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Education policy in the context of Vietnam's international integration: Problems raised and proposed solutions

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Abstract---Education plays an important role in the development of the country. Emphasizing this importance, the Communist Party of Vietnam has emphasized the "top national policy" position of education, which is concretized by the policies and laws of the state. In the context of Vietnam's international integration, education is considered a fundamental and important resource for national construction and development. However, there are many limitations in the implementation of the policy. This study focuses on analyzing the current situation of education policy, and the problems posed to education, thereby proposing solutions to improve education policy, meeting the needs of economic development - of Vietnam society in the future.

Keywords---education policy, international integration context, innovation, Vietnam.

Introduction

The innovation Policy of Vietnam in 1986 opened the comprehensive changes in Vietnam in general and the education sector in particular. From this point on, Vietnam began to diversify types of schools, classes, and forms of training and promulgated regulations on public and private schools and classes. Before that, private schools were not recognized in Vietnam. Thanks to the achievements of economic development and the open-door policy, people have access to many different types of education and educational opportunities. Economic integration and development also increase the demand for human resources, creating motivation for people's learning. In addition, the mentality of attaching importance to Vietnamese degrees and academic degrees (often criticized), is also one of the reasons for promoting the establishment and development of educational institutions, especially universities.

Thanks to the open door policy, foreign educational institutions are increasing their presence in Vietnam. At the same time, many types of educational linkages between Vietnam and other countries have also been opened at all levels of education, not only contributing to diversifying learning opportunities for people, but also creating competition among students. educational institutions, contributing to improving the quality of education. With 20% of the national budget spent on education, plus many funding sources or preferential loan programs for education, it can be said that Vietnamese education has been given priority. especially of the State compared to other fields.

Resolution of the 8th Conference, XIth Central Committee (Resolution No. 29-NQ/TW) on a fundamental and comprehensive renovation of Education and Training, meeting the needs of industrialization and modernization in the conditions of a socialist-oriented market economy and international integration (Communist Party of Vietnam, 2013). One of the specific objectives of this Decision is to make a positive contribution to building the Vietnamese people in line with the requirements of the process of industrialization, modernization, and international integration. Acquiring cultural values of humanity; preserving, promoting, and promoting the cultural values of Vietnam; enhance the image of the country and people of Vietnam, by 2030 the image of the Vietnamese nation will be widely introduced around the world. economic; make the most of international resources in order to successfully realize strategic goals in terms of labor, social security, welfare, education, training, health care, science, and technology; focus on improving human resources and scientific-technological capacity; create jobs, ensure the rights of workers and disadvantaged groups; promote social justice, ensure social security and improve the people's material and spiritual life (Communist Party of Vietnam, 2016 & 2021).

Recognizing that importance, the Communist Party of Vietnam has promulgated many guidelines and guidelines on education which have been concretized by policies and laws of the State of the Socialist Republic of Vietnam. With the policy of considering Education as a "top national policy". The State has spent a lot of resources prioritizing investment in the development of education. The policies focus on comprehensively reforming education, in which attention is paid to the development of teachers, especially teachers in remote, border, and island areas. Despite facing many difficulties, the education and training sector has made great contributions to fostering moral character for the young generation, helping to develop human beings, raising people's intellectual level, and training human resources, making joint contributions to the country's socio-economic development, so that our country can have the opportunity, potential, position, and prestige it is today. In recent years, Vietnam's education has achieved more and more positive results, affirming its important position, although there is still a lot of work to do and reform ahead. The quality of education is increasingly being improved at all levels of education. Several universities have improved their positions in regional and international rankings. Vietnam students have won many high prizes in international and regional Olympic competitions, demonstrating the intelligence and creativity of the Vietnamese people (Ministry of Education and Training, 2020 & 2021).

We are currently drastically implementing solutions to radically and comprehensively innovate education and training to improve the quality of education at all levels. The motto is: Taking students as the center, focusing on developing students' moral personality and creativity. To do so, we need to continue to take the school as the foundation, and the teacher as the driving force to successfully implement the student-centered motto. In that process, the requirement for Vietnam's education today is to learn real, take real exams, and have real talents (Chinh, 2021). The school year 2020-2021 marks an important milestone with the formulation of mechanisms and policies; removing "bottlenecks" and creating a legal corridor for the fundamental and comprehensive renovation of education and training according to the requirements of Resolution 29 of the Communist Party of Vietnam (2013). Thereby, creating a change in training quality and facilities while mobilizing social resources and promoting international integration (Chinh, 2021). Therefore, education policies need to be reviewed, supplemented, and amended to suit the new situation of the country.

Research Methods

Research the documents of the Communist Party of Vietnam on the historical guidelines for educational development as well as current documents. Compare and contrast to see the change in the policy of the Communist Party of Vietnam on education. Studying the policies and laws of the Socialist Republic of Vietnam on education reflected in the laws and codes promulgated by the National Assembly of the Socialist Republic of Vietnam; Resolutions of the Government; Circulars of the Ministry of Education and Training. Study the scientific works of previous researchers, and compare and contrast to find the advantages to inherit. Research on statistics evaluating the quality of education in Vietnam in the context of international integration.

Research results and discussion

Achievements in education policy

After Resolution No. 29-NQ/TW (2013) was issued, although the context of the country still has many difficulties and limited resources, with the attention of the Party and State, the efforts of the teaching staff, education administrators, the cause of education and training in Vietnam has made fundamental changes in quality and effectiveness, which has been recognized and appreciated by world educational organizations. One of the outstanding results in education in the last term was assessed by the draft Political Report of the XIIIth Congress (2021) as "International cooperation in education and training continues to expand"; "human resource training in our country has changed in the direction of focusing on quality improvement; training associated with the labor needs of the locality, enterprises, and employers; initially applied training methods of international human resource training organizations. High-quality human resources increased in both quantity and quality, of which a number of industries and fields reached regional and international levels such as information technology, healthcare, construction industry, mechanical engineering, etc." (Communist Party of Vietnam, volume 1, 2021).

The system of mechanisms and policies on Education and Training continues to be focused on perfecting in order to overcome limitations and inadequacies, solve "bottlenecks" in educational innovation activities, and create a legal corridor for localities, Education, and Training institutions to implement. The Ministry of Education and Training has submitted and approved two important laws by the National Assembly, namely the Law amending and supplementing a number of articles of the Law on Higher Education (2018) and the Law on Education (2019). On the basis of guidelines and policies of the Party and State on international integration, over the years, the education sector has actively built and promulgated a structural framework of the national education system in the direction of openness and flexibility. Linking education levels, levels, and modes of education and training ensuring compatibility with the international education classification table. The education sector has built and promulgated a structure of the national education system with an 8-level structure, serving as a basis for building training programs; promoting people's lifelong learning; developing planning and policies to ensure quality, improve the efficiency of human resource training to meet the requirements of international integration.

Up to now, the Ministry of Education and Training has completed and promulgated the General Education Program, and organized experimentation of subject programs in the new general education program (Ministry of Education and Training, 2018). The new high school program fundamentally changes the approach from "content-based" to "capacity and quality development", "integrated" teaching at the lower level, "differentiated" teaching at the upper level, and strengthening electives. Although the program has not been officially applied, elements of educational methods, teaching, and assessment have been partially applied at all levels.

Problems raised

Over the past time, Vietnam's state agencies have issued many legal documents with a scope covering almost all fields of education and training activities. Many legal regulations have been adjusted and supplemented to suit the requirements of practice. The 2013 Constitution is the most important legal basis for formulating legal documents and regulating all education and training activities. Next is the Law on Education (2009 & 2019). In addition, there are many other documents issued by the Ministry of Education and Training. Some texts have properly adjusted the pressing issues. A number of other documents were issued promptly to regulate newly arising activities for education and training. However, there are still the following disadvantages:

The promulgation of documents is still slow, lacks inheritance, and is not synchronized; some inconsistencies; some regulations are not specific, not feasible, have not come to life, and even cause difficulties and obstacles to the operation of the education sector. The system of state management agencies in education and training is unified from central to local levels. The management team is constantly increasing in both quantity and quality. However, the quality of the state management apparatus for higher education and the quality of administrators are still inadequate and limited (Vuhong, 2021). The apparatus lacks stability; the staff specialized in education and training is still too thin, and

not commensurate with the assigned workload; The management apparatus of the Education and Training industry is always content with unrealistic achievements, with outdated policies and regulations without clearly seeing the lag of Vietnam's Education and Training. The educational management apparatus is still heavy, inefficient, and has not met the development requirements in the new period. The education management staff is slow to innovate and operates inefficiently, causing difficulties for the state management of education and training. Coordination among regulatory agencies is also limited (Hiep, et al., 2022).

Over the years, the state management apparatus of education and training together with the national education system has well organized the implementation of the provisions of the law on education and training in the following areas: policy on the socialization of education; paying attention to the regional structure and social policy objects; rapidly expand the training scale, gradually increase the investment from the budget; mobilize many investment sources; initially implementing decentralization, assigning autonomy and self-responsibility to educational institutions; strengthen the training of teachers and administrators; expand international cooperation; innovate training programs, processes and methods; implementing educational quality accreditation (Hiep, et al., 2022). However, it also revealed many shortcomings and weaknesses such as the education and training development planning lacks specificity and feasibility, concentrating too many schools in big cities; permitting the establishment of schools is still easy; budget allocation is still spread and lacks competitiveness (Vuhong, 2021); there is no suitable solution and mechanism to associate training with social needs and labor market; there has been no fundamental innovation in training programs and training methods; there is no legal document specifically stipulating the assignment of autonomy and self-responsibility to higher education institutions.

While implementing Decree No. 59/2014/ND-CP amending and supplementing a number of articles of Decree No. 69/2008/ND-CP, dated May 30, 2008, on policies to encourage socialization for with activities in the fields of education, vocational training, health, culture, sports, environment, incentives for land allocation or land lease with completed site clearance; lease land and facilities at preferential prices; The actual implementation of credit incentives is very limited due to many reasons, such as exceeding the balancing capacity of the local budget, the lack of land use planning for the purpose of socialization. Circular No. 135/2008/TT-BTC dated December 31, 2008, of the Ministry of Finance, although guiding Decree No. 69/2008/ND-CP, contains contents nullifying this Decree. Therefore, policies to encourage the operation of non-public educational institutions are very difficult to come to life. Non-public educational institutions receive very few incentives in terms of land and land use tax, etc.

During the implementation of Decision No. 1466/QĐ-TTg, due to the limited land fund in urban areas, non-public higher education institutions have not been given priority to consider the implementation of land allocation, land lease, and lease. houses according to Circular No. 135/2008/TT-BTC, dated December 31, 2008, of the Ministry of Finance, or has been allocated land, leased land, or leased a house but the minimum land area is not guaranteed as prescribed; To

meet the demand for facilities, non-public schools arrange their own capital sources in the transfer or lease of private land for investment and construction, resulting in high investment costs; low student/school size.

Some specific regulations of the Ministry of Education and Training and many other ministries and branches sometimes cause difficulties for the operation of higher education institutions. The fact that the Ministry of Education and Training regulates the floor score while allowing public schools to enroll multiple times or enroll in the B system (paying high tuition fees), as well as the college and university admission policy of the Ministry of Education and Training since 2012 (excessively expanding the enrollment quota of the public school system while controlling the lower bound by choosing a fairly high floor point, allowing public schools to set up branches, and mass enrollment at grassroots 2) also, makes the Higher education institutions have trouble in the enrollment process, even failing to recruit enough quotas because of exhausted recruitment sources. Limitations in the policy of socialization of education:

With the views on the socialization of education that have been implemented for more than two decades, the model of non-public education has increased in number, which shows that non-public education has developed and both the “acceptance” of society, especially in the big cities of Vietnam. For example, in the early 1990s, in Ho Chi Minh City, there were only a few private high schools with less than 1,000 students, then, in less than 10 years, it had increased to 130 schools with nearly 30,000 students for the whole school with 4 levels: Preschool, primary school, middle school, and high school, by the school year 2018-2019, there are 932 private preschools, primary schools, middle schools, and high schools with 280,118 students, an increase of nearly 10 times compared to 10 years ago (Tranh & Trinh, 2021). According to the statistics of the Department of Education of Ho Chi Minh City, the number of public and non-public schools in the city is about the same (110 and 113 schools) (Tranh & Trinh, 2021), this is a higher rate than the general level of the country. Regarding quality assessment, there are currently no complete statistics on the training quality of non-public schools.

Besides the achievements, the socialization of education still has mistakes that need to be overcome, specifically as follows: The overall structure in education is not really synchronized from kindergarten to university and graduate level: Education and training have not achieved the desired results, are not compatible with the requirements of integration, and have differences between levels, regions, and even between schools. The form of education is in danger of creating passive people, studying at odd jobs, running after industries that are easy to find jobs, with high salaries, etc., leading to an imbalance in academic disciplines; The structure of education levels is not suitable for the development of the country, while the understanding of society and political history is still very low, and the quality of education is not high (Trung & Van, 2021). Many Vietnam students who graduate are not qualified for integration when working in domestic joint-venture companies because of their poor foreign language skills, communication skills, and labor techniques (Tranh & Trinh, 2021; Trung & Van, 2021).

Inadequacies in educational equity: Differences in schooling opportunities among students in different regions: The 2019 census results show that: The percentage of people who have never attended school in the population aged 15 and over nationwide is 5.3%; on that, the northern midland and mountainous region is 11.1%, the Red River Delta is 1.9%, the North Central and Central Coast 4.7%, the Central Highlands 10%, the Southeast 3% and Mekong Delta 7.3% (General Statistics Office, 2019).

Inequalities in access to high-quality education: Currently, most high-quality universities, colleges, vocational schools, and high schools are concentrated in cities, towns, large urban areas, and rural areas. and very few provinces. According to a report by Vietnam Electronic Newspaper (2022), Vietnam has 96 international schools, ranking 12th on the continent and 4th in the ASEAN region, after Indonesia, Thailand, and Malaysia. These international schools are mainly in 2 big cities, Hanoi and Ho Chi Minh City, provinces have but very few. Although the state has invested a lot in education in difficult areas, currently, in mountainous areas, island areas, and disadvantaged areas, schools are degraded due to natural disasters, and transportation infrastructure is very difficult. Due to difficulties, good teachers often apply to move to cities and towns, so difficult areas lack both quantity and quality of teachers (Nam, 2022).

Inequality between public and private schools: In the past period, the state has encouraged the expansion of the system of private schools and has some policies to support private schools, but there are still many shortcomings. Public school students can study in an environment with good facilities and teachers but pay low tuition fees. Students from private schools have some low-quality schools but have to pay high tuition fees. This will be difficult for the number of pupils and children of working and poor families who have to attend private schools.

Up to now, the national education system has developed widely, meeting the basic learning needs of the people. By the 2016-2017 school year, the preschool, high school, and university education system (Anh, 2017) is as follows: For preschool, there are 14,881 schools nationwide, of which 2,287 are private schools (accounting for 15.3%). The number of children attending school is 5,085,635, of which 836,153 are from non-public schools, accounting for 16.4%; Primary education has 15,052 schools, of which 113 are private schools, accounting for 0.75%. There are 7,801,560 students, the number of non-public students is 68,242, accounting for 0.9%; Lower secondary education has 10,928 schools, of which 55 are private schools, accounting for 0.5%. There are 5,235,524 students, 56,695 non-public students, accounting for 1.1%; High school includes 2,811 schools, including 435 private schools, accounting for 15.5%. Number of students is 2,477,175, non-public is 186,246, rate 7.5%; The number of higher education institutions is 235, including 65 private schools, accounting for 27.7%. The number of students is 1,767,879, of which 243,987 are private, accounting for 13.8%. The above data shows that primary and secondary school students in private schools only account for 1% of the total number of students, so the state needs to support students to go to private schools on par with public school students. Similarly, there should be a policy of equity between students and teachers from non-public.

Recommend solutions

In order for the integration to be successful, it ensures the development of Vietnamese education according to the common standards of the world, while ensuring the specificity of Vietnamese education in the specific circumstances and conditions of the country. country, there is a lot of work to do. Specifically as follows: It is necessary to eliminate or minimize the difference in educational conditions between rural and urban areas, especially for general education, in which primary education should be given priority. It is necessary to consider the construction of more fully equipped facilities and teachers for primary schools in rural, remote, and isolated areas as one of the fundamental solutions to eliminate educational inequalities. sex.

Continue to improve institutions, and promote administrative reform in education and training. Localities need to review and plan appropriate school networks, creating conditions for people to participate in learning. Implement the Law amending and supplementing a number of articles of the Law on Higher Education in 2018 and the Law on Education in 2019; implementation of the Vietnam National Qualifications Framework. Improve the quality of teachers and administrators at all levels. Review and arrange the teaching staff to ensure the regulations on quantity norms and teacher standards for all levels of study; There is no shortage of teachers locally. Improve teacher ethics, strengthen direction and inspect the implementation of regulations on teacher ethics. Well implement regimes and policies for teachers and administrators

Improving the quality of education, implementing new general education curricula and textbooks. Renovate management and improve the effectiveness of continuing education; strengthen moral education, lifestyle, life skills, and physical education for pupils and students. Well implement the policy of vocational education and orientation for student flow after lower secondary school, guide localities to effectively implement the Project on vocational education and orientation for student flow in general education. . Effectively deploying solutions of the project to support students and students to start a business in order to arouse the spirit of entrepreneurship for students right from the high school level. Promote decentralization and exercise the right to autonomy and self-responsibility for educational institutions according to regulations. Strengthen inspection and inspection of state management in the field of education and training. Review and guide the establishment, consolidation and supervision, inspection, and evaluation of the School Council's activities in higher education institutions.

Increase investment resources for education and training. Allocate, manage and use the assigned funding sources to ensure a minimum expenditure ratio of 20% of the budget for education, of which the rate of recurrent expenditure must be at least 18% for expertise; rationally allocate investment and development expenditures, contributing to improving the quality of education and training. Strengthening facilities to ensure the quality of education and training activities. Prepare facilities and equipment for implementing new general education programs and textbooks, especially grade one in the years; effectively implement the Project on assurance of facilities for preschool and general education

programs in the period of 2017 - 2025. Reviewing the criteria for facilities and equipment of accredited schools to meet national standards to ensure compliance with regulations. Develop and implement plans to supplement, maintain and maintain facilities and equipment for outdated and degraded national standard school criteria.

Promote university autonomy of public universities. In the context of many difficulties in implementing autonomy as mentioned above, it can be affirmed that for many public higher education institutions implementing university autonomy is both a desire and a right. but also a big challenge. However, university autonomy is a progressive and inevitable trend of university governance in the world, and the Vietnamese government is also determined to implement this issue, so universities are also determined to take the next step. in preparation for regulatory autonomy in Vietnam.

Conclusion

International integration is Vietnam's strategy in the era of globalization. In the process of international integration, education plays a key role. Although there can be no quick results like in the economic field, international integration in education has a long-term and fundamental impact, because education directly affects people, and people are the decisive factor. in all social activities. In the process of integration, Vietnamese education has not only opportunities but also many difficulties and challenges. We believe that in the process of international integration, appropriate policies for the country's education to integrate with the world, creating advantages for development, while preserving the country's characteristics are necessary. An important principle in integration is "integration, not dissolution", and that is also the guideline for Vietnam's integration in general and Vietnamese education in particular.

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