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Educational policy implementation in Vietnam

GROUP 2

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Overview

The socio-economic environment of Vietnam can be labeled as highly swaying throughout its history, from the period of being colonized, decolonized, the disintegration of Vietnam during the Cold War, to the re-integration of Vietnam after the Cold War. Having observed these significant periods, we can see that Vietnam had undergone several ideological changes and impacts which were facilitated by ideological warfare promoted and enhanced rapidly by the neighboring countries and more significantly, the superpowers like the United States and the USSR. Several sectors had undergone immense reforms and education is no exception, which had been greatly influenced by the Western powers as highlighted the period of colonization and post-Cold War Era. This section essentially explores the evolution of Vietnamese education since the period of the post-Vietnam War, the 1980s, and examines the factors affecting it ranging from the individual to the institutional levels.

Firstly, after the Vietnam War, South Vietnam was taken over by the Communist North in 1975 as an approach to the reintegration of Vietnam, thousands of teachers and teaching facilities were sent over to the South and educational institutions were merged into the state ownership. This was significant to the establishment of the socialist unification of education, which aimed at politically and socially propagandizing the Vietnam society. To achieve this, teachers were forced to complete a special course, which is the method of spreading cultural poisoning after Vietnam was occupied by the US troops during the war. One of the key elements of this educational reform in 1979 includes the re-establishment of the educational system that is more relevant to social and economic needs, which consists of the training of the prospective workers in the manufacturing industry, technicians, and managers (Hays, 2014). The state, moreover, deemed that the Vietnam economy needed to reach the international standard; as such, it aimed at establishing a close connection and trade relationship with the foreign countries as well as, more particularly, socialist countries.

However, when the 1979 educational reforms were eventually implemented in 1981-82, the state faced several obstacles, including the lack of the quality of teaching facilities and insufficient funding. Since the new education system consisted of making nine years of nine-year education mandatory, it required a significant number of teachers and equipment, which was not possible, given that the country had only recovered from the war damages not so long ago. There were shortages of teachers, school buildings, and learning equipment which had to be funded by the state as the majority of the population still lived under the poverty line. Moreover, teachers were underpaid, which caused a decline in their teaching morale, thereby

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overall overview

decreasing the quality and effectiveness of the teaching (Hays, 2014). Adding to this problem, the state was in short of public funding and thus, called for a public donation as well as from the private citizens to help facilitate the new education system. Moreover, a movement of "self-supply of teaching aids" was observed to help promote the local development in terms of education, which was considered as an area that needed help the most, given that the grassroots level was self-insufficient. As more representatives were involved in the establishment of the new education system, the state observed a more rapidly growing productive relation between the educational establishments and the local community.

Secondly, despite its constant sway between successes and errors, the educational environment in Vietnam during the 1980s and 1990s has progressively, if not tremendously, improved as an increasing number of students had enrolled in the schools, reducing the illiteracy rate. In 1986, the state reported that 3 million children enrolled in the school annually, approximately 12 million in general education, and over 300,000 in vocational and professional schools. To comply with the 1979 educational reforms, education in schools changed to literary, ethics, and vocational education to establish a career path for students to pursue national economic goals. Despite this growth in the educational sector, the quality of Vietnamese education remained significantly low for three significant reasons. First, the education equipment and materials were still inadequate and there was still distant support among the population, which resulted in high rates of student absenteeism and dropout. Second, the teachers were still underpaid, contributing to the lessening of teaching morale and thus, perpetuating personal economic issues. Last, students and teachers lacked the ability to follow the aim of socialist education that was initially promoted by the state. Moreover, even more worryingly, students in the remote regions like the Mekong River sub-regions, were still unable to apply for the standard education as reported by reform Commission head Hoang Xuan Tuy that two-third of the preschool-age population had not been admitted to the schools. Furthermore, the essence of the education was problematic because the curriculum emphasized the theory and the learning of the statement of academic scholars rather than the practical side of such theories. While students in general education were busy with college application, those who studied in the vocational and professional schools were struggling with the restructuring of the curricula, in which the newly formulated ones aimed at promoting scientific research and innovation. According to Hoang, these problems occurred partly because of the insufficient financial assistance aided by the government who failed to recognize the

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significance of human resources in contributing to socio-economic development. While education up until 1986 was labeled as being centralized by the Socialist Republic of Vietnam (SRV), it had undergone a rapid reform again in 1987 when “doi moi” was introduced to the economy. Literally translated as “to make change”, doi moi involved the introduction of a market-oriented economy, which not only was vital for the economic growth but also the social and cultural progress in the future (Hays, 2014). Thus, according to this policy, Vietnamese education shifted toward moral and political education as it was deemed necessary for social renewal.

In the paper “Moral education or political education in the Vietnamese educational system,” Dung Hue Doan highlights the idea of morality as essential in developing social and individual personality by arguing that Vietnam has been integrated with several cultures that had different approaches towards building the society such as Confucianism and communism (Doan, 2005). Moral education was thus necessary for both primary and secondary education, which emphasized the establishment of individual personality and the notion of citizenship in the socialist society, respectively. This included the principles of socialist views, thoughts, and theories, which aimed at solidifying the Marxist approach towards economics and science. This was facilitated by the important message that needs to be absorbed and understood by the primary students upon their enrollment to schools “Tien hoc le, hau hoc van”, which prioritizes the idea of learning about human relations before other subjects like knowledge and language as these subjects are later taught in the secondary school. The message, moreover, aimed to manipulate the students into the idea of “red mind”, which is the symbol of socialism and the establishment of the moral standard of behaviors. It also distinguishes self and organization as two essential parts of Vietnamese society, which is shaped by the socio-political structure at that time.

Apart from moral education, the state also emphasized political education, which was a necessary driving force for the success of establishing a socialist society. This form of education consists of the institutionalization of education and making the socialist goals mandatory for the learners, which contributed to the labor organization in a wider economic perspective (Doan, 2005). It, however, gave rise to the social dilemma when the Vietnamese economy was exposed to a global market as the youth population had a determination to acquire wealth and become successful in the future. To counter this idea, Vietnamese education aimed at denoting the revolutionary traditions and promoting activities that create a sense of socialist values like the

love and respect for labor, singing, and essay-writing contests that had a subject of revolutionary cultures. Students were forced to read and study more about the Vietnamese cultures as they are constantly reminded of the importance of their contribution to nation-building.

Overall, Vietnam has been undergoing a constant change in the education system as the state progressively viewed it as the important factor in establishing the Vietnamese society as a socialist one, contributing to the core value and goal of domestic economic growth. We can see that while the country was recovering from the economic damage as a result of the Vietnam War, the state faced a key challenge in establishing education: finance. This led to several problems in the field of education like inadequate teaching material, lesser teaching morale, and students' disengagement from the national goal. However, after 1986, the country observed a significantly progressive growth in education with the improvement in literacy rate as well as its integration in the global matter. Lastly, the notion of socialist values had been integrated in the Vietnamese curriculum, establishing the national identity and allowing the students to be a prospective part of the future growth.

Key Issue and Challenge

Vietnam has achieved the various important success of education development in terms of the complete education system from kindergarten to university level, increased in quantity of the student in the education system mostly in the vocation level and university level, the rapid increase of private sector participation in the education sector and government be able to increase the education expenditure up to 20 percent of the total government annual budget expenditure. however, the country still faces many challenges.

According to Resolution No. 29-NQ/TW of November 04, 2013, discusses the topic of fundamental and comprehensive innovation in education, serving industrialization and modernization in a socialist-oriented market economy during international integration. The 8th section, there has been discussed the challenge in Vietnam's education system which will be illustrated in detail in the further paragraph

Firstly, Education's quality and effectiveness remain lower than expected, particularly in higher education and vocational education because The education system is theoretical rather than practical, with little continuity between levels and methods of instruction. Or in other words, education is evaluated too heavily in theory, but in light in practice. Training that is not well associated with scientific research, manufacturing, business, and labor market demand; education about ethics, lifestyles, and working skills are undervalued. Education, testing, and assessment methods are still outdated and imprecise. This same sort of problem also appears in the research paper of Le Quoc Hoi. Education and training policy in Vietnam: current situation and recommendations. TC Economics & Development. 2016;70-76. which in this research paper also identifies the further problem that the education equality in Vietnam still has not been achieved yet.

Secondly, there are still many flaws in educational administration. The quantity, quality, and ratio of educators and education administrative officers remain unacceptably low. Moreover, many teachers in schools and lecturers in universities fail to meet the requirements for educational innovation and development, lack dedication, and even violate the professional ethics code. For further information about this problem the research paper named Evaluation of Education Policy Implementation in Vietnam that written by Hai Phu Do from Hanoi university Department of Public Policy and published in the Asian Journal of Education and Social Studies in February 2019 has concluded that Education management is still weak, with teachers and

lecturers, as well as educational managers, frequently falling short in terms of quality, quantity, and structure.

According to Education Strategy 2011-2020 (Decision 711 / QD-TTG). The education management is also still weak in terms of distinguishing state management from administrative activities in the educational system in educational management, quality management, inspection, and supervision have not been properly implemented. The coordination of state agencies in charge of education management is still shaky. Furthermore, there is an insufficient collaboration between school management agencies and educational units, as well as social organizations and families. The paper also indicated further that National initiatives and the majority of families' willingness to invest in education fall short of what is needed. As a result of unbalanced demand and supply.

Thirdly, Education investment is ineffective. *and educational funding policies are* ~~Education-funding policies are ineffective.~~ Educational facilities are insufficient and out of date, particularly in remote and impoverished areas such as mountains and islands. According to professor Hai Phu Do's research paper introduced in the above paragraph, this is also a problem that occurs from weak management in education which leads to ineffective financial management.

In Resolution No. 29-NQ/TW, the Central Steering Committee also discusses the problems and weaknesses that occur ~~are the results of the detail below~~, *which are elaborated below*

Firstly, The implementation of the Communist Party's and the government's education development policies, especially the declaration that "Education is the top priority," is still slow and tentative. The formulation and execution of educational planning policies, initiatives, and services do not fulfill the needs of society.

Secondly, The objectives of education are misunderstood. The propensity toward formalities and false successes, as well as the overestimation of degrees, are not removed, and in some cases are much worse. Conservative thinking continues to prevent social capital from being invested in education.

Thirdly, In educational institutions, state management and education administration are not clearly divided. Quality management, monitoring, and oversight continue to be undervalued. State departments, social organizations, and communities do not work together well enough. Vietnam's and most families' ability to invest in education is still much lower than predicted.

For the further challenge of the education system in Vietnam, The research paper of Viennet, Romane, Beatriz Pont named Education policy implementation: A literature review and

proposed framework that Publishing in 2017 indicated that The overarching goal of education policy is to enhance the quality and efficiency of the educational system in order to achieve long-term development, therefore sustainable education system is the most important and concern policy. Furthermore from Pham Dinh Long's research paper The cycle of higher education policy: the role of higher education institutions in Vietnam that published in the Journal of International Studies, Hanoi University of Science and Technology in 2018 indicated that In the context of some problems in high school and higher education in Vietnam, education policy must be frequently reformulated. As a result, it is important to track and review the implementation of education policy in Vietnam on a regular basis during this time span in order to make the most effective education policy changes with a collection of education policy recommendations. The united nation document Vietnam's human capital Education Success & Future Challenges written by Sachiko Kataoka specify that the main challenge of Vietnam education is As Vietnam's economy develops, the country will need to invest more in higher education and lifelong learning to ensure that students graduate with the knowledge and skills needed by the labor market. The tertiary education system has systemic flaws, such as a lack of resources and a poor sector strategy. The government is aware of these flaws and is working to correct them so that the country can continue to invest in human capital as a means of boosting economic growth.

Policies

From the communist party of Vietnam's point of view, education is an investment in growth, so it should be prioritized in socioeconomic development plans as a top priority. The overall targets of education development are to allow Vietnamese people to maximize their ability and ingenuity in order to live and function more effectively and to create an open education system that is realistic and efficient in terms of teaching, learning, and administration, as well as connected to the growth of an educational society; meet the requirements for quality improvement; standardize, modernize, and democratize the educational system; and preserve the socialist orientation and national characteristics. By 2030, Vietnam's education must be at a regionally advanced stage. And according to the government's resolutions No. 29-NQ/TW, there are nine policies (solutions) implemented in order to reach their goals.

The first one is to enhance the leadership of the Communist Party and the State over innovation in education. By encouraging involvement of the entire community in judging, supervising, and criticizing educational innovation by innovating communication and dissemination. Moreover, teachers, in particular, should value political education at school and Internal communist organizations in schools and universities must be created. Communists in educational institutions must be role models and accountable to the Communist Party and the wider community for achieving educational objectives. Lastly, mobilizing the entire political system to end the long-term educational misbehaviors that are troubling society. For **policy number two**, it is to continue to make dramatic changes in fundamental elements of education towards valuing learners' capacity and personal qualities. The aim is to improve the learner's ability and personal qualities in every way. Increase practice and application of knowledge to real life by simplifying and modernizing education material to fit the ages, education, and occupations of learners. Focus on personality, ethics, lifestyle, law, and citizen awareness education along with foreign languages and encourage learners' individuality, imagination, and knowledge application rather than knowledge imposition, passive learning, or rigid memorization. Next, to ensure truthfulness and objectivity, so **the third policy** is to adjust the system of evaluation and assessment of educational outcomes fundamentally. Improve the process of assessment and certification of secondary completion to reduce stress and costs while maintaining the accuracy and fairness of student evaluations. Change the way vocational

education completion is assessed and recognized by focusing on expertise, practical skills, discipline, and professional ethics along with enabling employers to weigh in on the standard of training institutions. And change the admissions process for colleges and universities to include a mix of entrance tests and school records, as well as meeting discipline criteria. Importantly, the education quality assessment system is needed to be completed to assess the quality of educational institutions and training programs. Next, **policy number four** aims at completing the national education system in the direction of transparency, lifelong learning, and the creation of a learning community. By maintaining the short-term continuity of the compulsory education system, increasing distinction and career advice in high school, continuing to adapt the compulsory education system to fit Vietnam's circumstances and the global education growth trend and increasing the number of non-public vocational and higher education institutions, especially community-invested educational institutions. By this a sustainable trend of educational growth would be obtained. **The fifth policy** on the resolution is changing education administration fundamentally by separating the administration of educational institutions from that of the state and decentralization should be strengthened in order to encourage educational institutions' independence and creativity. **For the sixth policy**, it is to boost the efficiency of educators and administrative officers in order to meet the requirements for educational innovation. They have done so by developing a system of pedagogy schools to train educators and administrative officers (mainly in key schools and institutions). And also providing incentives and benefits of good officers along with discharging unqualified employees who have failed to perform their duties. Lastly, Educators' salaries must be among the highest government employees. **The 7th policy** is to change financial policies and encourage the contribution of the whole society by raising investment effectiveness to develop education. State spending on education needs to account for at least 20% of overall spending in order to provide an appropriate budget for public educational institutions' professional operations over time. For Preschool education and compulsory education, the state would put an emphasis on investing in the growth of public educational institutions and providing assistance to help them fulfill their objectives. To meet the need for high-quality education in urban areas, encourage the growth of non-public schools. And for Higher education and vocational training, The state would prioritize investments in universities that provide training in key fields, as well as universities that provide technical education. Set priorities focused on economic-technical norms and education service quality standards. Importantly, the use of funds is needed to be open and transparent to the

public. Next, **the 8th policy**, Improving the quality and effectiveness of science and technology research and application, especially in the science fields. By, Improving scientific research and technology transfer capability, efficiency, and effectiveness in higher education institutions. And for higher education institutions, the government needs to prioritize the development of fundamental science, essential science, main laboratories, advanced laboratories, high technology centers, and modern laboratory facilities. Importantly, policies on encouraging students to do scientific research are needed to be introduced in order to partner and compete with the world's top tier training and research institutions. And **the last policy** of the government's resolution is seeking international collaboration in the field of education to improve its performance. More government-funded overseas training for lecturers in fundamental science and essential disciplines is required. Expanding educational ties with reputable international training institutions, especially in higher education and vocational education and training quality is needed to be strictly monitored.

The Role of Various Development Actors

The key actors of government resolution No.29-NQ/TW are: Government, Educational institutions, and Family.

The government has one of the most influence on the development of a country. The government of Vietnam has set the country's education to be the national top priority. This can be observed by that fact that the government spends more than 20 percent of the country's budget on education alone to help increase the development of the education level of the country. This budget is then used to improve the facilities of each institution, which in turn improves the efficiency of the education system as a whole. It is also used to provide scholarship opportunities to students who are in need of education funds. The government is also responsible for deciding the education standard as well. This includes the standard level of the teachers as well as the standard tests and exams given out to students. Finally, the government is also seeking international collaborations to further improve the education of the country.

The main role of an educational institution is to follow the instructions and policies implemented by the government. For example, establishing communist organizations in schools and universities, increasing the intensity of the education, and making sure that the number of students per class is not over the limit to ensure the stability of the class. Moreover, the institutions must try to encourage the student's performance by using positive reinforcement techniques. To better illustrate positive reinforcements, the teachers can give out prizes to students who have outstanding performances. Education institutions are also involved in deciding the level of requirements for teachers and lecturers in each institution. The minimum requirements for teachers and lecturers in colleges and universities are at the bachelor degree and master degree respectively. The institution's administrative officers will also need to be provided with new different training as well. This way they can stay up to date with the latest changes the government implemented and enforce these changes to the institutions.

The main role of the family is to collaborate with the government and institutions in supporting their children to have the best education available. According to government policies, it is also important for the family to educate their childrens to have the correct ethics and a lifestyle that will be beneficial to society.

Outcome

To evaluate the effectiveness of policy implementation in Vietnam, from Asian Journal of Education and Social Studies, the researchers use the regression analysis to obtain the result. In details, a correlation between two variables which is dependent variable and independent variable is used to construct a prediction equation. To be more clear, the effectiveness of education policy in Vietnam is defined as a dependent variable (Y) and each policy is defined as each independent variable (X) for each model based on linear relationship between variables. For example, the equation for the first indicator which is leadership in policy implementation and the effectiveness of education policy was formulated by $Y=0.721 X_1 + 19.179$. Similarity, the researchers have done this for all independent variables and conclude in the Table below.

Variables	β	α	R	R2	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
Reform in examination,	0.03	54.232	0.003	0.000	.959
Open education	-0.602	85.196	0.436	0.190	.000
Autonomy of universities	-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)

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First of all, the beta of open education has a negative sign which means if the open education increases for one unit, the effectiveness of the policy will decrease by 0.602 units. Furthermore, Two variables which are Reform in examination and Autonomy of university have statistical insignificance ($p \geq 0.05$) meaning that there is no relationship between these variables and the effectiveness of the policy. Therefore, the other independent variables which are leadership in education policy, educational focus on competency, lecturer development, financial reform, research for education and internationalization are all important. And that is why the future policy should only concentrate on these policies.

Secondly, by observing R^2 , it can be interpreted that (1) 58.2 percent of the variance for the effectiveness of policy can be explained by leadership in policy implementation (2) educational focus on competency in policy implementation can explain 32.1 percent of the variance of the efficiency of policy. (3) research for education can explain 12.6 percent of the variance of the effectiveness of the objective. Lastly, The others which are the internalization, lecturer development and financial reform can only explain for 12.3 percent (6.1+4.1+2.1) of the variance of the effectiveness of the objective which is quite low.

To sum up, The single regression models demonstrate that some policy proposals were found to be irrelevant and ineffective to Vietnam's educational reform. And the suggestion is that the leadership in education implementation, Educational focus on competency, and research for education need to go along with internationalization, lecturer development and financial reform too.

Conclusion

After the Vietnam war in 1975, in the pre-reform period, educational reform was implemented but it still lacked the quality of teaching and facilities. After 1986, education in Vietnam has significantly grown due to the policy of renovation, Doi moi. Consequently, the illiteracy rate was reduced remarkably.

The main challenges of Vietnam education are the low quality of the education system. It focuses more on theoretical than practicality. Moreover, the shortage of well educated teachers and lecturers still remains. Due to the structure of the Vietnam education system, every part involved in the education system does not work well enough. Many people still cannot afford the education fees. And lastly, 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. The objectives of this resolution are 1. to enhance the leadership of the Communist Party and the State over innovation in education. 2. to keep making dramatic and comprehensive changes in fundamental elements of education towards valuing learners' capacity and personal qualities. 3. to fundamentally change the method of examination and assessment of education results to ensure truthfulness and objectivity. 4. to complete the national education system towards openness, lifelong learning, and building a learning society. 5. to fundamentally change education administration. 6. to improve the quality of educators and administrative officers to meet the requirements for innovation in education. 7. to change financial policies, encourage the contribution of the whole society; raise investment effectiveness to develop education. 8. to raise the quality and effectiveness of research and application of science and technology, especially the science of education and administration. 9. to seek international cooperation in education and raise its effectiveness.

By using a regression model to evaluate the effectiveness of government resolution, it 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.

Reference