

Hanoi, 30 September, 2008

DECISION
on the Approval of the Project entitled “Teaching and Learning
Foreign Languages in the National Education System, Period 2008-2020”

THE PRIME MINISTER

In pursuant to Law on the Organization of the Government issued on the 25th of December, 2001;

In pursuant to Law on Education issued on the 14th of June, 2005 and pursuant to the Resolution No. 75/2006/NĐ-CP issued on the 2nd of February, 2006 from the Government which defined with details and implementing guidance on some articles from the Education Laws;

Considering the proposal made by the Minister of Education and Training,

HEREBY DECIDES:

Article 1. Approved the project entitled “Teaching and Learning Foreign Language in national education system, period 2008-2020” with the following key contents:

I. GOAL

1. General Goal

To renovate thoroughly the tasks of teaching and learning foreign language within national education system, to implement a new program on teaching and learning foreign language at every school levels and training degrees, which aims to achieve by the year 2015 a vivid progress on professional skills, language competency for human resources, especially at some prioritized sectors; by the year 2020 most Vietnamese youth whoever graduate from vocational schools, colleges and universities gain the capacity to use a foreign language independently. This will enable them to be more confident in communication, further their chance to study and work in an integrated and multi-cultural environment with variety of languages. This goal also makes language as an advantage for Vietnamese people, serving the cause of industrialization and modernization for the country.

2. Specific Goal

- a. To implement a ten-year education program wherein foreign language is enforced as compulsory for grade school starting grade 3. From 2010 - 2011, implement language teaching in accord with new curriculum for about 20% of 3rd graders and gradually expand the scale to about 70% in school year 2015 - 2016, aiming to reach 100% in school year 2018 – 2019;

- b. To implement a foreign language enhancement training program for vocational education which targets about 10% of students from different training centers and professional vocation training schools in school year 2010 – 2011, increases to 60% in school year 2015 – 2016 and eventually gets to 100% in school year 2019-2020;
- c. To implement a foreign language enhancement training program for undergraduate education (for both foreign language specialization institutions and normal institutions) which targets about 10% of students from different colleges, universities in school year 2010 – 2011, increases to 60% in school year 2015 – 2016 and eventually reaches 100% in school year 2019 - 2020;
- d. To renovate the tasks of teaching and learning foreign language within regular education program with contents and training curriculum that are suitable for different learning and training levels. This aims to contribute positively to the enrichment and upgrading of language capacity for human resources, such as staff, officials, etc; and to perform diversification of studying methods in order to meet learners 'needs.

Plan to achieve language level 3 and above for 5% of staff, clerk and officials from governmental agencies by the year 2015 and reaching 30% by the year 2020.

II. TASK

1. Identify English and other languages as foreign language subjects to be taught and learned at education institutions that belong to national education system.
2. Construct and issue a detailed and unified language proficiency framework which consists of 6 levels. This framework is compatible with other common international language proficiency level and used as reference when writing curriculums and teaching plans. Based on this framework, criteria of evaluation are set up for different learning and training levels, ensuring interconnection in language training between school levels.

Language proficiency framework helps to define clearly certain requirements for competency, capacity in listening, speaking, reading and writing. These requirements should be compatible with criteria that define 6 levels in a framework, namely Common European Framework of Reference (KNLNN for short), issued by Association of Foreign Language Test in Europe in which level 1 is ranked as lowest and 6 as highest.

3. Construct and implement a new program on compulsory language training at different school levels as follows: qualify KNLNN level 1 when graduating primary school; qualify KNLNN level 2 when graduating secondary school; qualify KNLNN level 3 when graduating high school.

Organize the tasks of constructing general language ten-year programs which run from grade 3 to grade 12; compile school book, learning materials and teaching curriculums that are suitable for different class levels. Encourage education institutions to become more proactive in constructing and implementing bilingual programs which aim to enhance their own training capacity.

Aside from a compulsory language training program (for first foreign language), students can select an extra language to study (second foreign language). Implementation of second foreign language is applied for students from grade 6 to grade 12, equivalent KNLNN level 2 after graduating high school.

Construct and implement other teaching and learning programs in English for Mathematics and other subjects that are suitable for high schools.

4. Implement training according to new language program for professional vocation education (vocation training school and training center) with the following aims: qualify at least KNLNN level 2 upon graduation of training school and qualify at least KNLNN level 3 upon graduation of vocation training school.

With professional vocation education, language training program can apply different programs that are suitable for students at different levels of learning.

5. Implement training according to new language program for undergraduate education. The application of language training program at undergraduate institutions can target two main groups: group 1 consists of learners who have completed their seven-year language training program from (since 6th grade), group 2 consists of learners who have completed their ten-year language training program (since 3rd grade).

With undergraduate institutions that are not specialized in foreign languages, the new language training program must require a language proficiency of KNLNN level 3 upon graduation.

With undergraduate institutions that have specialization on foreign languages, the new language training program must require a language proficiency of KNLNN level 4 upon graduation for college degree (three-year program) and KNLNN level 5 upon graduation for university degree (four-year program). Moreover, students are required to take two foreign languages simultaneously within a training program. The training time for secondary language (second language) shouldn't exceed $\frac{1}{2}$ training time for main foreign language (first language).

Construct and implement teaching program in foreign language for some subjects at basic and major levels within college and university systems; and also select some key sectors at senior college level to apply teaching program in foreign language.

6. Apply renovation of language training program for regular education.

Language training programs that apply for regular education institutions should be suitable with diversified needs in terms of methodology, type of learners, and levels of training which act to overcome shortcomings from official education system.

Language training programs at regular education institutions should meet the requirements of content and quality. Graduates of regular education institutions whose language competency should be equivalent with other students that finish similar training from official education institutions.

7. Renovate methods of assessment and grading in language training; construct an electronic data bank that helps assess and grade students better; be active in applying IT in language training; improve ability in testing and assessing language training quality.

III.SOLUTION

1. Establish Management Board from Central Government to oversee the implementation of the above mentioned project. This Board with its Director being Minister of Ministry of Education and Training shall consist of head representatives from Ministries Offices, related agencies.
2. Organize the implementation of examination, re-planning; construct training and re-training plans; set up continuation training; recruit forces of teachers and professors from different education institutions and elsewhere in the country in order to meet the needs on quantity, structure and training levels.
 - Implementation of examination and evaluation on the state of teaching forces, especially foreign language teachers from general education institutions. From this base, set up plans for recruitment, training, continuation training of teachers every year as well as plans for the year 2010, 2020 that are in accord with current criteria and definition;
 - Implementation of training and re-training plans, continuation training plans, teacher recruitment at different levels which aim to supplement and standardize training qualification of teachers according to new program. Open continuation training courses, issue teaching qualification on foreign language for those who are qualified to be teachers at language institutions;

Promote the renovation of training methodology and continuation training. Encourage teachers to take up international trainings either inland or abroad that are internationally accredited;
 - Enhance capacity and training quality at current colleges and universities that specialized in foreign languages; expand to establish language departments at some colleges and universities that are qualified; focus on developing network of language institutions that train language teachers at undergraduate level at regions in the Northwest, Northeast, Central Highland, Cuu Long delta;
 - Implement the renovation of language teacher recruitment which aims to enhance schools' independence in recruiting and training teachers.
 - Promote and facilitate a favorable structure that connects schools through joint effort in teaching, training; recruit Vietnamese overseas and foreigners who are qualified as language teachers. Especially with specialized language schools that offer bilingual instruction, they need partnership in training from volunteer teachers and organizations of native speakers from France, Russia, China and English-speaking countries.
3. Study, amend, supplement and complete structures in terms of mechanism, regulation, policy that is necessary, suitable, and satisfied with the needs in teaching and learning languages within national education system.

- Re-examine, amend, and supplement mechanism, policies that are set for language teachers at different school levels; facilitate the implementation process in upgrading teaching quality for language teachers and management capacity for administrative staff;
 - Design and issue policies on investment, define criteria on infrastructure construction for language training institutions;
 - Promote socialization task; attract societal contribution for the task of teaching and learning foreign languages; promote foreign investment for the expanding of different language training institutions;
 - Complete resolutions on teaching and learning tasks, testing and assessing; and issue language qualifications and degrees; promote the establishment of qualified language training centers and institutions.
4. Invest more into facilities, equipments for teaching and learning languages
- Design list of equipments that are used for teaching and learning tasks at different school levels and training degrees; issue standardization for construction of language lab, audio-visual room, and multimedia room;
 - Purchase teaching and learning equipments for education institutions in accord with implementing stages of the project, ensuring 100% of schools that join the project have language labs and audio-visual rooms,
 - Construct and implement plan of training on operation and maintenance of teaching and learning equipments, make sure that equipments are used in a practical and effective way; promote the application of IT in teaching and learning languages at schools.
5. Promote international partnership in teaching and learning foreign languages
- Prioritize to use part of the foreign aid for education and training development in order to invest into the task of teaching and learning language at schools.
 - Encourage education institutions to explore and diversify different international partnership with organizations from countries whose native languages are suitable and in demand for language training here in Vietnam; perform cooperation and exchange programs that involve foreign teachers in language training at colleges and universities in Vietnam;
- By 2015, plan to have short-term and long-term oversea trainings for 100% language teachers from colleges, universities and part of language teachers from general training centers and vocational training schools.
- Design and complete policies of international cooperation on teaching and learning foreign languages; develop policies and benefit that attract Vietnamese oversea teachers and foreign experts into the business of language training inland.
6. Facilitate a good environment that assists the task of teaching and learning language; create motivation to learn languages for young generation of Vietnam

- Promote propaganda that aims to increase social awareness, especially young generation, on language learning in national education system as a way to meet new challenge of this era;
- Construct and develop self-learning environment for language learners, encourage process of self-upgrading for those who can use languages;
- Construct working environments that use foreign languages at companies, offices; add requirements of foreign languages into recruitment process of staff, governmental officials; plan to have regular enhancement language training for state personnel, especially younger clerks;
- Maintain, expand and upgrade the quality of TV and radio programs that specialize in teaching languages. Utilize language teaching channels from TV and radio abroad. Promote newspapers and magazines that are published in foreign languages; develop cultural functions, music and art performance, and propaganda that are in foreign languages;
- Promote language teachers' clubs.

IV. PLAN FOR IMPLEMENTATION

1. Plan for implementation

The implementation of the project is executed in 3 phases as follows:

- a. Phase 2008 – 2010: Main focus on this phase is to complete conditions that ensure the constructing and piloting of new language program and to prepare for the mass implementation of the program at general school levels. Here are the details:
 - Construct and specify training programs.
 - Construct plans and allocate budget for the implementation of project goals for phase 2008 – 2010;
 - Complete program construction and school book compilation for general language ten-year programs; programs, curriculums and teaching materials for training centers, professional vocation training schools, colleges, universities and regular education institutions. At the same time, select and use some of the programs, school books and teaching materials from abroad that are suitable with the demands and needs for language teaching here in Vietnam;
 - Complete the construction of programs and teaching materials for intensive training, language specialization and bilingual for some subjects at general education level and for some subjects and sectors at undergraduate level;
 - Implementation of examination and evaluation on the situation of general education in order to execute plans for recruitment, training and supplement of language teachers at primary and secondary school levels. This is the preparation for the launching of new language program which opens in school year 2010 - 2011 for primary level and in school year 2012 - 2013 for high school level according to with plan;
 - Implementation of examination and evaluation on the needs in order to execute plans for recruitment, training and supplement of language teachers at training

centers, professional vocation training schools, colleges and universities. This is the preparation for school year 2009 - 2010;

- Provide teaching equipments, construct language labs, audio-visual rooms, multimedia rooms for different school levels and training degrees;
 - Complete and issue policies that attract and invite Vietnamese who are good at languages and Vietnamese oversea language teachers, as well as native language teachers from abroad. The plan also includes language teachers provided by volunteering organizations of countries that use English, French, Russian, Chinese into language teaching program at different school levels;
 - In the year 2009, each province and city in the country shall complete constructing their own plan of implementation for a ten-year language program for the phase 2010 - 2020. Especially, encourage schools from the cities, municipal towns and districts, and primary schools that are having two sessions per day to join the program from the early phase. Training centers, professional vocation training schools, colleges and universities (both language specialization and ordinary ones) complete the implementation of language intensive training program for their schools for phase 2009 to 2020;
 - Complete and issue policies on the working environment, culture, information that facilitate the regular and effective usage of languages; increase the motivation to learn languages among the young generation;
 - In 2009 - 2010, implement training according to advanced teaching programs in English for undergraduate level;
 - From 2009, begin piloting ten-year program for general education level and intensive language program for language training institutions.
- b. Phase 2011 - 2015: main focus of this phase is mass implementation of ten-year language program for general education level and intensive language training program for different training degrees.
- Continue to perform the recruitment, training, supplement, upgrading of language capacity of language teachers at different levels and training degrees;
 - Continue to construct language labs, audio-visual rooms, and multimedia rooms for schools at different levels;
 - From school year 2010 - 2011, implement ten-year language program according to targets set for general school levels;
 - Implement intensive language training program at language training institutions, give priority for IT sectors, banking finance, tourism and business administration;
 - Implement teaching Mathematics in foreign languages at about 30% of high schools from developed cities, such as Hanoi, Ho Chi Minh, Hai Phong, Da Nang and other strategic areas. Plan to increase an addition of 15-20% schools, expanding to 5 other cities and provinces and opening some other subjects;
 - Implement teaching in foreign languages for some basic subjects, sectors and for intensive training at some strategic sectors in senior year, starting with about 20% students from national universities, provincial universities and other strategic

universities, then increase gradually every year and open the numbers of schools and provinces.

- c. Phase 2016 - 2020: main focus of this phase is the implementation of the ten-year language program to nationwide scale and the implementation of intensive language program to all training centers, professional vocation training schools, colleges and universities.
 - Continue to perform the recruitment, training, supplement, upgrading of language capacity of language teachers at different levels and training degrees;
 - Continue to construct language labs, audio-visual rooms, and multimedia rooms for schools at different levels;
 - Implement ten-year language program for 100% of 3rd graders nationwide;
 - Implement intensive language training program for all training centers, professional vocation training schools, colleges and universities nationwide;

2. Budget and fund for project implementation

- Estimated budget for the implementation of project phase 2008 - 2020 is 1.060 million dongs, phase 2011 - 2015 is 4.378 million dongs, and phase 2016 - 2020 is 4.300 million dongs which add to the total of 9.378 million dongs.
- Fund from state budget is allocated from national target program and regular expense estimates annually according to decentralized administration set by current Budget Law;
- Other loan capital, grant, and other sources of legal capitals

3. Responsibilities of Ministries, Branch, Agencies

- a. Ministry of Education and Training is the managing agency for the project with following responsibilities:
 - Preside, coordinate with other Ministries, related agencies and provinces to specify the contents of the project into programs and detailed programs; direct and instruct the implementation, assessment, monitoring, evaluation, and report of project in the whole country according to yearly plan; send report to Prime Minister Office periodically;
 - Preside, coordinate with other Ministries, related agencies to establish a Inter-branch Management Board for the implementation of project which consists of head representatives from Ministries Offices, related agencies and heads by Minister of Ministry of Education and Training;
 - Coordinate with Ministry of Interior to amend, modify and complete regulations on quantum of language teachers and instructors; also with other mechanism, recruitment policy and management for language teaching and learning within national education system;
 - Preside, coordinate with Ministry of Interior to instruct the implementation of language supplement training regularly for governmental officials, staff, and clerk.
- b. Responsibilities of Ministry of Labor, Invalid and Social Affairs:

Preside, coordinate with Ministry of Education and Training and other related agencies in order to instruct and implement the project in the area of vocational

training according to phases and general implementing plan set out by Ministry of Education and Training.

- c. Responsibilities of Planning and Investment:
 - Preside, coordinate with Ministry of Education and Training to collect and classify implementing plans, and to execute the project in accord with yearly and phase plans; and ultimately integrate project phases into national economic-social development plan and present to Prime Minister Office;
 - Coordinate with Ministry of Finance, Ministry of Education and Training, Ministry of Labor, Invalid and Social Affairs to collect and classify the construction of state investment budget plans for the implementation of the project.
- d. Responsibilities of Ministry of Finance:
 - Preside, coordinate with Ministry of Education and Training, other Ministries, and related agencies to allocate, instruct, assess and monitor the expenditure of project being spent according to current regulations from state Law on Budget.
- e. Responsibilities of Ministry of Interior
 - Preside, coordinate with Ministry of Education and Training to research, instruct, issue or present to authorized issuing agencies for the amendment, supplement of regulations on mechanism, recruitment policy, quantum of language teachers and instructors that are suitable with national education system;
- f. Responsibilities of Ministry of Information and Communication:

Preside, coordinate with Ministry of Education and Training to direct other information-communication agencies on propaganda tasks; to increase social awareness on education renovating programs and language trainings within national education system as a way to meet new era challenges; and to set up a cultural environment that facilitates the task of teaching and learning foreign languages.
- g. Responsibilities of People Committees from Provinces, and Cities that directly under the Central Government:
 - Direct branch on education and training, appropriate authorities from provincial levels to construct and execute the program and the implementing project plan in their area; assess, monitor, evaluate and summarize on the performance of project in the area; report periodically to Central Management Board and Ministry of Education and Training;
 - Coordinate with Ministry of Education and Training and other Ministries, Central agencies to be unified and comprehensive in directing the implementation of the project that is suitable with national plan in each respected area or region.
- h. Responsibilities of other education departments:
 - Adopt, implement seriously and effectively activities that relate to the task of language training within each department; meet the demanding instruction, goals and tasks set out by the project;
 - Be proactive in implementing responsibilities within the range that project assigns.

Article 2. This decision shall come into effect since the date of its signature.

Article 3. Ministers, Heads of Ministerial-level Agencies, Heads of Government Departments, Chairmen of People Committee of provinces and Chairmen of City People Committee of cities that directly under the Central Government shall be responsible for the implementation of this Decision./.

To:

Secretariat of the Party Central Committee;
Prime Minister, Deputy Prime Ministers;
Ministries, ministerial-level agencies, Government departments;
Office of Central Management Board on prevention and anti-corruption;
People Councils, People Committees of provinces and cities that directly under Central government;
Party Central Committee Office and Party Commissions;
President's Office;
Ethnicity Council and National Assembly Commissions;
Office of the National Assembly; People's Supreme Court;
State Auditing;
National Supervising Committee on Finance;
Ban Quản lý KKTCKQT Bờ Y;
Bank of Social Policy;
Vietnam Development Bank;
Central Committee on Vietnam Fatherland Front;
Central offices of mass organizations;
Office of the Government: Minister-Chairman, Deputy Chairmen, departments, bureau, related offices, official gazette;
Filling: **archive, KGVX (6copies). Hòa 295 bản**

pp PRIME MINISTER
DEPUTY PRIME MINISTER

(Signed)

Nguyen Thien Nhan

