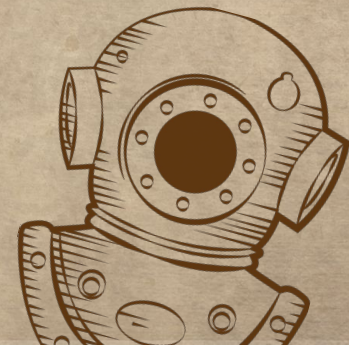
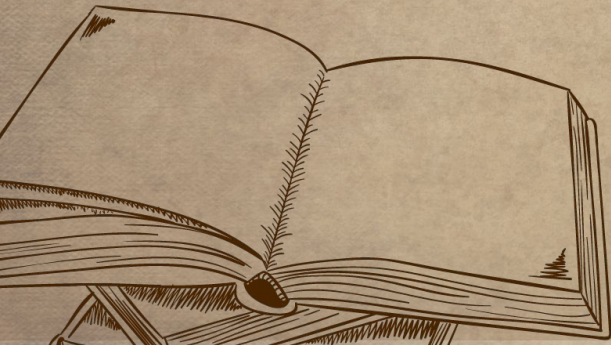


Educational policy implementation in Vietnam



OVERVIEW

1975

After the Vietnam war, Vietnam tried to establish the socialist unification of education aiming to propagandize the Vietnam society.

1979

The educational reform was occurred. the re-establishment of the educational system focused more on social and economic needs.

1981-82

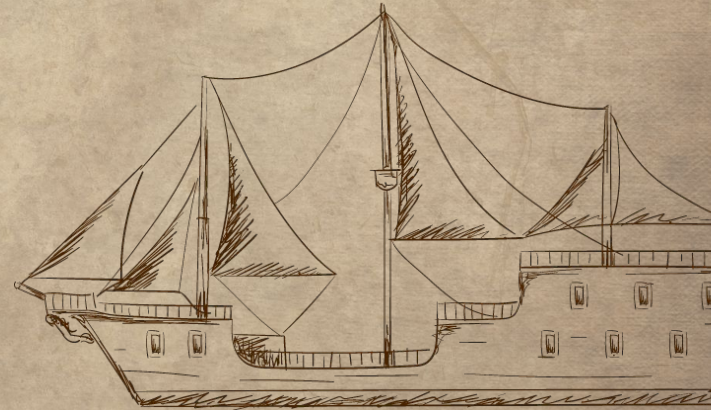
Several obstacles were appeared such as lack of qualifiable teaching facilities and insufficient funding.

1986

3 million children enrolled in the school annually, approximately 12 million in general education, and over 300,000 in vocational and professional schools. This shows how effective policy is.

After 1986

After 1986, Vietnam noticed a significantly progressive growth in education with the improvement in literacy rate as well as its integration in the global matter.



Key issues

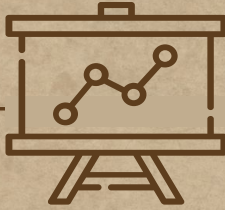


Education's quality and effectiveness remain lower than expected, particularly in higher education and vocational education

There are still many flaws in educational administration. The quantity, quality, and ratio of educators and education administrative officers remain unacceptably low

Education investment and education funding policies are ineffective

Further Challenges



Education policy must be frequently reformulated

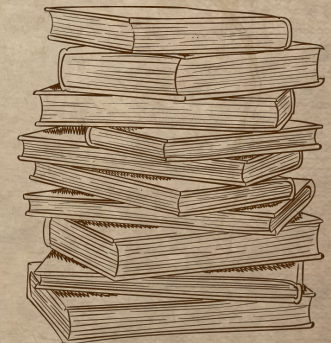


The country will need to invest more in higher education and lifelong learning.

Policies

1. Enhance the leadership of the Communist Party and the State over innovation in education.

2. Keep making dramatic and comprehensive changes in fundamental elements of education towards valuing learners' capacity and personal qualities.



Policies

3. Fundamentally change the method of examination and assessment of education results to ensure truthfulness and objectivity.

4. Complete the national education system towards openness, lifelong learning, and building a learning society

5. Fundamentally change education administration



Policies

6. Improve the quality of educators and administrative officers to meet the requirements for innovation in education.

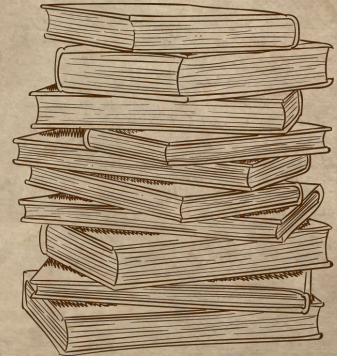
7. Change financial policies, encourage the contribution of the whole society; raise investment effectiveness to develop education.



Policies

8. Raise the quality and effectiveness of research and application of science and technology, especially the science of education and administration.

9. Seek international cooperation in education and raise its effectiveness



The Role of Various Development Actors

Government

- Increase the development of education level
- Improve facilities of educational institution
- Provide scholarship
- Deciding the education standard
- Seeking international collaborations

Educational institution

- Follow instructions and policies e.g. establishing communist organizations in schools and universities
- Encourage the student's performance by using positive reinforcement
- Decide the level of requirements for teachers and lecturers

Family

- Support children to have best education
- Educate children to have correct ethics and lifestyles



Outcome : Model analysis summary table

Variables	β	α	R	R ²	p
Leadership in policy implementation	0.721	19.179	0.763	0.582	.000
Educational focus on competency	0.457	28.285	0.566	0.321	.000
<i>Reform in examination.</i>	0.03	54.232	0.003	0.000	.959
Open education	-0.602	85.196	0.436	0.190	.000
<i>Autonomy of universities</i>	- 0.05	54.694	0.006	0.000	.923
Lecturer development	0.183	44.751	0.201	0.041	.001
Reform of financial management	0.170	45.965	0.143	0.021	.019
Research for education	0.279	41.028	0.355	0.126	.000
Internationalization	0.349	37.548	0.246	0.061	.000

(Source: SPSS analysis)

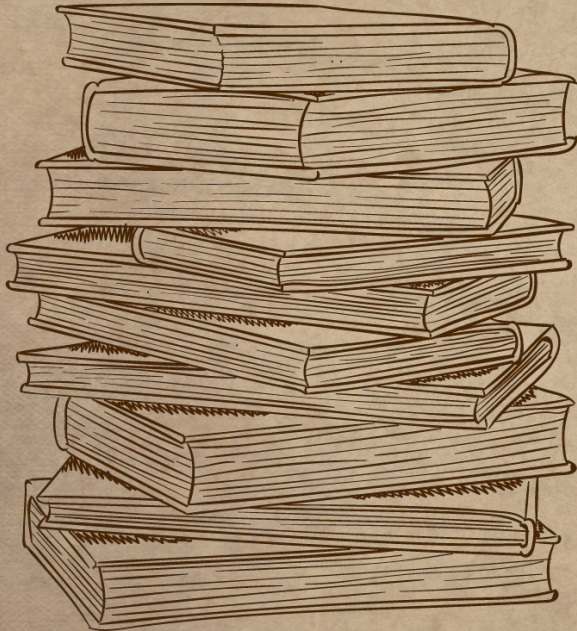
Indicators : 1. Beta 2. P-Value 3. R²

“There are some important aspects that have been neglected and have not been in resolutions implemented by the government of Vietnam. According to our lecture two main challenges in education development are gender gap and the rate of attendance.”

— Lesson learned



Conclusion



The main challenges of Vietnam education are low quality of the education system, shortage of well educated teachers and lecturers, the majority of the education systems does not work well enough, many people still cannot afford the education fees, and the objectives of improving the education system are not clear enough.

To solve those problems, the communism party of vietnam implemented government's resolution No.29-NQ/TW. However, the result from using regression model to evaluate the effectiveness of government resolution shows that some policies still require improvement. Good policies and actions from the government are needed as well as the cooperation from education institutions and families.

Thank you

