

## EE361/EE363 ECONOMICS OF CLMV COUNTRIES

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## Education in Vietnam

## GROUP 5

## Members

Thanyawit Chaiyakul 6104640492

Rattanasiri Kaonui 6104641383

Wachirawit Phothirat 6104641409

Phitchapha Phunmanee 6104641524

Nichapa Sukchaiprakarnprapa 6104641540

[Name]

This paper started off with a good overview of the background and issues. However the next section need to be better summarized and shortened. The policies/strategies and lessons learned should flow from the issues. Conclusion overall is fine,

FACULTY OF ECONOMICS

THAMMASAT UNIVERSITY

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but may need to be revised once the sections have been re-arranged / restructured.

Also pls include  
References.

## Background/Overview

Vietnam ~~or the Socialist Republic of Vietnam~~, is a long-stretched country along the eastern coast of the Indochinese Peninsula <sup>and</sup>

~~Vietnam~~ borders China in the north, Laos and Cambodia in the west. ~~The nation is bordering~~ the South China Sea in the east, <sup>and</sup> the Gulf of Tonkin with the island of Hainan Dao (China) in the ~~North-east~~. The country shares maritime borders with Indonesia, Malaysia, Philippines, and Thailand. With an area of 331,689 km<sup>2</sup> Vietnam is about three times the size of Bulgaria or slightly larger than the U.S. state of New Mexico. In 2016, Vietnam had a population of around 92.6 million people, it is the 13th most populous country in the world. Spoken language is Vietnamese, English is increasingly favored as a second language, and there are still people who speak some French. Capital city of Vietnam is Hanoi, former capital of the Republic of Vietnam and largest city is Ho Chi Minh City, also known as Saigon.

Viet Nam's education system has been enduring and despite long periods of war throughout the 20th century <sup>and</sup> has proven to be resilient and self-sustaining. Some studies have been struck by the high priority given to education by the government Nam and the high esteem in which it is held by the people (Can, 1992; UNFPA, 1995; World Bank, 1993, 1996). Key indicators of the strength of the education system are the high adult literacy rate, variously measured at between 88% and 94%, the high enrolment, participation and transition rate of girls in primary and secondary education and the substantial number of higher or post-secondary education institutions and the equally high student demand for places in higher education. By 1998, when a 'comprehensive people's education system' was in place, the system consisted of: 30,000 kindergartens and schools, over 20 million people in learning. Primary schools exist in all hamlets and villages, lower secondary schools in all communes, upper secondary schools in all districts .

The national education system until the mid-1990s was divided into a four-tiered system consisting of pre-school education, <sup>and</sup> general education vocational education and higher education. The system was highly fragmented with general education consisting of primary, lower secondary and upper secondary education and vocational education with streams of secondary vocational and technical (lower and upper) education. This structure has since been revised to enable significant growth in general secondary education at the expense of rationalizing and reducing structures in vocational education. Currently, most students progress through the academic streams of secondary education. Where primary schools once contained lower secondary school streams, these have since become separate primary and lower secondary schools. The national curriculum, in taking account of these horizontal and vertical

organizational structures for primary and secondary education, was also fragmented and characterized by an overloading of subject offerings. Students received instructional programmes in up to 13 subjects in a school day that amounted to no more than 4 hours, 5 or 6 days a week. The education system enabled high enrolments and strong literacy rates but disguised also high levels of overage enrolment, early dropout and uneven access and participation rates. Overall, the quality of teaching was deemed to be weak and overly locked

*Government ?*

From Hanoi's point of view, the national system of education was reformed in 1950, 1956 and again in 1970. But it was not until 1975 when the two separate education systems of the then North and South VietNam were unified under a national system. There has been significant growth in student enrolment since the unification. This growth accelerated again during the 1990s when enrolments in lower secondary school grew substantially with a 100% increase from the 1991/92 to 1997/98 academic year (see Tables I and II).

During the 1980s, there were two unsuccessful attempts at national educational reform by virtue of ci textbooks and a textbook. Th into following i issue for stud required num also based on Strategies to reform were p attempt was ir

TABLE I. Comparative baseline data on schools and enrolments

Period	Primary school education		Lower secondary school	
	Schools	Students	Schools	Students
1942	737	62,300	65	16,700
1991	7124	8,856,986	3129	2,678,350
1994	10,137	9,040,955	4616	3,101,483
1998	12,058	8,865,305	6321	4,860,709

Source: MOET (1998).

TABLE II. Baseline education data

Description	1991/92	1993/94	1995/96	1997/98
<i>Primary education</i>				
No. of schools	724	10,137	11,685	12,058
No. of classes	262,686	288,367	309,942	316,968
No. of students	8,856,986	9,040,955	8,806,598	8,865,305
No. of 6-10 year	9,105,104	9,725,095	10,218,169	10,377,830
% going to school	103	108	116	117
No. of teachers	263,215	275,640	298,407	310,264
<i>Lower secondary education</i>				
No. of schools	3129	4616	5900	6321
No. of classes	73,027	80,027	104,294	116,663
No. of students	2,678,350	3,101,483	4,312,674	4,860,709
No. of 11-14 year	6,147,933	6,352,203	6,935,671	7,226,836
% going to school	43.6	48.8	62.2	67.3
No. of teachers	130,431	132,722	154,416	166,552

Source: MOET (1998).

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the gradual installation of a policy and legal framework to enable the necessary reforms. This

framework, in many respects, reflects government endeavours to accelerate market reform. This development is best examined historically.

### Identification of key issues and challenges

Educational issues and challenges in Vietnam have been intensely marked by the government. There are three points concerned which are education reform, outbound and inbound student mobility, and transnational education (TNE).

Focusing on the first element, the modernization of the education system is required to thrive the Vietnamese economy further. The educational system in Vietnam is considered to be lagging behind other Southeast Asian countries, which can be seen from statistical evidence accumulated by the World Economic Forum (WEF). Education features prominently in Vietnam's current "socio-economic development strategy for 2011-2020", which attempts to move human capital development forward, enhance enrollments in higher education, and modernize education to meet the needs of the country's industrialization in a global environment. The goals of several of the current education reforms were already laid down in a government directive from 2005 on the "Comprehensive Reform of Higher Education in Vietnam, 2006–2020".

Another goal of the current reforms is the internationalization of Vietnam's still insular higher education system. The government is trying to expand English education in Vietnam, and promote transnational cooperation and exchange with countries like Australia, France, the U.S., Japan, and Germany. Vietnam has also acceded to international education agreements, such as the Asia-Pacific Convention on the Recognition of Qualifications in Higher Education. Study abroad of Vietnamese students and scholars is explicitly promoted, while the government simultaneously seeks to increase the number of foreign students and researchers in Vietnam. These steadily evolving developments have inferences for international credential evaluation and student recruitment in Vietnam.

The second issue is outbound and inbound student mobility. For outbound student mobility, Vietnam is one of the most dynamic outbound student markets in the world. Between 1999 and 2016, the number of outbound Vietnamese degree students exploded by fully 680 percent, from 8,169 to 63,703 students (UNESCO Institute of Statistics). Outbound degree mobility in China, by comparison, grew by 549 percent during the same period, while the number of outbound Indian degree students increased by only 360 percent.

This drastic increase in Vietnamese mobility reflects the country's swift economic growth, as well as of the shortcomings of its education system. Common outbound mobility

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drivers, such as an emerging middle class able to afford study abroad and rapid massification of education coupled with limited access to high-quality education, are prominent in the country. Vietnam has the fastest growing middle class in Southeast Asia, projected to grow to anywhere between 33 and 44 million people by 2020, depending on the estimate. Tertiary enrollments, meanwhile, tripled between 1999 and 2015. The number of youths seeking higher education in Vietnam has increased significantly, swelling the ranks of potential mobile students. Given Vietnam's economic growth projections, student mobility is bound to increase in the years ahead, especially as the country seeks to internationalize its economy and education system. ✓

For inbound student mobility, Vietnam is not a significant destination country for international students. To attract more foreign students and researchers, the government has removed some obstacles, for instance, by allowing universities to set their admission standards for international students, instead of requiring Vietnamese-language entrance examinations. That said, Vietnam's lack of top quality universities and few English-taught programs mean that Vietnam is not an obvious destination choice for international students beyond students studying Vietnamese culture and language. The largest numbers of foreign degree students in Vietnam presently come from neighboring Laos (1,772 students) and Cambodia (318 students). (2016, UIS). Both countries have sizable Vietnamese-speaking minorities.

For the last issue that is transnational education (TNE), it is thriving in Vietnam even though very few reputable foreign institutions have established actual branch campuses in the country so far. Australia's RMIT University is among the few foreign-owned universities in Vietnam. Other foreign-backed universities include the Vietnamese-German University, Vietnam-Japan University, and the Fulbright University Vietnam, a non-profit university recently set up by Harvard University.

At the program level, the number of government-approved TNE programs has increased significantly in recent years growing by 45 percent between 2010 and 2011 alone, with universities from countries like France, the UK, and Australia being the main partners in twinning agreements and transnational degree programs. Also of note is that the French accreditation agency HCERES in 2017 granted accreditation to four Vietnamese public universities.

TNE in Vietnam continues to face some challenges, including quality problems, high taxation, lengthy approval processes and a difficult regulatory environment in which the Communist party seeks to maintain control over foreign institutions, while simultaneously trying to attract more foreign providers to Vietnam. In recent years, growing numbers of questionable foreign schools and diploma mills started to proliferate in the country. In response, the

Vietnamese government in 2012 imposed restrictions on foreign institutions, such as a minimum initial investment volume of USD \$15 million for higher education institutions, minimum tuition fees of USD \$7,500 per annum, and enrollment caps that limited the number of Vietnamese students at foreign high schools to 20 percent of the student body.

read overview  
of the background  
and issues.

## Identification of main development of strategies/policies

### Education development (this is only raw information.)

The substance is fine.

#### 1. Education in Vietnam during Feudal and Colonial Periods

~~them~~ <sup>these</sup> For nearly one thousand years, Vietnamese people learned Chinese characters and used them for writing, but pronounced them in a different, Vietnamese way. This development of learning and the preservation and strengthening of an awareness of national independence ensured that the Chinese did not assimilate the Vietnamese people. Besides the use of Chinese characters, the Vietnamese people adapted such characters to invent an ancient Vietnamese script for writing and expressions. Thanks to this, a number of valuable works of literature and history in ancient Vietnamese script have been kept for future generations. ✓

#### 2. From Independence Day to the Victory of the First Resistance War (1945-1954)

~~Therefore, with the~~ establishment of the democratic republic, anti-illiteracy and improvement of people's learning qualifications became the national policy. Learning how to read, write and calculate was perceived as a criterion for demonstrating a person's education. Since then, Vietnam has, for a number of decades, been committed to anti-illiteracy and improvement of people's learning qualifications. This explains why Vietnam quickly responded to the World EFA Declaration (1990) and actively carried out Jomtien Action Plan, and has been strongly committed to the achievements of Dakar goals

In 1946, in the context of its emphasis on fighting against the war plans of the colonialist forces, Vietnam tried to establish the legal framework for its educational policies by issuing two decrees, namely Decrees No.146-SL and No.147-SL with the main following contents :

a) Statement: the new education system is built on three fundamental principles: national, scientific, and popular, and aimed at serving the national ideals and democracy.

b) Identification of the structure of the new educational system, i.e. after the pre-school level, there are three levels of education:

- First level, i.e. the basic education level, in 4 years.

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- Second level, with two sub-sectors: (i) general, including two sub-levels of 4-year general education and 3-year specialized education; (ii) specialization, including two sub-levels of 1-year experiment and 1-3-year vocational education (depending on each stream). 5 The person who signed, on behalf of President Ho Chi Minh, these three Decrees was General Vo Nguyen Giap, who was the Minister of Internal Affairs of the then Provisional Government of Democratic Republic of Vietnam. Third level, with universities (including literature, sciences, laws, etc.) and specialized colleges of at least 3 years. Next to universities were "research institutes". - In parallel with three levels of education, there were three levels of pedagogy (teacher education), namely elementary, intermediate and advanced. (c) Establishment of legal provisions for basic levels of education: all children from 7 to 13 years old could attend schools on a free basis, and from 1950, basic education level would be compulsory. As for universities, all subjects would be taught in Vietnamese from 1950. This was a reckless decision, which showed the national spirit of the Vietnamese intellectuals as French had been used as the instructional language in all universities over a long period.

The training objective for schools was defined as educating and fostering the younger generation to become future citizens, loyal to people's democracy regime, and competent to serve people and the resistance war. In accordance with the war context, the main contents of the reform were to transform the structure of general education (with reduced number of years) and to adjust the relationship between various components of the education system in order to make it consistent with such a transformation. Accordingly, general education consisted of three levels with a total of 9 years: primary education of 4 years, exclusive of Vietnamese language reading and writing class; lower secondary education of 3 years; and upper secondary education of 3 years. In respect of teaching content, several subjects were suspended (such as foreign languages, music, drawing, housework), and some subjects were added (current affairs, policy, citizenship, production). Due to the temporarily condensed general education curriculum, students had to follow pre-university courses at the completion of Grade 9 (initially of 2 years but subsequently changed to 1 year) before entering universities. At the same time, the anti-illiteracy and professional education system also changed (following general anti-illiteracy programs, there were primary and secondary programs, etc.). Medical/pharmacy and science (mainly literature and mathematics) universities continued to operate.

In temporarily occupied areas, schools taught a 12-year curriculum which was based on one adjusted by several patriotic scholars at the beginning of 1945 when French-administered Indochina was invaded by the Japanese. The characteristic of the education system in such temporarily occupied areas was a reduction in the domination of colonial education emphasis.

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although this decision was considered inappropriate, it was taken in the spirit of nationalism

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Vietnamese language was used in teaching in schools to replace French, and a number of national elements were included in school curriculum. However, the curriculum used in the temporarily occupied areas was still heavily influenced by French education

### 3. Years of Temporary Separation (1955-1975)

Under this second education reform, the purpose of education was identified as training and fostering young people to become "people who had all-round development in all aspects, and were good citizens and officials". In order to achieve this, educational content was made more comprehensive (with an emphasis on moral, intellectual, physical and aesthetic aspects) with the motto of "linkages between theory and practice, and school and social life". From a methodological perspective, this reform abolished the command education system, began a more equitable relationship between teachers and students, brought into play the usefulness of extra-curricular activities, and gradually introduced production activities into schools as an important way to shape personalities. Through the second education reform, the 12-year and 9-year general education systems in newly liberated and freedom areas respectively were combined into a 10-year system (primary education: 4 years, lower secondary education: 3 years, and upper secondary education: 3 years)<sup>9</sup>. This system was somewhat similar to the USSR's education system.

In order to meet people's demand for learning the Government planned "to make use of resources for the development of general education". At the end of the 5-year plan cycle (1961-1965), the school network was expanded: most of the communes had primary schools; every two or three communes had one lower secondary school; and most districts had upper secondary schools. Schools that provided both academic and technical education were established, e.g. industrial schools in cities, agriculture schools in rural areas, and boarding schools in mountainous provinces. In response to the Government's policies, "School Protection Committees" were established in most communes in the North. These Committees' tasks were to mobilize human and financial resources for construction of primary and lower secondary schools; to nominate local people as teachers; and to determine contribution norms for salary payment to teachers. These activities resulted in the emergence of people-founded schools. The Government decided that teachers working in people-founded and public schools would be allowed to enjoy similar incentives and policies, and that the only difference was that local authorities would fund salary expenditure for teachers in people founded establishments with reasonable support from the State. During the same period, new universities in addition to the existing Medical/Pharmacy, Pedagogy and Science institutions, were established in areas such

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as Agriculture and Forestry, Polytechnics, Economy, etc. The higher education system was further strengthened to train the new pool of intellectuals. Professional secondary and vocational schools were established, with special importance placed on vocational classes attached to enterprises. This contributed to provision of human resources for developing the Northern region, Fatherland protection and country reunification

#### 4.10 Years of Pre-Reform (1975-1985)

The Ministry of Education quickly developed and issued a new 12-year curriculum, and developed and printed 20 million copies of new textbooks to replace the old ones used in the South. Most teachers working under the old regime were re-employed. At the same time, the nationalization of private schools, removal of schools from religious influence and gradual bringing private schools under state management also took place.

The Government planned, as the first priority, to quickly eliminate illiteracy and strengthen complementary education. Once again, anti-illiteracy activities were seen as a patriotic symbol, and attracted millions of people to participate in teaching, learning and helping others learn. At the beginning of 1978, all Southern cities and provinces basically eliminated illiteracy. Out of 1,405,870 people who had been identified as being illiterate, 1,323,670 people were helped to escape from illiteracy, achieving 94.14% of the plan.

The third education reform<sup>13</sup> started in 1981-1982 school year. The important characteristics of this reform were:

a) Educational objectives were defined as: the provision of care and education for the younger generation from early childhood to adulthood with the aim of laying the initial foundations for all-round human development; implementing universalization of education to facilitate carrying out three revolutions (of productive relationships, science and technology, and culture and ideology); training and fostering --in line with the requirements of labor division-- an increase in the size of the working staff.

b) For education content, focus was placed on "Improving the quality of comprehensive education, and producing a new type of worker who were masters and able to shoulder the cause of people's socialism construction."

c) Educational principles included learning together with practice, education and work, and the school and society linkages were strengthened. d) The structure of the education system was revised; the 12-year system in the South and 10-year system in the North were replaced by a new 12-year general education structure, in which primary and lower secondary schools were combined and preparation was made for streaming in upper secondary schools. A number of specialized universities were established and developed.

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## 5. Twenty Years of Reform (1986-2005)

For general education, reform orientations were: to continue to carry out and make modifications to curriculum objectives and content, textbooks and education-related perceptions; to gradually achieve comprehensive quality in a manner appropriate to each type of student, teacher, school and locality; to link general education with vocational education; to continue strongly affirming the State's responsibilities and to implement educational socialization. And while implementing socialization activities, it was important to avoid any unrealistic expectation of public subsidies.

For vocational education, reform orientations were to: transform the training of human resources that had previously been oriented towards the state-owned and collective sector to training oriented to the needs of the market economy. The reform aimed to adjust the structure of training disciplines/areas according to labor market needs with a view to meeting the requirements of a labor structure appropriate to the economic transition. The reform aimed to improve training quality to fulfill the requirements of increased human resource quality and to create competitiveness within economic relationships in domestic and international markets.

For higher education, reform orientations were that instead of training for public organizations and a part of the collectives, training was provided for various economic components and to meet the diverse learning needs of the society. Instead of reliance on the state budget, all possible financial sources were to be mobilized and used. Instead of implementing the plan targets set by the State, other non-State targets were also set and fulfilled. Instead of rigid training programs, various flexible and diverse training programs were developed to meet the requirements of employment creation and finding a job in the market economy with many job-related changes.

### **Law and policies (raw information)**

#### 1. Early Childhood Care and Education (ECCE) - Implementation of Children's Rights

The Vietnamese Government's policy towards children in ECCE institutions is to ensure all children's rights as stipulated by the Education Law and the Law on Child Protection and Care. More specifically:

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- a) Children are provided with nurturing, care and education for the comprehensive physical, emotional, intellectual and aesthetic development that is appropriate to their age psychology.
- b) Children are provided with free primary healthcare, medical examination and treatment in public medical units.
- c) Children are provided with a fee reduction for entertainment and play activities.

The establishment of kindergartens aims to help mothers by providing them with somewhere that can take care of their children while they are working or participating in social activities. This service contributes to the fulfillment of gender equity by providing mothers with wider opportunities.

## 2.Primary Education

In order to fulfill the regulations stipulated in Primary Education Universalization Law in 1991 (i.e. every child must complete primary school at the age of 14 at the latest), for the past ten years the 5th of September has been chosen as the "Day for bringing children to schools" with the aim to encourage all families with 6-year-old children to bring their children to Grade 1. In 2000, the enrollment rate for 6-11 year-olds was 95%; this figure was more than 98% in the 2004-2005 school year.

## 3.Secondary Education

Implementation of a streamed upper secondary curriculum is one of the important parts of education reform. From the 2006-2007 school year, the upper secondary curriculum will be divided into three streams: (i) Basic, (ii) Natural sciences (and mathematics), (iii) Social sciences and foreign languages. All three streams include the following subjects: Literature, History, Geography, Mathematics, Physics, Chemistry, Biology, Foreign Languages, Politics and Citizenship, and Physical Education/Sports. The requirements for the three key streams are knowledge and skill standards (i.e. minimum and essential requirements) in all subjects in the curriculum. The Natural sciences stream requires advanced level for four subjects: Mathematics, Physics, Chemistry and Biology. The social sciences and foreign languages stream requires advanced level for four subjects: Literature, History, Geography and Foreign Languages.

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For a school, the principal/school council can make a choice on how many streams and which stream(s) to be applied after reporting and getting approval from the Director of Provincial Department of Education and Training. For those schools operating the basic stream, they may also organize teaching advanced subjects in the two other streams of natural sciences (and mathematics), and social sciences and foreign language in order to widen the students subject selection options.

#### 4. Vocational Education

Vocational institutions include professional secondary schools under the management of the Ministry of Education and Training; and vocational training schools and centers under the management of the Ministry of Labor, War Invalids and Social Affairs (MOLISA). According to the Education Law, the vocational training system under the responsibility of MOLISA will move to provide training at all three levels -- elementary, intermediate and college.

In the last five years (2001-2005), the vocational education network (under MOLISA's management) was forcefully strengthened and developed. At present, there are 1,688 vocational training institutions nationwide distributed across all provinces. These include 236 vocational schools (doubled by comparison with that in 1998), 404 vocational centers and more than 1,000 vocational training classes<sup>18</sup>. In the vocational institution system, there are public, private and foreign-funded schools as well as those belonging to the army that train demobilized soldiers. As for professional secondary schools (under MOET management), in the last five years the number of these has increased despite the upgrading of some of the stronger schools to become colleges. Specifically, there were 253 schools in 2000-2001 academic-year and 285 schools in 2004-2005 academic-year with 283,335 students. Of these there were 238 public schools and 47 private ones. These were ministry and locally-managed schools, with an average of 3 to 5 schools in each province (excluding three newly established provinces)<sup>19</sup>.

#### 5. Continuing Education

For a long period, Vietnam has been consistent in its determination to achieve the goals of literacy and development of adult education (initially with anti-illiteracy classes, then through complementary education and currently with continuing education). The result has been that tens of millions of people have escaped illiteracy. Millions of people, through complementary and in-service training classes, have expanded their knowledge and understanding.

*Mr. Chan Ky*

At present, continuing education aims to help people work and study at the same time, to achieve life-long learning, to improve personal characteristics, and to expand their knowledge. Through continuing education people should raise their knowledge levels and professionalism, improve the quality of their life, self-employment and job creation opportunities, and make better contributions to society.

The organization of the Continuing education network consists of provincial and district continuing education centers and community learning centers. In parallel, general schools, and vocational and higher education institutions are also involved in providing continuing education programs.

Outcome

— Summarize lessons learned from preceding pages.

The 1979 changes were still in the trial and error stage in 1986, but the educational system had drastically changed. Training, on the other hand, has remained of poor quality. Education received insufficient material and technical support, student absenteeism and dropout rates were high, teachers continued to face challenging personal economic conditions, and students and teachers in general refused to accept the socialist values and practices promoted by the government. As Vietnam's school curriculum and textbooks shift from a knowledge-based to a competency-based approach, it will need a new set of international-compliant standards and requirements to determine learning outcomes. Learning results represent what children have learned or may do as a result of a learning experience. Though learning outcomes are typically expressed in terms of experience, abilities, or attitudes, the Vietnamese education system primarily tests them in terms of knowledge. Lessons learned in the reforming of education in Vietnam, on the other hand, have revealed a few main factors that have aided Vietnam in reaching this stage. First and foremost, there must be evidence of a dedication to education. Vietnam's dedication to education is reflected in significant public and private investments as well as increasing educational attainment. On the streets of Ho Chi Minh City, where children seem to be still en route to school or supplementary classes, the assumption that a balanced balance of schooling and hard work is the path to success is palpable. Another factor is the increase in the quality of schools and teachers. Vietnam has increased enrollment in recent years while also establishing and implementing minimum quality requirements for school facilities throughout the country. Teacher quality is also important, and Vietnam has built a strong foundation by professionalizing its teaching force and developing standards for content awareness, skills, and dispositions among teachers. Teachers are highly valued in Vietnamese

society, which certainly helps. Finally, the mechanism must be oriented outwards to continue to evolve. Vietnam enthusiastically absorbs ideas from other countries. Its experts examine education reform in high-performing countries such as Korea and Singapore on a regular basis. The country also takes part in a number of programs aimed at improving novel teaching methods (such as the Escuela Nueva pilot, which was adapted from Colombia) and deeper learning skills (such as the Escuela Nueva pilot) (including these ASEAN seminars). In addition, lessons learned from past changes are incorporated into new K–12 and higher education reforms.

According to Vietnamese educational system. There are some negative outcomes which represent the obstacles to driving quality change and closing achievement and attainment gaps. However, the nation focuses on out-of-school pupils, with approximately 37% of Vietnamese children not attending secondary school. Since PISA evaluates the learning of 15-year-olds in school, the underrepresentation of students from low-income and marginalized groups is likely to have inflated grades. Vietnam has found a way to reduce early school dropout and related inequities while retaining high standards. The next step is to determine skill requirements. As Vietnam's economy develops, basic numeracy and literacy skills will no longer be appropriate. Respondents report graduates lack a combination of high-quality cognitive, behavioral, and technological skills, which the job market is increasingly demanding. To be more precise, Vietnam's next move is to provide better quality education that encourages more young people to develop higher-order cognitive and behavioral skills (such as imaginative and critical thinking). As a result, the Ministry of Education and Training (MOET) is collaborating with K–12 educators to develop consistent, oriented, high-quality curricular standards that enhance learning and encourage the competencies required to master content and apply knowledge. While curricular reform is critical, what matters most is the improvement in classroom instruction that results. This will be necessary to pay careful attention to how the new curriculum is taught in order to ensure that policies and procedures are consistent across the educational system (and assessed). Furthermore, while Vietnamese policymakers have pushed for improved teaching and active learning methods since the 1990s, lecture-style, rote learning remains the standard. Despite the fact that many teachers recognize the value of active learning in terms of student participation and learning outcomes, they claim that they lack materials to support their use of such methods. Policymakers want to create a robust collection of aligned textbooks and instructional materials to facilitate the transition to the new curriculum to help close these gaps. Also, only if stakeholders understand and believe in new curricular principles and pedagogical models can classroom practices improve. Educators, parents, and students, on the other hand,

were not adequately informed about the focus and consequences of previous changes. MOET plans to undertake consultation and outreach programs to promote public support for the updated curricula, based on its previous experience. Therefore, MOET is also planning curriculum piloting as well as online and in-person training, to help teachers understand and interact with the content.

Last but not least, improving teaching techniques and fostering new skills can be a difficult task for teachers who are used to conventional methods. Teachers must have a deeper understanding of their subjects and a broader pedagogical vocabulary than is needed for information transmission in order to develop higher-order skills. Exercising new demands on teachers' skills and experience at scale necessitates rigorous and long-term modes of professional learning, as shown by examples from other countries. There is room for improvement: the existing professional development model is minimal, and it needs to be replaced with one in which local institutions' capacities are strengthened to provide more personalized content year-round, with effective teaching methods. Building instructional ability necessitates ongoing, substantive support. Teachers and principals must be able to incorporate modern pedagogical models in their classrooms with the help of effective support systems. Furthermore, by establishing mechanisms for professional development and collaboration among teachers and school clusters, educators would be able to learn from one another and improve their skills. Hopefully soon, there has never been a more exciting time to be learning from and with Vietnam's education system as it seeks to expand on its early achievements and prepare for a new economy.

## Conclusion



Vietnam is a nation that has passed through many historical events and is dominated by many powerful nations in culture, mindset, and national. If we look back in the ancient time we will see that Vietnam's education system was firstly dominated by Confucianism from China which was a powerful nation in that ancient time. When the time of colonialism came, Vietnam was colonized by France which is also one of the world hegemony nations in that time as well. France has done many policies in the education system of vietnam in that time so that France can easily rule Vietnamese to serve the colonial trade system. Then after world war II Vietnam won France and became independent in 1954. Vietnam split into two nations which is North

Vietnam and South Vietnam ruled by communism and democracy respectively. In North Vietnam Ho Chi Minh is the leader of the government. Which very much gives attention to education problems. He cleared the France education system out and enhanced the education system to every citizen to learn in every level of school. Which beautiful successive policy. This policy continues to encourage people to increase literacy levels even after the unification of North and South Vietnam in 1975. But there is the problem as well that after long-time of closing the country and centralizing power. The education system does not serve the economy of the country well as before since the world has moved forward but left Vietnam behind. So after 1986 the government implemented Doi Moi reform which decentralized power in many systems. The education reform is the main part of this reform because to boost up economic growth Vietnamese has to learn new skills and needed skills that will serve the economy and firm and government well. Hence the government in that time reallocated more funds to the education sector to make people can access to the education system more and more built more primary and secondary education. By all of those actions Vietnam has growth dramatically fast compared to neighbor country.