

Some Solutions to Reduce Educational Inequality between Urban and Rural In Vietnam



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ABSTRACT: Education is given special attention by the Vietnamese government. People from all socio-economic classes are given opportunities to participate in learning. However, due to differences in natural, economic and social conditions, educational inequality between urban and rural areas still exists. This research is based on the Household Living Standards Survey Report, Statistical Yearbook, Labor and Employment Survey Report, Population Change and Family Planning Survey Report, and other official reports of General Statistics Office of Vietnam. Analysis results show that there is still inequality in opportunities to access and complete education, in spending on education and getting high-income jobs post education between urban and rural areas. Based on these analysis results, this article proposes some solutions to reduce educational inequality between urban and rural regions in Vietnam.

KEYWORDS: inequality, education, inequality in education, urban, rural

1. INTRODUCTION

Education has a positive impact on economic growth as well as hunger eradication and poverty reduction. People with high levels of education have better job opportunities and higher income than others. Equality in education gives people from any socio-economic classes the opportunity to develop and build a stable and sustainable development society.

Vietnam's Education Law of 2019 states: Learning is the rights and obligations of every citizen. All citizens, regardless of ethnicity, religion, beliefs, gender, personal characteristics, family origin, social status, or economic situation, are equal in educational opportunities. The Government implements educational equality. The Government prioritizes and assists learners who are children in extraordinary circumstances according to provisions of the Children's Law, learners with disabilities according to the Disabilities People's Law.

However, there are still differences in income, number of educational establishments, physical conditions, educational human resources, etc between urban and rural areas. This leads to inequalities in organized learning and educational benefits. To reduce educational inequality between urban and rural areas, especially at the high school level, we need specific solutions.

2. THEORETICAL BASIS

Inequality

According to sociologists, "Inequality is the disparity of opportunities or benefits for different individuals in a social group or in many social groups."

Inequality can be divided into two groups:

- Natural inequality: created by natural differences between individuals in one or several characteristics such as: gender, race, physical strength, mental ability,...
- Social inequality: created by the division of labor leading to social stratification (dividing society into different social classes in terms of political status, economic status, and social status), creating different benefits among individuals.

Émile Durkheim (famous French sociologist, who laid the foundation for functionalism and structuralism, and who contributed greatly to the formation of the disciplines of Sociology and Anthropology) in his work "Division of Labor in Society" (1893), argued that all societies consider some actions more important than others and that inequality involves differences in individual talents, the number of people who have more natural talent than others, and, through training, the differences will increase which leads to inequality in society.

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Thus, according to Durkheim, education and training can increase or reduce inequality in society.

Education

The concept of education in Vietnam has not been defined in legal documents. There are many different concepts of education based on many different research approaches. But they all have something in common: Education is understood as the transmission of knowledge and skills from one generation to the next through teaching, training, and research.

Vietnam's Education Law of 2019 states: The goals of education are to comprehensively develop Vietnamese people to have ethics, knowledge, culture, health, aesthetics and professional skills; to have merits and civic awareness; to have patriotism, national spirit, ... and to promote the potential and creativity of each individual; to improve people's knowledge, develop human resources, foster talents and meet the requirements in the cause of building and protecting the Fatherland and international integration.

Education levels and training levels of the national education system include:

- a) Preschool education includes kindergarten education;
- b) General education includes primary education, lower Secondary education and upper Secondary education;
- c) Vocational education training at primary level, intermediate level, college level and other vocational training programs;
- d) Higher education provides training at university level, master's level and doctoral level.

In particular, primary education is compulsory education, lower secondary education is universal education, and upper secondary education is career-oriented education.

Inequalities in Education

From the concept of inequality and education, it can be understood that "Educational inequality is the disparity between individuals and groups of people in terms of opportunities to participate in education and benefits from education".

Educational inequality can be specified in several aspects: unfairness in ensuring opportunities to participate in education, ensuring learning rights and employment opportunities according to educational level.

Firstly, inequality of opportunities to participate in education and educational outcomes entail: inequality in opportunities to go to school for all individuals and groups in society, inequality in conditions and environment of learning, facilities, qualifications and degrees achieved.

Secondly, inequality in the benefits of education through employment opportunities and high income opportunities according to training level include, but not limited to: opportunity to use qualifications, to find jobs suitable with training level, to get higher income,...

Urban-rural areas

According to Decision No. 82-CP dated April 13, 1974 promulgating regulations on urban delineation standards, urban and rural areas can be divided according to the following urban definition criteria:

- (1) Urban is the political, economic and cultural center of the whole country, of an administrative unit at the regional, provincial, district or regional level.
- (2). Urban areas are places where non-agricultural population is concentrated and many industries have been developed or will be developed in the future.
- (3). If an urban area is a district town, it must have approximately 1,000 inhabitants or more; If it is a concentrated area of industry, handicrafts, and commerce, approximately 2,000 people or more must be permanently residing, of which 50% or more are non-agricultural workers, with urban living conditions (conditions: activities: electricity, water, transportation... at the urban level).
- (4) Residential areas identified as urban include:
 - Cities, towns and townships have been recognized by the Government.
 - Residential areas operating in an urban style: Residential areas that do not have a State document approved as a city, town or town but have a concentrated population belonging to industrial enterprises and construction sites. Basic construction, agriculture, forestry, agencies, hospitals, schools or other economic activity areas with a population of 2000 or more, permanent residents, of which 50% or more are non-agricultural workers industrial and have an urban style of living, are also defined as urban areas.

The concept of rural area is specified as follows: "Rural area is an administrative boundary area that does not include wards of towns, districts and cities."

Thus, it can be understood that, in contrast to urban areas in terms of facilities and infrastructure, rural areas are underdeveloped areas, with people mainly making a living from agriculture, and most of them are not equipped with opportunities and potential capacity to develop large industries.

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Indicators reflecting inequality in education

Indicators reflecting opportunities to participate in education and training results include: net attendance rate, completion rate, average number of years of schooling and expected number of years of schooling, spending on education and training average of 1 person attending school for 12 months, spending on education and training average of 1 person attending school for 12 months divided by expenditures, literacy rate of population aged 15 and over, proportion of population aged 15 years and older divided by educational level, proportion of population 15 years old and older divided by technical and professional level.

Indicators reflecting benefits from education through employment opportunities and income according to training level include: structure of employed workers aged 15 and above divided by technical and professional level, the occupational structure of employed workers from 15 years of age and above, structure of employed workers aged 15 years and above divided by employment status, unemployment rate of workers in working age, unemployment rate in working age labor by educational level, underemployment rate of working-age workers, average monthly income per capita, average monthly income of salaried workers aged 15 and above according to technical qualifications.

3. RESEARCH METHODS

Analytical data source: The article uses data from the Statistical Yearbook published annually, the results of the Vietnam Living Standards Survey conducted every two years, and the Labor and Employment Survey Report 1/7 Annually, Report on the results of the population change and family planning survey on April 1 annually, and the official results announced by the General Statistics Office. The article uses indicators that reflect opportunities to participate in education, educational outcomes, employment opportunities and income of trained workers.

Scope of research: urban-rural Vietnam in the period 2012-2022.

Analysis method: Compare differences (relative or absolute) in indicators reflecting educational opportunities and benefits between urban and rural areas in Vietnam over time.

4. RESEARCH RESULTS

4.1 Current status of educational inequality between urban and rural areas in Vietnam

4.1.1 Opportunities to participate in education and results

The opportunity for Vietnamese rural children to go to high school has gradually increased over time and gradually reduced the gap between urban and rural areas. However, the dropout rate in rural areas is much higher than in urban areas, and the average number of years of schooling for people in urban areas is higher than in rural areas. Urban people also invest more in education than rural people.

Table 1. Net attendance rate by residence in the period 2012-2022

Unit: %

	Year 2012	Year 2014	Year 2016	Year 2018	Year 2020	Year 2022	Year 2022- Year 2020
Primary	92,4	93,0	97,0	97,3	98,1	95,8	-2,3
Urban	92,6	93,6	97,6	97,6	98,0	95,6	-2,4
Rural	92,4	92,8	96,8	97,1	98,1	95,9	-2,2
Urban-Rural	0,2	0,8	0,8	0,5	-0,1	-0,3	-0,2
Lower secondary	81,4	84,4	90,4	92,1	93,4	90,5	-2,9
Urban	85,0	88,9	93,9	93,9	94,9	91,4	-3,5
Rural	80,1	82,7	89,0	91,3	92,6	89,9	-2,7
Urban-Rural	4,9	6,2	4,9	2,6	2,3	1,5	-0,8
Upper secondary	59,4	63,1	68,6	72,0	76,1	77,2	1,1
Urban	70,2	73,2	79,6	82,4	82,2	82,4	0,2
Rural	55,6	59,3	64,5	67,7	72,9	74,1	1,2
Urban-Rural	14,6	13,9	15,1	14,7	9,3	8,3	-1

Source: Results of the population living standards survey by the General Statistics Office in 2018, 2020, 2022

Net attendance rate at primary school level is quite high nationwide and there is not much difference between urban and rural areas. It increased throughout the period 2012-2020, from 92.6% to 98.0% in urban areas, from 92.4% to 98.1% in rural areas. It decreased 2.4% (in urban), 3.2% (in rural) in 2022 compared to 2020 due to the impact of Covid-19.

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Similarly, the net attendance rate at lower secondary schools increased throughout the period 2012-2020, from 85.0% to 94.9% in urban areas, and from 80.1% to 92.6% in rural areas. It decreased 3.5% (in urban), 2.7% (in rural) in 2022 compared to 2020 due to the impact of Covid-19. The gap in lower secondary net attendance rate between urban and rural areas gradually decreases from 4.9% in 2012 to 1.5% in 2022.

Upper secondary schools' net attendance rate increased throughout the period 2012-2022 with the growth rate in rural areas being higher than the growth rate in urban areas, reducing the gap between rural and urban areas over time. The upper secondary net attendance rate in urban areas increased from 70.2% (in 2012) to 82.4% (in 2022), from 55.6% (in 2012) to 74.1% (in 2022). There hasn't been a clear impact of covid-19 on the upper secondary schools net attendance rate as it has with primary and lower secondary schools net attendance rate. The gap between urban and rural areas gradually decreases from 14.6% in 2012 to 8.3% in 2022.

Table 2. School completion rate by residence

Unit: %

	Primary	Lower secondary	Upper secondary
Country	98.3	86.8	58.1
Urban	98.4	90.7	74.8
Rural	98.3	84.5	46.4
Urban-Rural	0.1	6.2	28.4

Source: UNICEF Vietnam Education Summary Report in 2022

Children in rural areas have fewer opportunities to access education than those from urban areas. Additionally, school dropouts in rural areas happen more often than in urban areas, especially at the upper secondary education level.

School completion rates decrease as education levels increase, and the gap between urban and rural areas increase as education levels increase. According to UNICEF Vietnam Education Summary Report in 2022, overall, 98.3% of children complete primary school, 86.8% complete lower secondary school and 58.1% complete upper secondary school. These rates in urban areas were 98.4%, 90.7%, 74.8%, and in rural areas were 98.3%, 84.5%, 46.4%. The gaps between urban and rural were 0.1%, 6.2%, 28.4%.

Table 3. Average number of years of schooling and expected number of years of schooling by residence

Unit: Year

	Country	Urban	Rural	Urban-Rural
Average years of schooling	9,0	10,9	8,1	2,8
Expected years of schooling	12,2	13,6	11,4	2,2

Source: Results of the population and housing census in 2019

The differential in average year of schooling and expected years of schooling is also observed between rural and urban areas. The average number of years of schooling in urban areas was 10.9 years, and in rural areas was 8.1 years, with the difference being 2.8 years. The expected number of years of schooling in urban areas is 13.6 years, and in rural areas was 11.4 years, with the difference being 2.2 years.

Table 4. Out-of-school rate by educational level and residence

Unit: %

	Primary	Lower secondary	Upper secondary
Country	1	5	22
Urban	1	4	13
Rural	1	6	25
Urban-Rural	0	-2	-8

Source: UNICEF Vietnam Education Summary Report in 2022

The higher the education level, the higher out-of-school rate. According to UNICEF Vietnam Education Summary Report in 2022, 1% of primary school-age children did not go to school. This rate in lower secondary schools was 5%, and in upper secondary schools was 22%. At primary education level, there is almost no difference between urban and rural areas. The out-of-school rate in rural areas was higher than in urban areas at lower and upper secondary education levels. At lower secondary level, this rate was 6% in rural, 4% in urban, the difference being 2%. At upper secondary level, this rate was 25% in rural, 13% in urban, the difference being 8%.

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Table 5. Average spending on education and training per person attending school in 12 months by residence in the period 2012-2022

Unit:1000 VNĐ

	Year 2012	Year 2014	Year 2016	Year 2018	Year 2020	Year 2022
Country	4082	4557	5459	6623	7071	7001,5
Urban	6352	6920	9096	10826	10719	10111,6
Rural	3091	3450	3737	4487	4955	5079,0
Urban-Rural	2,1	2,0	2,4	2,4	2,2	2,0

Source: Household living standards survey by the General Statistics Office in the period 2012-2022

Average spending on education and training per person attending school in 12 months in urban areas was 2 to 2.4 times higher than in rural areas during the period 2012-2022. In 2022, the average spending on education and training per person going to school for 12 months in urban areas was 10111.6 thousand VND, and in rural areas was 5079.0 thousand VND.

Table 6. Average expenditure on education and training per person attending school in 12 months by expenditure and residence in 2022

Expenditure (thousand VND)	Country	Urban	Rural	Urban/Rural
1. Tuition, out-of-district	2818.9	4348.0	1873.8	2.3
2. School and class contributions	557.7	736.7	447.0	1.6
3. Clothes & uniforms	361.3	445.0	309.5	1.4
4. Textbooks	436.2	464.1	418.9	1.1
5. Learning tools	318.1	356.4	294.4	1.2
6. Extra tuition costs	1159.4	1881.0	713.4	2.6
7. Other educational expenses	1350.0	1880.4	1022.1	1.8
Total	7001.5	10111.6	5079.0	2.0
Expenditure structure (%)	Country	Urban	Rural	Urban -Rural
1. Tuition, out-of-district	40.26	43.00	36.89	6.11
2. School and class contributions	7.97	7.29	8.80	-1.52
3. Clothes & uniforms	5.16	4.40	6.09	-1.69
4. Textbooks	6.23	4.59	8.25	-3.66
5. Learning tools	4.54	3.52	5.80	-2.27
6. Extra tuition costs	16.56	18.60	14.05	4.56
7. Other educational expenses	19.28	18.60	20.12	-1.53
Total	100	100	100	

Source: 2022 Household Living Standards Survey of the General Statistics Office in 2022

In spending on education, the expenditure that accounts for the largest proportion in both urban and rural areas is tuition and fees, followed by extra tuition and school supplies. In the 2021-2022 school year, spending on education in urban areas was 2 times higher than in rural areas, of which, out-of-district tuition was 2.3 times higher, and extra tuition costs 2.6 times higher. Meanwhile, the average income per capita per month in 2022 in urban areas is 1.54 times higher than in rural areas. It shows that urban people invest more in education than rural people.

There was a gap between urban and rural areas in admission, completion of schooling and investment in education, leading to lower levels of training, technical expertise and degrees achieved in rural areas compared to urban areas at upper secondary level and above.

Table 7. Literacy rate of the population at 15 years of aged and above by residence in the period 2012-2022

Unit: %

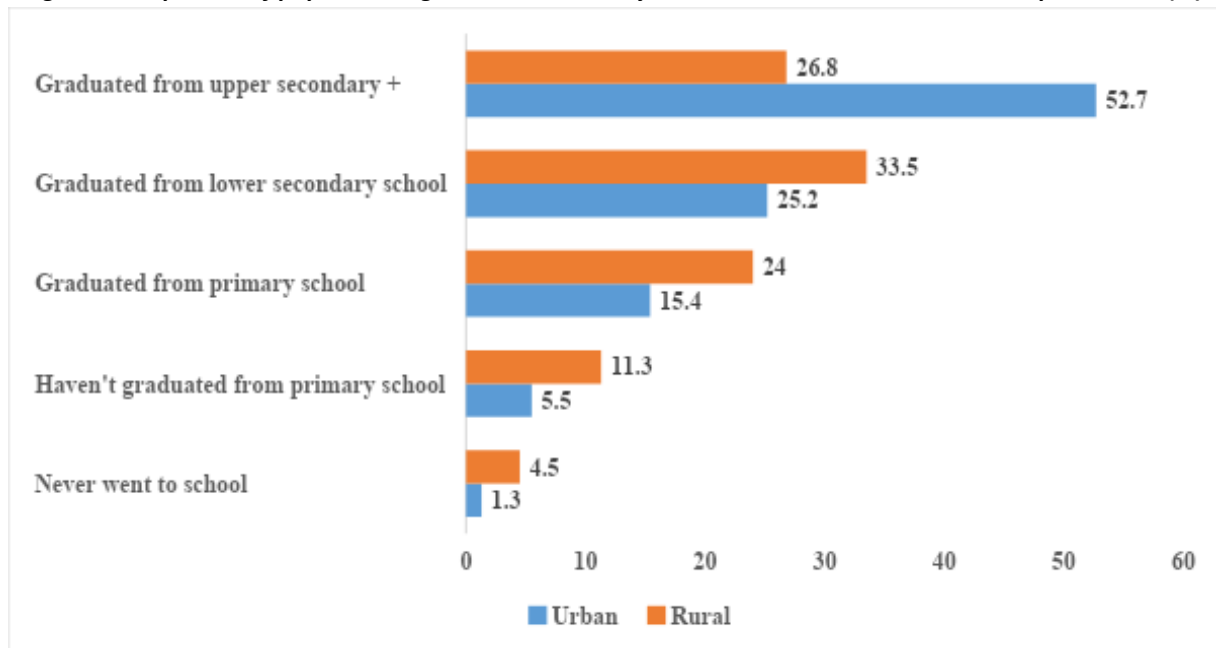
	Year 2012	Year 2014	Year 2016	Year 2018	Year 2020	Year 2022	Year 2022- Year 2012
Country	94.7	94.7	95	94.8	95.4	96.13	1.43
Urban	97.5	97.5	97.7	97.7	97.9	98.3	0.8
Rural	93.3	93.3	93.6	93.2	93.9	94.76	1.46
Urban-Rural	4.2	4.2	4.1	4.5	4.0	3.54	

Source: Data published by the General Statistics Office

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Literacy rate of the population aged 15 and above increases gradually in the period 2012-2022 in both urban and rural areas. The literacy rate in urban areas has always been higher than in rural areas. In 2022, the literacy rate in urban areas was 98.3%, and in rural areas was 94.76%, with the difference being 3.54%.

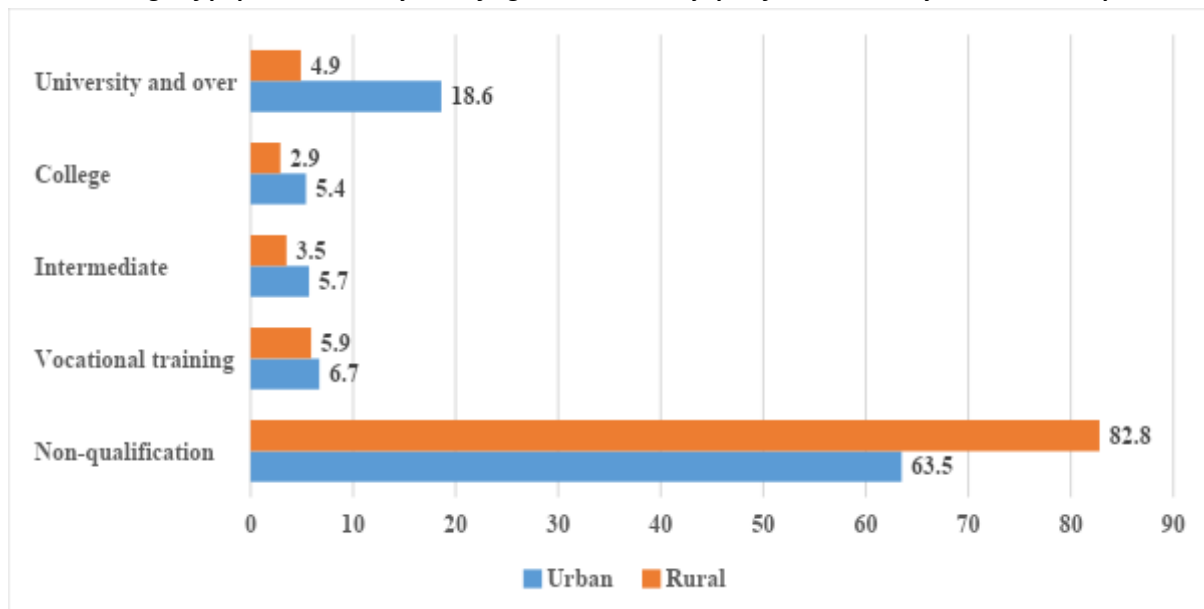
Figure 1. Proportion of population aged 15 and above by education level and residence on April 1, 2021 (%)



Source: Results of the population change and family planning survey of the General Statistics Office in 2021

The level of education in urban areas is much higher than in rural areas. In 2021, the population aged 15 and above in urban areas with an education level of high school graduation or higher accounts for 52.7% of the population, in rural areas accounts for 26.8% of the population, with the difference being 25.9%. The percentage of the population who has never done any schooling was 4.5% in rural areas, while being only 1.3% in urban areas.

Figure 2. Percentage of population at 15 years of aged and above by qualification, and by residence on April 1, 2021 (%)



Source: Results of the population change and family planning survey of the General Statistics Office in 2021

The level of technical expertise in urban areas is also higher than in rural areas at all levels of education, especially at university level and above. In 2021, the percentage of the population aged 15 and above in urban areas with vocational training was 6.7%, intermediate 5.7%, college 5.4%, and university and above 18.6%. This rate in rural areas was 5.95, 3.5%, 2.9%, 4.9% respectively. For university level and above, the difference between urban and rural areas was 13.7%.

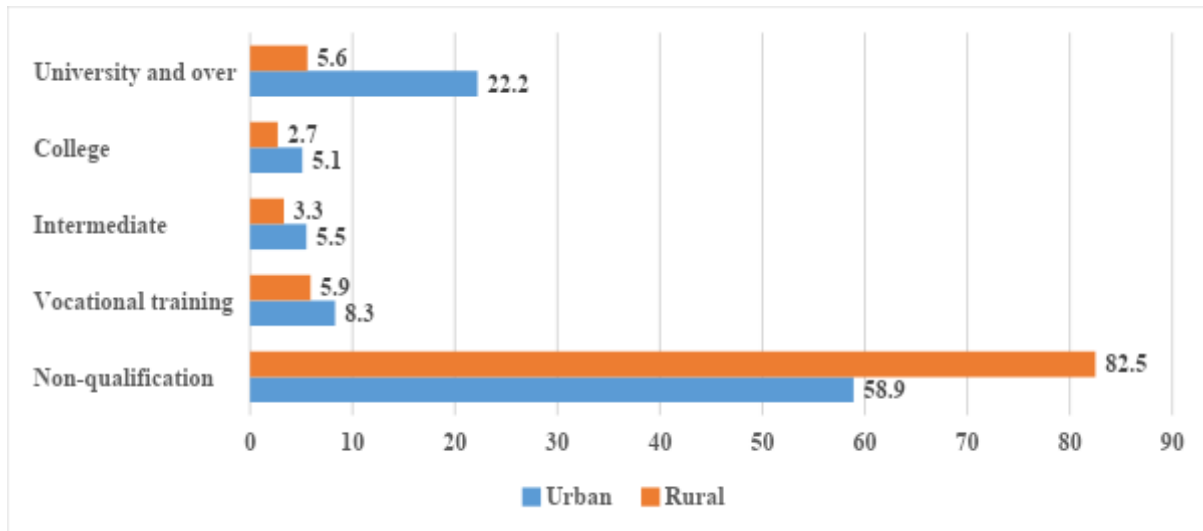
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4.1.2. Job and income opportunities

Due to the characteristics of rural workers being able to share agricultural work and traditional handicrafts, the opportunity to have a job in rural areas is higher than in urban areas, however, the number of underemployed workers in rural areas is higher than in urban areas. Compared to urban areas, the income of rural workers is lower than that of urban workers at all levels of education and technical expertise.

Jobs in urban areas require higher levels of technical expertise than in rural areas, corresponding to higher employment positions.

Figure 3. Structure of employed workers aged 15 and above by qualification and by residence (%)



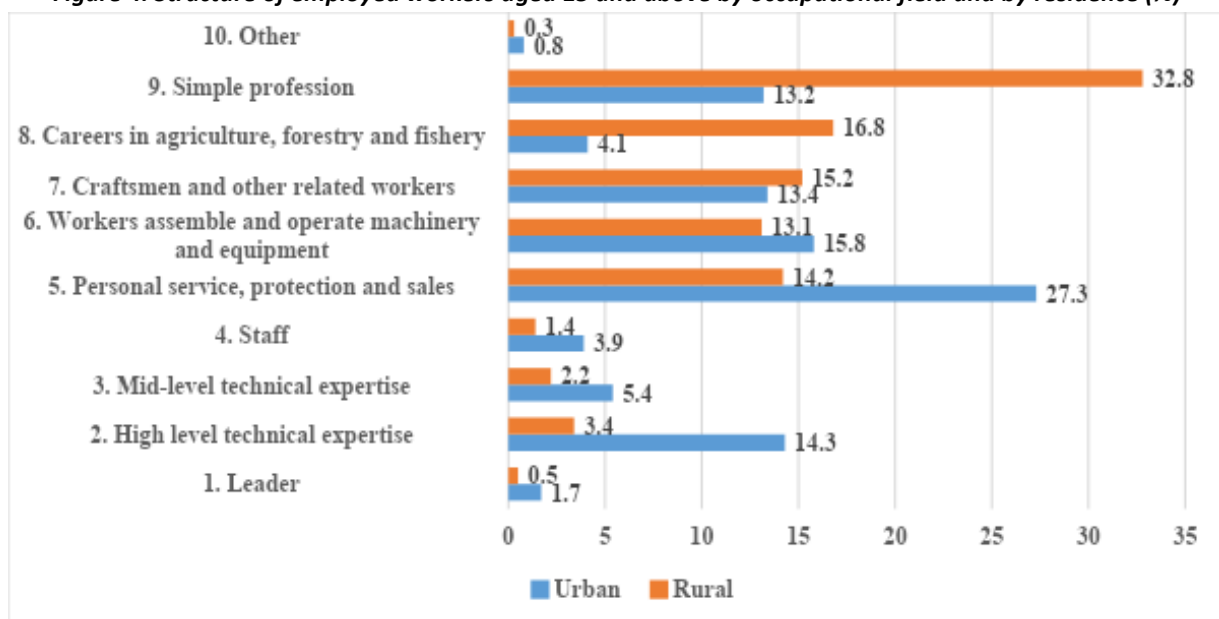
Source: Labor and employment survey report of the General Statistics Office on April 1, 2021

The proportion of employed workers in urban areas is higher than in rural areas in all trained groups, corresponding to higher job opportunities with technical and professional qualifications in urban areas than in rural areas.

According to the labor and employment survey report on April 1, 2021 of the General Statistics Office, the structure of employed workers aged 15 and above in urban areas with a university and over accounted for 22.2%, college 5.1%, intermediate 5.5%, primary 8.3%. Correspondingly, in rural areas these rates were 5.6%, 2.7%, 3.3%, 5.9%. The structure of workers with a university and over in urban areas was 16.6% higher than in rural areas.

The proportion of trained workers in rural areas was only 17.5%, and in urban areas it was 41.1%. The structure of employed workers non-qualification in rural areas was 23.6% higher than in urban areas.

Figure 4. Structure of employed workers aged 15 and above by occupational field and by residence (%)



Source: Labor and employment survey report of the General Statistics Office on April 1, 2021

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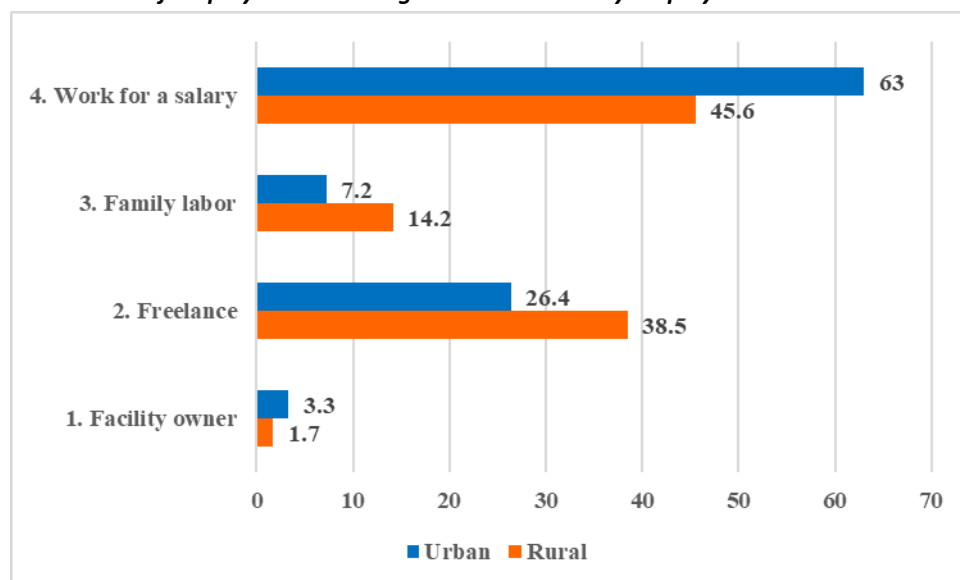
Urban employment requires a higher level of technical expertise than rural areas. In rural areas, workers in simple occupations account for the highest proportion (32.8%), followed by agriculture, forestry and fishery occupations (16.8%), craftsmen and other related workers (15, 2),... In urban areas, workers doing personal services, security and sales account for the highest proportion (27.3%), followed by workers assembling and operating machinery and equipment (15.8 %), high-level technical expertise (14.3%), ...

The structure of employed workers aged 15 and above in rural areas is higher than in urban areas in simple occupations, agriculture, forestry and fishery, craftsmen and other related workers; Urban areas are higher than rural areas in the group of leaders, high- and middle-level technical professionals, employees, personal services, security and sales, assemblers and operators of machinery and other occupations.

According to the Labor and employment survey report on April 1, 2021, the proportion of employed workers aged 15 and above doing simple jobs was highest in rural areas (32.8%), and 13.2% in urban areas, with the difference being 19.6%; the proportion of occupations in agriculture, forestry and fishery was 16.8% in rural areas and 4.1% in urban areas with a difference of 12.7%.

The proportion of employed workers aged 15 and above working as leaders was 1.7% in urban areas and 0.5% in rural areas, with a difference of 1.2%; The proportion of high-level technical expertise was 14.3% in urban areas and 3.4% in rural areas, with a difference of 10.9%; Middle-level technical expertise in urban areas was 5.4%, while in rural areas was 2.2%, the difference being 3.2%; Urban employees 3.9%, rural employees 1.4%, with a difference of 2.5%; personal services, security and sales in urban areas 27.3%, rural areas 14.2%, with a difference of 13.1%; 15.8% of workers assemble and operate machinery and equipment in urban areas, while only 13.1% do the same in rural areas, the difference being 2.7%.

Figure 5. Structure of employed workers aged 15 and above by employment status and residence (%)



Source: Labor and employment survey report of the General Statistics Office on April 1, 2021

The opportunity for high employment positions is higher in urban areas than in rural areas. The proportion of workers who own establishments and work for wages in urban areas is higher than in rural areas. The proportion of self-employed workers and family workers is higher in rural areas than in urban areas.

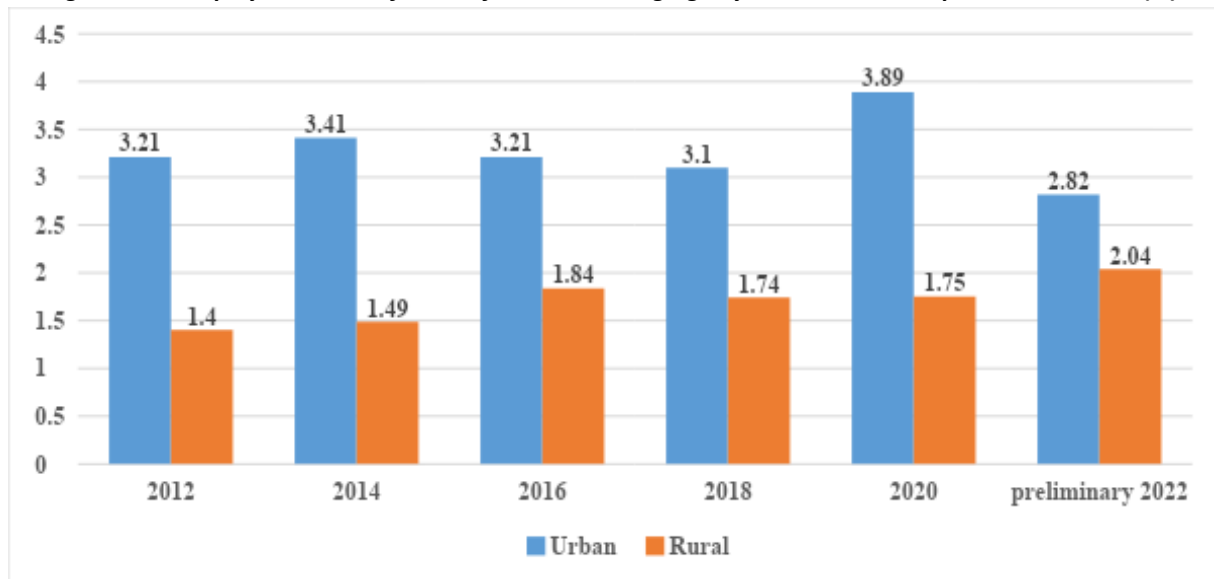
The proportion of employed workers aged 15 and above was 3.3% in urban areas, 1.7% in rural areas, a difference of 1.6%; 63% of workers in urban areas are salaried workers, while only 45.6% of workers in rural areas are so, with the difference being 17.4%.

The proportion of employed workers aged 15 and above who are self-employed in rural areas was 38.5%, in urban areas it was 26.4%, the difference being 12.1%; Proportion of family workers in rural areas was 14.2%, urban areas was 7.2%, a difference of 7%.

Wage workers account for the highest proportion of employed workers, followed by self-employed workers, family workers and facility owners.

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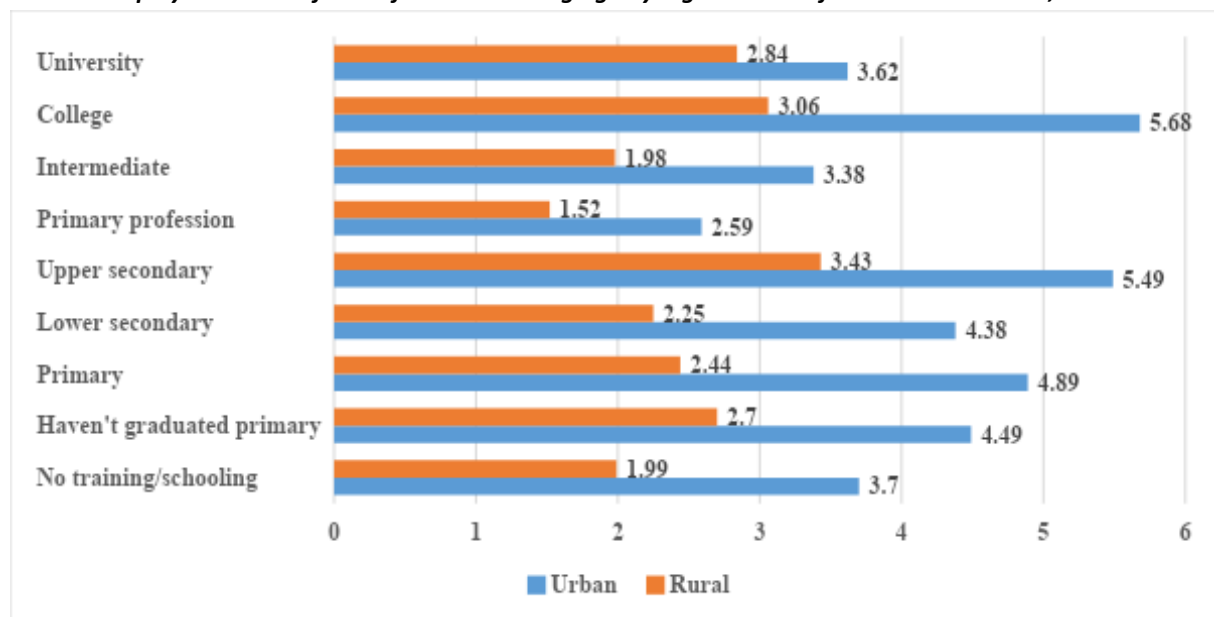
Figure 6. Unemployment rate of labour force at working age by residence in the period 2012-2022 (%)



Source: Data published by the General Statistics Office

The unemployment rate of urban workers is always higher than that of rural areas throughout the period 2012-2022. In 2022, the unemployment rate in urban areas was 2.82%, in rural areas it was 2.04%, a difference of 0.78%.

Figure 7. Unemployment rate of labor force at working age by highest level of education achieved, and residence (%)

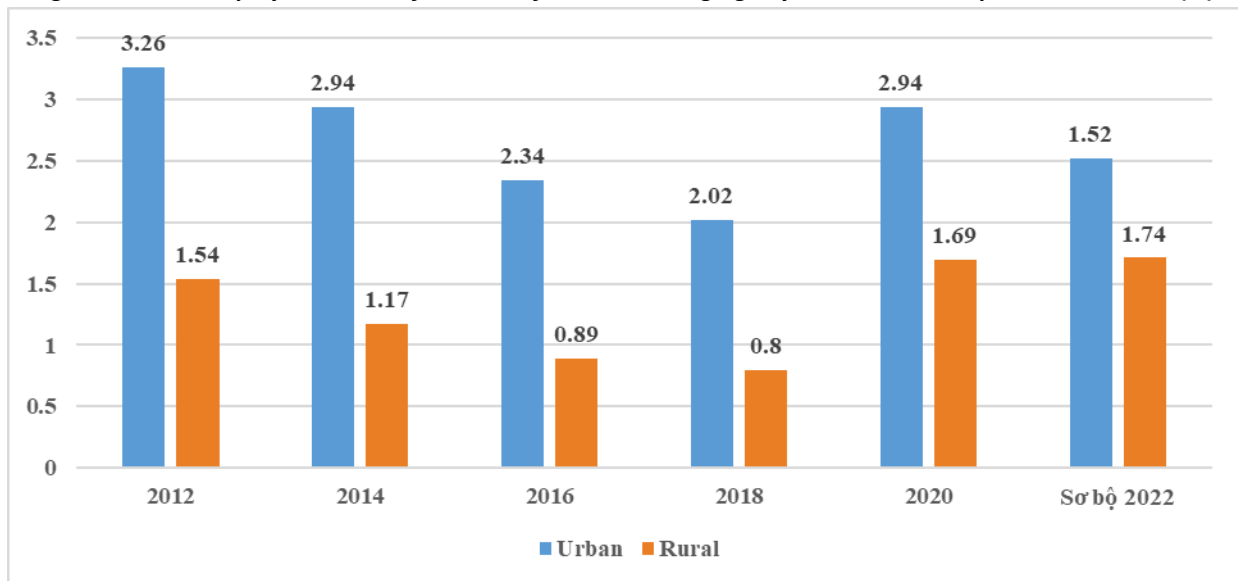


Source: Labor and employment survey report of the General Statistics Office on April 1, 2021

The unemployment rate of the labor force in working age in urban areas is higher than in rural areas at all levels of education. On April 1st, 2021, the difference was lowest at the university education level, the unemployment rate of the labor force in working age in urban areas was 3.62%, while in rural areas it was 2.84%, a difference of 0.78%.

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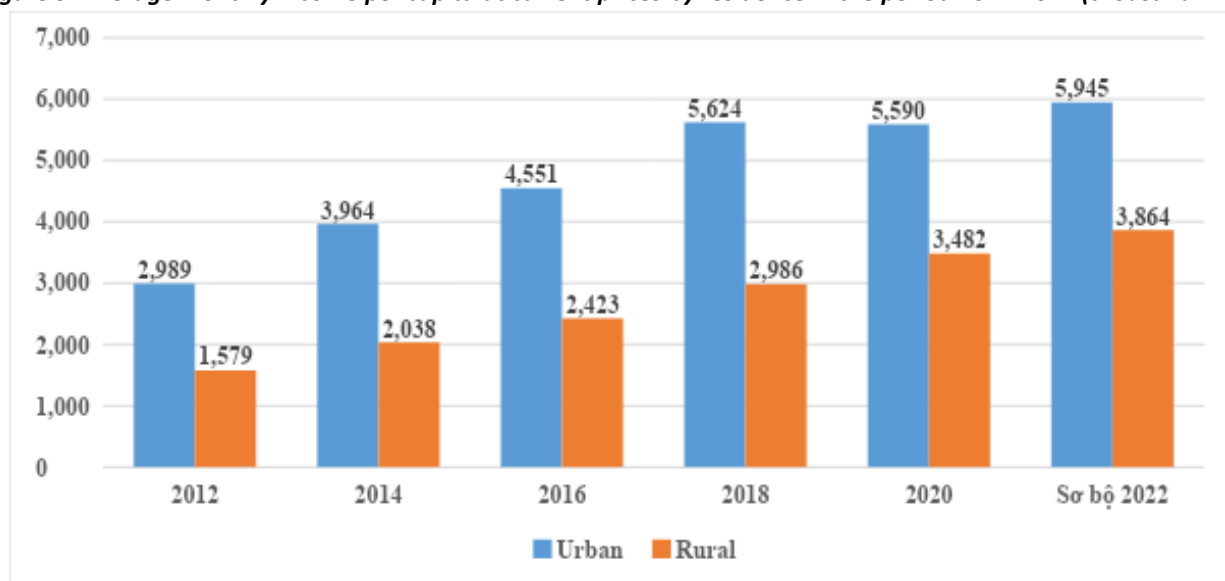
Figure 8. Underemployment rate of the labor force in working age by residence in the period 2018-2021 (%)



Source: Data published by the General Statistics Office

The underemployment rate of working-age workers in rural areas was higher than in urban areas during the period 2012-2022. In 2022, the underemployment rate of the labour force in working age in rural areas was 2.52%, while in urban areas it was 1.71%, a difference of 0.81%.

Figure 9. Average monthly income per capita at current prices by residence in the period 2012-2022 (thousand VND)

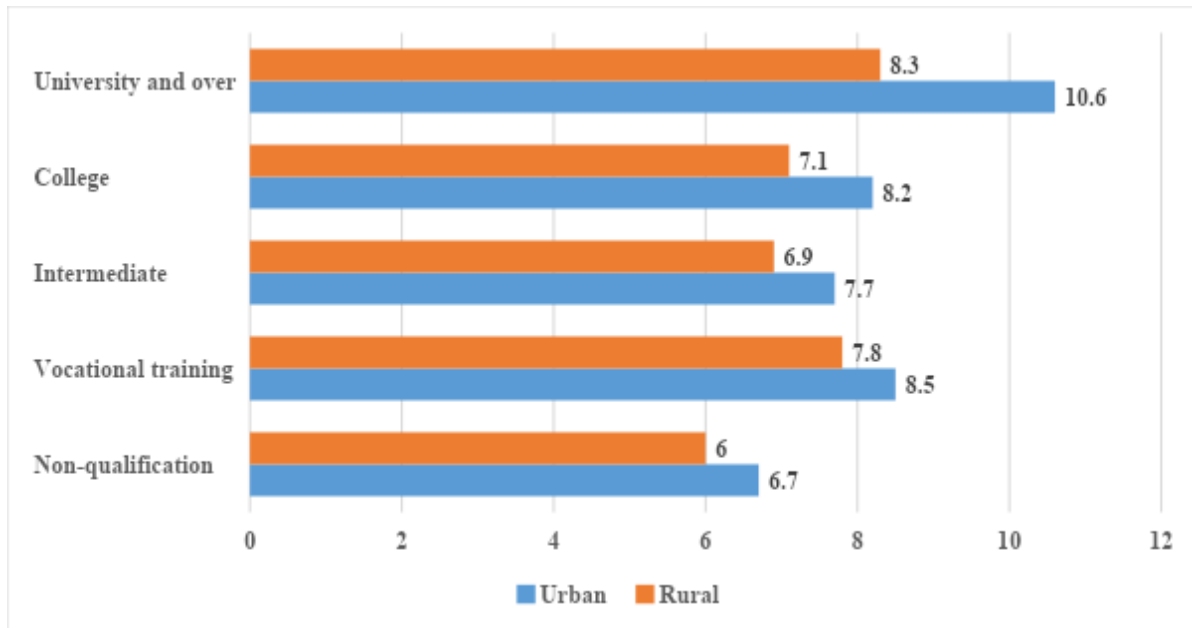


Source: Data published by the General Statistics Office

Income in urban areas was higher than in rural areas during the period 2012-2022. In 2022, the average monthly income per capita of urban areas was 5945 thousand VND, while in rural areas it was 3864 thousand VND, the average monthly income in urban areas was 1.5 times higher than that in rural areas.

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Figure 10. Average monthly income of salaried workers aged 15 and above by qualification and by residence in the first quarter of 2021 (million VND)



Source: General Statistics Office

Income in urban areas is higher than in rural areas at all levels of education and technical expertise. University degree and above level has the highest income. The income gap between urban and rural areas is highest at the university and over level, then at the college, vocational training, intermediate, non-qualification.

The average monthly income of salaried workers aged 15 and above in the first quarter of 2021 in urban areas with university degrees was 10.6 million VND/month, in rural areas it was 8.3 million VND/month, a difference of 2.3 million VND/month; At college level in urban areas the income was 8.2 million VND/month, while in rural areas it was 7.1 million VND/month, the difference being 1.1 million VND/month; At intermediate level in urban areas the income was 7.7 million VND/month, and in rural areas it was 6.9 million VND/month, the difference being 0.8 million VND/month; At vocational training level the income was 8.5 million VND/month in urban areas and 7.8 million VND/month in rural areas, the difference being 0.7 million VND/month; the income of non-qualification in urban areas was 6.7 million VND/month, while in rural areas it was 6 million VND/month, a difference 0.7 million VND/month.

5. CONCLUSION AND RECOMMENDATIONS

From the situation of inequality in opportunities to access education, complete education, study costs, high-income job opportunities between urban and rural areas, and the current state of education in Vietnam and ongoing solutions, the topic outlines a number of specific solutions:

Increase opportunities to access education and complete schooling, reduce learning costs for rural children.

- Open more schools and classes, ensuring convenience for children to go to school. Build more boarding schools for areas without developed traffic.
- Strongly develop all types of distance education and training with low tuition fees.
- Develop a free Vietnamese language teaching program through television channels and information media, ensuring children of ethnic minority origin can access it.
- Develop free teaching programs on television channels and media networks, ensuring the ability to self-study. Organize assessment exams to award degrees and certificates for self-study students.

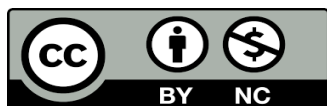
Increase high-income job opportunities for rural workers

- Apply advanced science and technology in farming and exploit products from agriculture, forestry and fishery.
- Encourage the development of large-scale, concentrated processing of agricultural, forestry and fishery products; Establish associations to ensure effective consumption of products from agriculture, forestry, fishery and traditional industries.
- Encourage new units and establishments to establish or expand donah production in rural areas.
- Develop work-at-home jobs via the internet to increase rural people's ability to access remote work in a number of suitable occupations.
- Transparency and public information of licensed units, ensuring workers can easily access job opportunities from legal units.

Some Solutions to Reduce Educational Inequality between Urban and Rural In Vietnam

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