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## مقالة "النساء الفيتناميات في تعليم الاجيال الاصغر"

بعنوان النساء مادة مطبوعة باللغة الانجليزية، تتضمن مقالة.  
الفيتناميات في تعليم الاجيال الاصغر

VIETNAMESE WOMEN IN THE EDUCATION  
OF THE YOUNGER GENERATION

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In the promotion of the revolutionary cause and the building of a country, the education of the younger generation is of primary importance because it boils down to the training of the defenders of and successors of the revolutionary cause, the future masters of the country. Our Democratic Republic of Viet Nam, a country that has experienced a long revolutionary struggle and is now facing the great task of rebuilding the country, has paid particular to this problem as is instructed by President Hồ Chí Minh in his Last Wish and Testament : "The fostering of the revolutionary generation for the future is very important and necessary".

In this great and important task, which is the concern of the Society and State, the Viet Nam Workers' Party and the D.R.V.N. government have re-affirmed the role and the great capacities of women not only for the reason being their natural function of bearing and rearing children but also for their great inherent educational capacities. This has been clearly defined in a Party resolution on agitation work among women : "In the protection of health, the education of children and the building of the new generation, women are the most capable and appropriate force and must play an essential part in this matter. The role and the psychology of the mother, of the sister and the virtues of our women have made it wholly possible for them to assume that heavy responsibility".

First of all, family education plays a very important part in the education of the young generation . It is the first education a child gets and has a very lasting influence even when the youngster is on the threshold of life. As a mother, woman certainly plays an important role in family education. It is a natural function of woman. In the old order, however, when our country was writhing under the colonial yoke of domination, women themselves did not enjoy any equality both in the family and society, their cultural, political and general knowledge was incredibly poor, the mothers part in family education was not upheld. As a



matter of fact, they had nothing other than their love for their children to fulfil their educational work. Nowadays, in our socialist society, we do not look on the education of children by the mother merely as the fulfilment of a natural function of the woman or as a private family affair but as her responsibility toward society. Consequently, our society, the state and different people's organisations have tried to create favourable conditions for the mother to fulfil her educational duty in the family. First of all, the revolution has liberated the country and at the same time the women from colonialism and feudalism, enabling the women to improve their cultural level, to take part in social activities thus to do better the education of children in keeping with the spirit of the new society. In common with the State, the Viet Nam Women's Union has fostered the mother's educational capacity, supplying her with scientific knowledge necessary for the successful education of children : more and more books on psychology, on the education of children and young people and on educational experience are published. In the Union magazine, there is a section on mothers' experience in education and on the various problems of great interest to the younger generation, for example the attitude toward labour, the choice of a career, love, etc... The Union has also launched the movement for bringing up the children whole and sound, the "three responsibility" movement, the "Kind mother" movement. As a result of these movements, the mother's sense of responsibility in the matter of education is improved. The Union has held conferences in which experiences on the education of children, on the organisation of the harmonious, democratic family are exchanged and the women with good achievements in the education of children are commended. The part of the woman in the family education therefore is socially recognized more and more important.

This has been borne out by the examples of thousands of women in the anti-U.S. struggle : during the absence of their husbands, they have brought up their children into good



citizens and workers. Their high national awareness has helped them fulfil the heavy task of educating the young generation the love for the country, the readiness to sacrifice all, the determination to fight against any aggressor in defence of national independence and freedom. In the course of the two resistance wars, the young people, encouraged and educated by heroic mothers, moved, batch after batch, up to the front line, making worthy contributions to the great victories of the country. If it had not been for the mothers' education, we should not have witnessed such convincing fact as three, five or even seven brothers of the same family joined the army. The high appraisal of these meritorious services by the Vietnamese nation can find full expression in the following statement: "Our people and Party show eternal gratitude to Vietnamese mothers, who have borne and offered to the Fatherland the best sons that have been fighting with supreme heroism to defend the beautiful country bequeathed to us by our fore fathers".

Apart from family education, school education also plays an important part. In school education system, the first form closely associated with family education is pre-school care. Pre-school education is very important both in the training of the young generation right at the tender age and in the emancipation of women. For all its importance, the notion of pre-school education was practically non-existent in colonial and feudal Viet Nam. Only under the new social regime, are there pre-school classes. The State and the Women's Union, fully conscious of its importance, have paid particular attention to this sphere of activity. Our national economy meeting with many difficulties due to the long drawn out war, the State investment can only centre upon the Key link: the training of managerial cadres and teachers. To date, there are 22 pre-school teachers' training colleges in various provinces, among them 2 in the Highlands and 1 central school, turning out enough managerial cadres and teachers for the movement's requirement. Every year, refresher-courses are opened during the summer



holidays to improve them professionally. The other respects, such as building schools and material equipment, paying the teachers' salaries, sending people to the training colleges..., are taken care of by the people (the children's parents and the agricultural cooperatives). The Women's Union makes it its duty to choose good teachers and to encourage parents to send their children to the pre-school classes. In poor national economic conditions, the cooperation is indeed of valuable experience and the people's contributions are truly tremendous. And so, starting from scratch, we have now 11,000 pre-school classes, nearly 13,000 teachers and about 350,000 children attending classes (20% of pre-school age children in the delta). Noteworthy is the fact that these classes are opened everywhere: in towns in the delta, in the Highlands. (In Tân Tiến alone, a village with 7,000 people, there are 32 pre-school classes, all well-aided and well-lighted, under the care of 32 teachers. This achievement, which everyone of us can be proud of, is not only the result of the contributions of the Women's Union but also the efforts of all women, from the top management cadres to the teachers. The part played by teachers is extremely important: They not only teach the children but also propagate the utility of pre-school education, encourage parents to send children to schools and popularize advanced methods of looking after children, to get rid of backward practices in the education of children in the countryside. During the war years, even under U.S. bombs, many teachers tried their best to maintain classes, ensure safety for the pupils and the continuous development of this branch of education...Indeed, pre-school education has contributed to educating our children good virtues and practices, making a favourable start in their general education.

From an under-developed country, dominated for many years by the colonialists, faced with the aggressive wars of old and new colonialism, advancing to socialism, we must do everything possible to educate the younger generation



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the love of the country; the determination to fight against oppression and aggression to defend national independence and freedom; the national pride; the awareness to preserve and respect national culture and at the same time to train them into masters of the country endowed with revolutionary enthusiasm, good cultural and technical levels in order to assume the heavy responsibility of building up the country. The fulfilment of this task depends largely on the general education schools and universities. As a result of the concern of our state, the system of our general education schools and universities has seen a vigorous and quick development, particularly after 1954. Before the Revolution, there were senior high schools only in Hanoi and junior high schools in some large towns. Now, after 30 years of the revolutionary power, we have built up a wide-spread network of general education schools in the countryside and in towns, in the delta and in the highlands. There is a primary school and a junior high school for every village and a senior high school for every district, including the highland with a total of nearly 5,000,000 pupils altogether. There is also a network of 30 universities and colleges with about students. To make such a developed system of education possible, the state has paid particular attention to two fundamental problems:

1) To train quickly an army of teachers with such forms of encouragement as granting higher scholarships to all students of Teachers' colleges making more investments into Teachers' Training schools. Now, there are 70 intermediate Teachers' Training schools and 5 Teachers' Training colleges, with 38,589 students.

2) To create favourable conditions for all children from working-class families to attend schools: Though our economy is still very poor, school-fees are practically negligible and this year, in the National Assembly session early in 1975, the State adopted a resolution to exempt pupils at all levels from tuition fees as from the 1975-1976 school year. Good and needy pupils, children of war invalids, martyrs, and large families are given scholarships and text-books, etc.... All university and intermediate vocational school students are granted scholarship



During the war-years, special allowances were given by the government to make it possible for the students to continue their study at evacuation places . Policies have been worked out to encourage young women to attend schools : for example they may enjoy some sort of priority, nurseries are set up especially for their children..

No less important is the struggle in the ideological field. We have put up a fierce struggle against feudal attitudes toward women, for example : women needn't go to school, or all they need is good house-keeping. We also combat the inferiority complex among women themselves, who believe that women cannot study well nor master science and technique...As a result, many girls are attending schools, making up 49% of the general education pupils and 43,5% of the students' body.

In fact, women in our country are given every opportunity to consolidate their position in and to contribute to the education of the young generation in general education schools and universities . More and more women are educated at schools and they are encouraged to the teaching work. Now, women-teachers account for 52%, and the number of women university teachers ranges up to over 1,000. They are doing their best to fulfill their duty satisfactorily.

Thanks to the attention paid to the development of education, apart from the training of an army of young intellectuals with advanced scientific and technical levels, we have made the 7th-form level universal among the young people now working in field or in factories. Many young people have had intermediate professional levels. Tradeless young women are taught a trade. Having good cultural and professional levels, more and more women take part in socially useful labour and in practice are men's equals. Together with school education, the collective life, training and education of various people's organisations (the Youth Union, the Women's Union..) have



enabled the young people to know more about the national, centuries-old, culture, the glorious tradition of fighting off foreign aggressors, thus making them conscious of their responsibility to inherit and promote these conditions and spiritual values. An outstanding result of ours in training the future revolutionary generations is the fact that our young generation ready to devote the prime of their life to the fatherland, to national reunification, to selfless labour in order to build socialism in the North to contribute to the revolutionary movement and world peace.