Cam Lu*)

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**Box 26: What is teachers' current income?**

....According to Mr. Ngo Huynh, the Principal of Vo Thi Sau Upper Secondary School (Ho Chi Minh City), salary of a teacher with over 30 years of teaching is about VND 3 million. The salary of a newly graduated teacher is only VND 1.2 million. This figure already includes the subsidy of 30% for giving lectures....Mr. Phan Van Keo, the Head of Education Bureau of Hoc Mon District (Ho Chi Minh City) said that average income of teachers in the district is the lowest level in Ho Chi Minh City. Newly-graduated teachers have average monthly salary of about VND 700,000 – 900,000, while teachers with

25-27 years of teaching receive about VND 1.5 million/month...

Minister of Education and Training said: average salary of primary school teachers is VND 1.4 million/month, Lower Secondary School teachers: VND 1.5 million/month, and Upper Secondary School: VND 1.8 million/month.