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Impact of the COVID-19 Pandemic on the Education and Training Sector in Vietnam

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Abstract---As of March 19, 2022, Vietnam has officially announced 7,791,841 infections and 41,817 deaths. The place with the most severe epidemic is Hanoi with a total of 1,151,599 infections and 1,178 deaths. The lightest place is Ninh Thuan with 7,853 infections and 60 deaths. The pandemic has had a huge impact on Vietnam's economy and society. According to the Culture and Education Committee of the National Assembly of Vietnam, since the beginning of 2020, the COVID-19 epidemic has had many negative impacts on the education industry. Preschool children, pupils and students have had to temporarily stop going to school for many consecutive months. Many teachers, children, and students are infected with COVID-19. Many important tasks of the education sector cannot proceed as planned. Faced with this situation, the Government of Vietnam has taken a series of measures to maintain and ensure the quality of teaching activities.

Keywords---COVID-19, education, training, teaching, Vietnam.

Introduction

The COVID-19 pandemic has adversely affected many different sectors such as health (Holshue et al., 2020; Peng et al., 2020), tourism and travel (Galvani et al., 2020), Manufacturing industry (Sahoo and Ashwani, 2020), and agriculture (Sahoo and Rath, 2020). The education sector is no exception and has therefore experienced major disturbances during the COVID-19 pandemic (Paudel, 2021). To prevent the spread of this highly infectious pathogen, many strict non-pharmacological interventions have been implemented such as hygiene, mask wearing, use of hand gel and social distancing (Upadhyay et al., 2020), causing the closure of educational institutions, thereby affecting 1.57 billion students globally (United Nations Educational, Scientific and Cultural Organization, 2021).

In Vietnam Nearly 20,000,000 pupils and students and more than 1,000,000 teachers and lecturers cannot go to school for a long time (Do Vi, 2022).

Closing schools to cope with the spread of the disease is a necessary measure, but a prolonged school closure will cause many consequences for society. Therefore, to ensure continuity in education and training, most countries in the world have to switch from conventional direct teaching, training, learning and education methods to online teaching and learning (Sutton and Jorge, 2020).

Some developed countries such as: France, Australia, USA and UK are already accepting distance learning as a path of action by enhancing their existing e-learning platforms, while by contrast, countries like Chile, Argentina and Brazil lack infrastructure, therefore use traditional methods such as radio and television to ensure uninterrupted learning (Dawadi et al., 2020).

Teachers play an important role in the smooth transition from face-to-face to distance learning. Various countries and organizations have organized training courses and interacted with teachers to familiarize teachers with using digital platforms. Events like “Edcamps” are held globally for teachers, where they can learn and share their experiences with their peers about teaching online during the COVID-19 crisis. In April 2020, a national online Edcamp “High Five for Education” was held in Ukraine and an online Edcamp series titled “Edcamp: Strong Learning at Home” was held in the United States of America. to facilitate learning and interaction among educators (Modica, 2020).

During online learning, access to printed materials is not possible, so internet-based materials are the only option. To provide resources for online teaching, libraries have worked tirelessly to support online classes by providing electronic resources for students, researchers, and educators (Rafiq et al., 2021).

One major headache for educators is how difficult it is to measure the effectiveness of online learning. Although remote assessment has been accepted worldwide as the only option for assessing students during the COVID-19 pandemic, different stakeholders have different views on their effectiveness. Many scholars argue that distance assessment increases the likelihood of academic dishonesty. The increase in Google searches related to test topics during the conduct of exams clearly shows that students are taking undue advantage of the immediate access to search engines in the online exam (Bilen and Matros, 2021). To prevent such cheating among students, some educational institutions have even hired supervisors (Newton, 2020) and considered monitoring student workspaces during exams. This is a proper solution (Bilen and Matros, 2021).

The COVID-19 outbreak has also raised questions about the flexibility of educational institutions, sustainability and willingness to accept change. Issues related to education and training need to change and adapt in line with the evolution of the COVID-19 pandemic, if all stakeholders come together to synchronize their efforts, then e-learning can serve as a productive benefit (Mansi Babbar and Tushita Gupta, 2021). Governments of other countries must clearly show their management role, must mobilize all social resources to ensure effective teaching activities (Bich Lan and Nghia Duc, 2022).

Negative impacts of the COVID-19 pandemic on the education and training sector in Vietnam

Teachers and students face many difficulties

Pre-school education has been interrupted for a long time, greatly affecting the routines, habits, and daily routines according to the age of about 4 million children, especially in urban areas and localities with industrial zones. For 5-year-old children, the preparation of knowledge and skills necessary to be ready to enter grade 1 according to the 5-year-old preschool program is still limited, causing difficulties when children learn the first grade program in primary school. The organization of preschool education activities in the online form is very difficult to implement in practice, is not suitable and ensures fairness in accessing children, especially 5-year-old children, children in ethnic minority areas, mountainous areas, areas with difficult socio-economic conditions, children from disadvantaged families.

In particular, non-public preschool education institutions lack funds to pay for teachers and staff and maintain operations; some facilities are at risk of closing. Many preschool teachers lost their jobs and faced many difficulties (educational communication, 2020). Many people-founded and private preschools in Vietnam have sent petitions to the Prime Minister for help due to the impacts of the COVID-19 epidemic in the past two years. The Prime Minister of Vietnam has assigned this issue to the Ministry of Education and Training to come up with solutions and policies to support preschools and private schools during the pandemic and post-COVID-19 period.

In addition, the National Assembly's Committee on Culture and Education also assessed that the implementation of online learning due to the COVID-19 pandemic has had a great impact on the learning quality of students. Although many students have quite adapted to learning through television, the internet. However, the online form is mainly suitable for junior high and high school students in areas with favorable socio-economic conditions. For primary school students (especially grade 1) and students in rural, mountainous, island, deep-lying and remote areas, students with difficult circumstances, online learning still faces many challenges, difficult to implement, or ineffective implementation.

The main reason is that the facilities (transmission lines, online learning support equipment...) do not meet, many families cannot afford to buy learning equipment for their children; Some teachers' ability to apply information technology and parents' supervision and support for online learning is generally still limited (Binh Minh, 2022). The method of teaching via television is more suitable for primary school students, low cost, does not put pressure on students' families, but limits the ability to interact, affecting the quality of teaching. In many localities, teaching and learning on television and over the internet is not really effective. Activities of non-public educational institutions were greatly affected. Some educational institutions organize online teaching, but the revenue from tuition fees is not enough to cover the costs; about 80% of foreign language centers in Ho Chi Minh City have to close, stop operating or dissolve (Thao Le, 2022). The number of people participating in continuing education programs decreased.

Localities can actively choose the method of admission or entrance exam to high school depending on the actual situation, but most are still confused in choosing the entrance exam or admission test, or a combination of both methods. The quality and fairness of the entrance exam are difficult to meet; Streamlining to vocational training faces many difficulties.

The high school graduation exam was held in the context of the complicated development of the COVID-19 epidemic. The education and training sector has directed to organize the exam into 2 phases in accordance with the actual situation of the localities. The localities actively implemented synchronous measures to prevent and control the COVID-19 epidemic at the exam sites; have solutions to provide maximum support for candidates, ensuring that no candidate because of difficult circumstances does not attend the exam; consider special consideration for graduation recognition for candidates who are eligible to take the 2nd exam but cannot take the exam due to the influence of the COVID-19 epidemic and have aspirations. There have been 44/63 provinces and cities where candidates have graduated from high school with the number of over 15,000 students (Minh Giang and Ngoc Diep, 2021). The score spectrum of each exam subject (according to the exam period and locality) and the score spectrum of the traditional selection combinations are analyzed in detail and publicly disclosed.

The epidemic has also affected the quality and progress of the implementation of Resolution 88/2014/QH13 of the National Assembly on renovation of general education curricula and textbooks. The organization, compilation and evaluation of textbooks, local educational materials and the training program (retraining) of high school teachers are behind schedule. The amount of time for theoretical study, practical learning, experimental learning, practical experience, experiment is not guaranteed. The construction, renovation of works, procurement of equipment for service encounter many difficulties. Some management and administration activities such as inspection, examination, testing and quality accreditation that must be held directly at educational institutions cannot be carried out in the context of social distancing.

The quality of human resources is affected

The National Assembly's Committee on Culture and Education also assessed that the quality of vocational training was affected because the practice time at enterprises, production and business establishments could not be carried out as planned, especially for high-quality vocational training transfer programs being piloted. Many programs and plans for professional activities have been postponed or canceled, such as the National Vocational Skills Exam, National Defense and Security Education Sports Festival, etc.

The organization of training in the form of online is only a temporary solution to maintain and keep students, students do not drop out if there is no methodical plan and careful preparation due to difficult conditions. It is difficult in terms of facilities and capacity of teachers. Online training is also only suitable for theoretical subject content, not for practical skills training content, which is the main requirement in the training program of vocational education (Tuong Van, 2021).

Vocational education enrollment faces many difficulties because direct counseling and career guidance activities in localities and high schools are almost non-existent (Cong Nghia, 2022). The finances of many vocational education institutions, especially private and autonomous institutions, face difficulties due to the imbalance in revenues and expenditures; many investment bank loans for vocational education development do not guarantee repayment. Many vocational education institutions are at high risk of bankruptcy. Teaching, learning, scientific research, international cooperation and financial work of higher education institutions face many difficulties. The change in the form of training affects the implementation of the training program. Online teaching and assessment activities have only been carried out in a small way with some modules, not yet implemented in the whole program; many training programs, especially those in specific industries such as art, have to take frequent breaks.

Many officials, lecturers and employees of higher education institutions have to reduce their working hours and have to quit their jobs; students have to get used to teaching and learning online during the pandemic. The work of testing and evaluating learning outcomes in the context of online learning is still confusing, with many potential risks of fraud in quality testing and assessment. The enrollment and graduation work of higher education institutions have also been changed and adjusted.

The National Assembly's Committee on Culture and Education said that education quality accreditation has not yet reached the plan. Many external assessment teams have to postpone in-person assessments at higher education institutions. Accreditation of education quality in training programs and accreditation of higher education institutions are behind schedule compared to the targets of some schemes and projects.

The epidemic also revealed weaknesses and unsustainability in the financial structure of higher education institutions. Non-business revenue from tuition fees of schools has not been realized, service revenue from other sources has decreased while other expenses still have to be ensured, such as salaries for teachers and administrators; operating and leasing costs; expenses incurred for disinfection, sterilization and epidemic prevention over a long period of time (Le Van, 2021).

Vietnam's response to the negative impact of the COVID-19 pandemic in the field of education and training

The complicated and prolonged development of the COVID-19 epidemic has had a significant impact on the Education industry. Following the general direction of the Party and Government, the Ministry of Education and Training (Education and Training) has always been proactive and flexible in responding and implementing teaching and learning activities to ensure the implementation of the target, "pause going to school, don't stop learning".

Pause going to school but don't stop studying

Right from the beginning of the 2021-2022 school year, the Ministry of Education and Training has mobilized the entire industry to focus on preparing conditions for the new school year and organizing the opening ceremony with many different forms and scenarios. The Ministry issued Directives, Official Letters and documents guiding educational institutions to perform their school year tasks to ensure the realization of the dual goals of both prevention and control of the COVID-19 epidemic, while organizing the completion of the school year's tasks. ; create favorable conditions to support school transfer, receive students to study at educational institutions due to not being able to return to the locality or place of residence in time; adjust the organization of educational activities in the direction of focusing on teaching and learning core content of subjects in the context of COVID-19 prevention and control; local guides actively and flexibly switch between face-to-face teaching and teaching online and on television; maintaining online teaching, teaching on television to support face-to-face teaching (My Anh, 2022).

The Ministry has also organized guidance and training to strengthen the online teaching capacity for key teachers of educational subjects/activities, on that basis, the Ministry of Education and Training has directed the Departments of Education and Training. Education and Training has implemented mass training for local teachers; directing, organizing the development and selection of a system of quality assurance lectures to organize online teaching and broadcast on television according to subject and grade level so that educational institutions can organize for students to study accordance with the local teaching plan. Coordinate with Vietnam Television and People's Television to organize lecture production and broadcast on television, in which priority is given to grades 1 and 2 who are difficult to conduct online learning.

Guide to implementing appropriate teaching and learning activities

Based on the actual situation of the epidemic nationwide in general and in localities, the Ministry of Education and Training has guided localities to deploy appropriate teaching and learning activities. The whole Education sector promotes the organization of online teaching and television teaching. For localities that can basically control the epidemic or the green or yellow zones, take advantage of the time for face-to-face teaching, practical learning, and theoretical review learned online or on television; training online teaching skills, teaching on television for teachers. Continuing to deploy online training combined with face-to-face, higher education institutions have timely adjusted their teaching plans in the 2021-2022 school year, such as organizing courses for students and students studying. Online learning starts the new semester earlier, rearranging theoretical and practical lessons to suit local epidemic prevention and control conditions.

Regarding the organization of examinations, tests and assessment of learners, for general education as prescribed, the examination and evaluation in online teaching is carried out in combination between regular examination and assessment and inspection. In which, regular testing and evaluation are performed by teachers in the process of online teaching; Periodic examination and

evaluation is carried out directly at the educational institution, in case students cannot come to the educational institution due to force majeure, the periodical examination and evaluation shall be carried out in the form of online.

Higher education institutions have proactively organized learning, exams, and final assessment of students, trainees and doctoral students in various ways (Nguyen Trang, 2021). Facing the epidemic situation, higher education institutions have adjusted their lectures, built online lectures to guide practice and how to evaluate some online practice skills. Timely update and build online lectures to guide and teach students and trainees to suit social requirements.

Regarding the preparation of teaching organization conditions, the Ministry has organized a training course for teachers on online teaching methods; training for more than 1,000 staff and teachers in high schools across the country on counseling and psychological support for students in the context of the COVID-19 pandemic. Organize, build and select a lecture system to organize online teaching. In terms of supporting equipment and communication infrastructure, through the program "Waves and computers for children", telecommunications groups have built 283 more hotspots in localities affected by the epidemic. Organizations and units have pledged to support more than 1,000,000 computers.

Limiting the impact on the psychology and health of learners and teachers

In the context of the complicated development of the COVID-19 epidemic, the fact that children, pupils and students are not allowed to go to school for a long time has a negative impact on psychology and health (Hoai. T, 2021). Most students are active, proactive and quite easily adapt to learning via television and the internet. However, online learning initially proved to be suitable for areas with favorable conditions but not suitable for areas with difficult conditions. Most localities believe that online teaching is suitable for high school students and the end of lower secondary school, but not for primary school students. The situation of students not attending school, students dropping out of school and students at risk of dropping out, re-illiteracy still exists in some localities and is more serious in the situation of online learning. For preschool children who do not interact with friends, teachers are at risk of reducing their ability to develop in language, communication, social-emotional, motor and health development.

For higher education, online learning is an opportunity for learners to promote their initiative in seeking autonomous learning methods, perfecting learning content and achieving the results, goals and outcomes of the university. However, the social distancing, the reduction of economic sources also affects many students and lecturers. Higher education is the training of highly qualified human resources for the country, so in industry training programs often associated with industry practical skills training, online learning does not fully convey this content, so it also great influence on the psychology of learners.

Results of the response to the COVID-19 pandemic in the field of education and training in Vietnam

Some advantages

Many localities have held the opening ceremony in the form of online, via television; many students have not been able to go to school, have not been able to meet, get acquainted, and exchange directly with teachers, teachers and classmates. Many important tasks of the Sector could not be carried out as planned, strongly affecting the team development, finance, teaching and learning and educational quality assurance of educational institutions; to the ideology and psychology of teachers, students and students' parents. However, with the tireless efforts of the whole industry, the encouragement and facilitation of the Party committees and local authorities, the concern and consensus of the students' parents have contributed to the Vietnamese education industry to complete the tasks of the school year while ensuring the quality of education, ready to effectively implement the General Education Program 2018 (new general education program).

Educational institutions have developed teaching plans and plans in safe and secure COVID-19 prevention and control conditions. The majority of teachers agree and actively apply information technology to the teaching process; actively and voluntarily learning, fostering skills, building and selecting learning materials; initially know how to use applications and teaching software when being trained. The majority of students' parents agree with the Department's policy in online teaching; create learning conditions for their children such as computers, laptops, smartphones, and network connections.

Schools have focused on renovating school management and administration in the direction of promoting the initiative and flexibility of the school and the autonomy and creativity of professional groups and teachers in the implementation of the Program. curriculum, focusing on teaching core contents under the guidance of the Ministry of Education and Training; exploit and use textbooks, learning resources and teaching equipment effectively and practically; flexibly apply teaching methods and forms to develop students' abilities and qualities. Improve the effectiveness and efficiency of the school's management of educational activities; ensuring democracy, publicity and unity among organizations in the school; coordinate between schools, students' parents and relevant local agencies and organizations in organizing the implementation of the school's educational plan.

For classes that are implementing the 2006 General Education Program (the old general education program), the localities continue to direct the school to renew the organizational form, teaching method and organizational form. organization and method of assessing students; change from imparting knowledge to organizing learning activities in order to promote the positivity, initiative and creativity of students; carry out a review of the curriculum and textbook contents, especially for compulsory subjects in the direction of streamlining the contents beyond the requirements of knowledge and skill standards of each class; streamlining duplicate content within and between subjects; integrate some

content within the same subject and between subjects into learning topics on the basis of ensuring the program's knowledge and skills standards.

Some limitations

Teaching and learning during the COVID-19 pandemic has revealed a number of limitations and difficulties. It is the implementation of online learning that has had a great impact on the quality of student learning. Conditions of facilities to organize online teaching vary between localities and students' families, the lack of equipment causes many difficulties in the process of teaching and learning. Currently, the whole society has also stepped in and overcome the difficult points in the transmission line system, material equipment for learning.

The study habits of a part of students are affected and have not taken the initiative to study on their own. The quality of learning in the form of online learning is limited and does not guarantee equality due to local physical conditions. Parents are also worried about the safety of their children, the quality of teaching, and the health of students when learning online.

Salary and policies of contract teachers are greatly affected. Especially, the income of teachers who teach contract by session, by period in public educational institutions is greatly affected; not receive salary when schools are temporarily closed (currently 38,516 teachers under labor contract at the public preschool and high school level); A large number of non-public teachers have to leave teaching without salary (according to statistics from the Education sector database, there are currently 126,853 non-public administrators and teachers at all levels attending preschool. , common) has a very anxious mentality (Le Van, 2021).

Socio-economic impacts are affected, many educational institutions cannot collect enough tuition fees from learners, and revenue from support services decreases. Meanwhile, many expenses of the establishment remained unchanged. The implementation of the 2018 general education program between the domestic and international contexts affected by the COVID-19 epidemic on all aspects of social life has had a significant impact on the educational process in localities, leading to the compilation, selection, fostering, training, printing, distribution, use of textbooks and submission for approval of local educational materials encounter certain obstacles.

Some solutions to be taken to ensure the quality of education and training during the COVID-19 pandemic

In order to ensure the quality of education in the context of the complicated development of the COVID-19 epidemic, in the coming time, the whole education sector will focus on implementing a number of key solutions as follows:

Firstly, raise awareness, sense of responsibility, be ready to change the state of adaptation to complicated translation conditions. Promote the sense of responsibility, maintain discipline, unity and unity, give the highest priority to all resources to carry out the prevention and control of the COVID-19 epidemic

under the guidance of the Health sector and local authorities; at the same time pay attention to the work of ensuring the quality and effectiveness of education. Focusing on motivating and encouraging teachers, educational institution administrators, staff, students, and parents to raise civic awareness, self-discipline, and actively participate in activities take action to prevent and control the epidemic and join hands and support each other to overcome difficulties to fulfill their tasks well. Strengthen propaganda on epidemic prevention and control and student support activities in order to create consensus and seriously implement the learners, learners' families and cadres, teachers and employees.

Second, ensure safety and prevent epidemics when teaching directly at educational institutions. Promote the resumption of direct school attendance under Resolution 128/NQ-CP on the basis of ensuring safety for epidemic prevention and control. Continue to direct educational and training institutions to proactively develop plans, scenarios and solutions to cope with the long-term impacts of the COVID-19 pandemic, ensure school safety and successfully implement the assignments for the school year 2021-2022. Coordinate with the Ministry of Health to update and supplement guidelines/regulations/handbook on epidemic prevention in educational institutions; strengthening the school health system to meet the requirements of epidemic prevention and control and successfully implementing the vaccination campaign for children aged 12-17 in schools.

Third, be proactive and flexible in methods and forms of organizing the implementation of the educational program, both to ensure the prevention and control of the COVID-19 epidemic, and to ensure the quality of education. Educational institutions take the initiative in developing safe, flexible and adaptive teaching and learning arrangements, effectively controlling the COVID-19 epidemic, bringing educational activities back to a new normal state gradually; creating conditions for pupils, students, and teachers, while ensuring the educational quality of each level and training program, and completing the professional tasks of the Education sector. Ready to convert and apply teaching methods directly, online or on television in accordance with the actual situation; enhance the effectiveness of coordination with relevant ministries, branches and television channels in implementing solutions to support online and television teaching. Organize the implementation of the 2021-2022 school year plan proactively and flexibly in line with the situation of the COVID-19 epidemic to ensure additional knowledge for students in the short term as well as in the following school years. . Renovate the method of examination, testing and assessment of students, especially grade-level exams, in order to ensure the interests of students, parents as well as the whole society. Proactively take measures to increase support in terms of facilities and equipment for teachers serving online teaching in the event of a complicated and prolonged COVID-19 epidemic; supporting the material life of lecturers, teachers and employees in the education sector affected by the COVID-19 epidemic, especially those working in non-public educational institutions.

Fourth, promote technology application and digital transformation in education. Developing an ecosystem for digital transformation of teaching, learning, testing, evaluation and scientific research activities; deploying a number of online

teaching and learning digital platforms with advanced features to support personalized learning and enhance experiences; increase testing, exam on computer and online; connecting the online teaching platform with the school administration platform and the IoT network, establishing a digital transformation ecosystem in education and training institutions.

Developing a shared repository of digital data for the whole industry, including: electronic lectures, multimedia digital learning materials, electronic textbooks, simulation software and other learning materials; develop an online question bank system for all subjects; building a national database on higher education; application of advanced teaching - learning models on a digital basis suitable to the conditions, characteristics and actual needs of general education and continuing education.

Developing and implementing a platform for the delivery of mass open online courses (MOOCs), enhancing the recognition of online course credits between training institutions; pilot a number of new models of training institutions based on digital technology and innovation; to build a number of excellent education, training and research centers in technology in the form of public-private cooperation for higher education. Training and fostering human resources for digital transformation in the field of education, improving the digital capacity of learners, teachers, employees, education managers and staff in charge of technology application information, digital transformation in the Education sector.

Fifth, psychological support and counseling for teachers, students, and families. Develop a plan to be ready to support and provide psychological counseling for students, to help them step by step overcome difficulties and psychological crises due to the impact of the COVID-19 epidemic, to soon integrate into the learning environment when returning to school. Focusing on fostering and improving the capacity, expertise and professional ethics for the staff, officials, employees and collaborators in charge of psychological counseling in educational institutions as well as sharing information and experience on psychological counseling activities in schools, especially in the context of online teaching and learning.

Strengthen coordination with experts, psychological counseling centers in support activities, psychological counseling, skills in the prevention and control of school diseases when participating in online learning, impact assessment and overcome the negative impact of the COVID-19 epidemic on the psychology of teachers and students. Strengthen socialization, mobilize resources to support and advise teachers and students to stabilize their psychology, ensure physical and mental health for teachers and students to continue teaching and learning effectively.

Sixth, mobilize social resources to support students' equipment for online learning, especially in disadvantaged areas. The Ministry of Education and Training directs the Departments and requires educational institutions: Develop a plan to be ready to be deployed in the online form in case students cannot go to school at the time of periodical testing or assessment or because of force majeure. Prepare the right infrastructure, software systems, and support for best practices in testing and evaluation. Building a matrix of online test questions including

questions in basic and core content, not beyond the curriculum, causing difficulties for students. For subjects, educational activities are assessed by commenting, encouraging periodic testing and evaluation through practical exercises and appropriate learning projects. Before the assessment, it is necessary to discuss with the student's parents, because teaching online, the student's parents are the "second teacher".

Continue to effectively implement the program "Waves and computers for children" with the goal of supporting 1,000,000 computers for poor/near-poor students to have online learning equipment. Develop a comprehensive mobilization program of resources to support learning equipment and tools for poor students in conditions of epidemics and frequent natural disasters and floods. Review and assess the current situation of schools and classrooms, especially in remote and isolated areas; in which students have learning devices, schools must be covered by telecommunications and connected to the Internet to meet the requirements of teaching and learning in the new situation.

Seventh, to develop mechanisms and policies to support employees and businesses operating in the field of education and training in the context of the COVID-19 pandemic. Research, review and propose amendments and supplements to policy packages to support employees working at non-public education and training institutions affected by the COVID-19 pandemic to create motivation for employees who are determined to stick to their profession and believe in the profession (Ngo Thi Minh, 2022).

Conclusion

The COVID-19 pandemic has greatly affected all socio-economic fields, including education and training. But the whole Vietnamese education and training industry in general and the team of teachers have overcome difficulties and turned threats into threats. Consider this a push to change management thinking, promote creativity in each individual, family, school and the whole education sector to increase adaptability to circumstances, especially risk management. In addition, the COVID-19 epidemic is also an opportunity for the Education sector to promote digital transformation, a premise for many other fields, and a great impact on the development of the country, both in the immediate and long term. All officials, employees, teachers and managers of the entire education and training industry in Vietnam have overcome difficulties, promote the sense of responsibility to the profession and to students to unite and create together. , respond to epidemics and bring knowledge to students.

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