

AWARENESS PROCESS OF THE PARTY AND REAL SITUATION OF EDUCATION AND TRAINING IN VIETNAM OVER 35 YEARS OF INNOVATION (1986-2021)

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ABSTRACT

Education and training play an extremely important role for any country, nation. Being aware of position, role of education and training in the development of the country, during innovation in Vietnam, the Vietnamese Communist Party always pays attention to leadership, direction of this important field. In this writing, the author analyzes to clarify the theory awareness process of the Party of education and training; generalizes real situation of education and training in Vietnam over 35 years of innovation from 1986 to 2021 under perspective of the Party.

Keywords: education, training, Vietnam, Communist Party, innovation

1) INTRODUCTION

Perspectives of the Vietnamese Communist Party on education and training are shown in concentration of the fundamental on building the country, documents of the Party Congress, thematic resolutions of the Central Committee and in the socio-economic development strategy. In which, the policy consistently takes *Education and Training as the first national policy*, the cause of the Party, the State and the entire people and affirms: *Education and training is the key motivation for developing country*.

Development of education and training is to orient in comprehensive human development of both capacity and quality, creating high quality human resources to meet new demand of socio-economic development. Therefore, development of education and training is a long-term strategic issue included in socio-economic development strategy in socialist-oriented market economy contributing essential part in successfully implementing the central tasks of economic development, industrialization, modernization, improvement of internal force of the country in international economic integration.

Perspective of the Party on position, role of education and training has a long-term formation and development process, which has been supplemented and perfected over socio-economic development stages of the country.

2) CONTENTS

A. Perspective of the Party on education and training in Vietnam from the 6th to the 12th National Congress of the Communist Party of Vietnam

The National Congress of the Communist Party of Vietnam (1986) was the Congress marking the comprehensive innovation of the country, including innovation of education and training. The Party's Resolution determined: "Education aims at the target of forming and developing

comprehensive socialist personality of young generation, training laborers having synchronous technique in term of trade, in line with labor division requirement of the society. The cause of education, especially higher education and professional higher education, directly contributes to innovation of socio-economic management work” [1].

Together with innovation process, the Party step by step innovates education thinking. In the political report of (the 6th) Central Committee of the Communist Party of Vietnam at the 7th National Congress of the Communist Party, the Party determined the target of education and training is to: “Improve the people's intellectual level, train human resources, foster talents, form a workforce with knowledge and skills, capable of practice, autonomy, active and creative, with revolutionary ethics, patriotic, love of socialism. Train young generation towards comprehensiveness having intensive professional capacity, self-awareness and able to self-create job in multi-sector commodity economy” [2].

For Policies on Education and training, *Fundamental of building the country in the transitional process to socialism* approved by the 7th Congress determined: “Policies on education and training aim at fostering human resources, improving people’s intellectual level, and fostering talents; build a team of intellectuals, entrepreneurs, managers, technology experts and skilled workers to take on immediate tasks and prepare well for the country and the young generation of Vietnam to enter the 21st century” [3].

The 7th Party Congress step by step determined education - training targets more specifically. To concrete the guidelines of the 7th Congress, 4th Plenum of the 7th Party Central Committee (1993), the Party promulgated the Resolution No. 04-NQ/HNTWN, dated 14-11-1993 “On further innovate the cause of education and training”. This was the first time the Party promulgate resolution on further innovate the cause of education and training, it specified four major perspectives to the cause of education and training of Vietnam, namely: (1). Together with science and technology, education and training was considered as the first national policy by the 7th Congress. It is a driving force and a basic condition to ensure the realization of socio-economic goals, construction and defense of the country. Investment in education must be considered as a main direction of development investment, creating conditions for education to go ahead and effectively serve socio-economic development; (2). Developing education is to improve people's intellectual level, training human resources, fostering talents, training people with cultural and scientific knowledge and professional skills, etc. It is required to expand the scale, and focus on improving the quality and effectiveness of education, attaching learning to practice, talent to ethics; (3). Education must be both closely attached to the requirements of national development and in line with the progressive advantages of the times; (4). Diversify training forms, realize social justice in education [4]. Also, the resolution proposes 12 major guidelines, policies and measures to develop the cause of education and training.

The initial views on innovating the Party's awareness on education and training from the 6th to the 7th Congresses, from the definition that Education and training is aimed at forming and developing comprehensively socialist personality of the young generation, to improve the people's intellectual level, to train human resources, to foster talents, and is considered the first national policy. Investment in education must be considered as a main direction of development investment, creating conditions for education to go ahead and effectively serve socio-economic development.

The 8th National Congress (1996) of the Communist Party of Vietnam and the initial implementation of the promotion of industrialization and modernization 1996-2001. In which, on the development of education and training, the Party identified: “Education and training together with science and technology is the leading national policy to improve people's knowledge, train human resources, and foster talents” [5]. Importance is attached to all three aspects: Scale is expanded; quality is improved efficiency is promoted. The general direction in the field of education and training in coming years is to develop human resources to meet the requirements

of industrialization and modernization, creating conditions for people, especially young people, to have jobs; overcome the negatives and weaknesses in education and training.

The Party's guiding perspective that education and training is the "first national policy" refers to the policy that concerns everyone, all regions and areas of the country, ranked the first among all ten policies and must be one step ahead of the others.

To implement the Resolution of the 8th Party Congress (1996) and to continue the development guideline on education and training in the new conditions and circumstances. The Second Conference of the Party Central Executive Committee issued Resolution No. 02-NQ/HNTW, dated 24 December 1996 "On the strategy of education and training development in the period of industrialization and modernization, and the mission to 2000". The resolution sets out strategic orientations for education and training development in the period of industrialization and modernization, including 6 main contents, of which the education and training development objectives and tasks in the 1996 - 2000 period are: "Comprehensive education, moral education, mental education, physical education and aesthetic education are implemented at all educational levels, education in ideology, personality, creative thinking ability and practical ability is attached to great importance" [6]. In order to implement the objectives and tasks, Resolution No. 02-NQ/HNTW (the 8th term) proposed four solutions, it is required to strengthen the leadership role of Vietnamese Communist Party for education and training to ensure effective education and training development, which is an essential and decisive factor. Thus, this was a thematic resolution on education and training, affirming the special importance of education and training. Education and training development is a top national policy, a driving force and a basic condition for ensuring realization of socio-economic development goals; investment in education and training is one of the main directions of development investment; is a driving force to bring the country out of poverty and backwardness, reach the advanced level of the world.

On 30 May 1998, Directive No. 34-CT/TW "On strengthening political and ideological work; reinforcing the party organization, mass organizations and the development of party members in schools" was issued by the 8th Politburo. The directive set out four tasks: (1). Political and ideological education, training revolutionary ethics among teachers, pupils, students and staff in schools are strengthened; (2). Clean and strong school party cells are built; (3). Resources are actively created and development of party members among officials, teachers, pupils and students is well done, especially in establishments where there are few or no party members. Strive to have party members at all schools by 2000; secondary schools, primary schools have their own party cells or groups; all high schools, vocational schools and private schools have branches; public professional schools, colleges and universities have party committees; (4). Consolidate the team of key leaders in schools [7].

Next, on 28 December 2000, the Directive No. 61-CT/TW "On the universalization of secondary education" was promulgated by the 8th Politburo. The Directive determined: "The goal of secondary education universalization is to improve the people's intellectual level comprehensively, to make most citizens at the age of 18 graduate from secondary school, to combine this post-secondary streaming, a foundation for further innovating structural and improving the quality of human resources are created to meet the country's demand in the first decades of the twenty-first century, independence, dynamics, creativity and political spirits of the young generation are brought into full play for the cause of national construction and defense" [8].

The 9th National Congress of the Communist Party took place in April 2001. In which, for education, the Congress's Resolution highlighted: "Education and training development is one of the important driving forces to promote industrialization and modernization, a condition for bringing into play of human resources, a fundamental factor for social development and rapid and sustainable economic growth" [9].

Regarding education and training, the Party determined: “The quality of comprehensive education is further improved, teaching and learning content, methods, school and classroom system and education management system are innovated; standardization, modernization and socialization are implemented” [10]. Also, the Party requires that in the next coming years, it is necessary to completely solve pressing issues such as modification of training program to meet the requirements of human resources for the cause of industrialization and modernization; the examination regime is improved, the tendency of education “commercialization” is overcome, the negatives in education is prevented; diploma and degree granting and recognition of academic titles and degrees are strictly managed; the management of both public and non-public school systems is reorganized.

Next, the Conclusion No. 14-KL/TW dated 26 July 2002, the 6th Congress of the Central Executive Committee (the 9th term) “On further implementing the 2nd Resolution of the 8th Central Committee, orientations for educational and training development from now to 2005 and to 2010”. The Party advocates that from now to 2010, the entire Party and the entire people, with the core being teachers and educational staff, should especially focus on the following tasks: “(1). Improve the quality and effectiveness of education; (2) Development of educational scale; (3). Implement social equality in education” [11].

In order to well implement above tasks, it is needed to focus on well implementing followings: (1). State management of education is strongly innovated; (2). “Building a team of teachers and educational administrators comprehensively” program is developed and deployed; (3). The structure of the national education system is further perfected and the network of schools and educational institutions are arranged, consolidated and developed; (4). investment in education and training is increased in line with the top national policy requirements; (5). Educational socialization is pushed up; education is considered as the cause of the entire people [12].

In order to concretize implementation of the Conclusion of the 6th Conference of Party Central Committee (the 9th term), the Secretariat issued Directive No. 40-CT/TW, dated 15 June 2004 “On building and improving the quality of teachers and educational administrators”. The Directive determined: “Education and training development is the first national policy, one of the important driving forces for the country’s industrialization and modernization, and a condition for promoting human resources. This is the responsibility of the entire Party and people, in which teachers and education administrators are the core force and play an important role” [13].

To successfully implement the *Education Development Strategy 2001-2010 and revive the country*, it is necessary to develop the following objectives: “A team of teachers and educational administrators that are standardized, quality assured, sufficient in quantity, synchronous in structure, especially paying special attention to improving political spirit, quality and lifestyle, conscience and skills of teachers must be built; the quality of human resource training should be improved through the effective management and development of education in the right direction in order to meet the increasing demand of the industrialization and modernization of the country” [14].

At the 10th National Congress of Communist Party (2006), comprehensive innovation of education and training, and development of high-quality human resources are advocated by the Party, in which attention should be paid to:

Education quality: “The quality of comprehensive education is improved; organizational structure, management mechanism, teaching and learning content and methods are innovated; “standardization, modernization, socialization” are implemented, to revitalize Vietnamese education” [15].

Education model: “It is required to gradually transform to an open education model - a learning society model with a lifelong learning system, continuous training across levels and disciplines; a

learning system for everyone and flexible forms of learning and practice is built and developed to meet the needs of permanent learning; various possibilities and opportunities are created for learners, ensuring social equality in education” [15].

Development of early childhood and general education: “Early childhood education and general education are strongly innovated. The overloading situation should be urgently corrected, overcome and the general education curriculum and textbooks must be seriously implemented, ensuring the scientific, basic nature, and age-appropriate psychology and the specific conditions of Vietnam. The organization of divisions should be combined with electives in high school on the basis of well doing career guidance and streaming from secondary school. Ensuring the progress and quality of education universalization” [16].

Development of vocational education system: “The scale of vocational colleges and vocational training intermediate colleges should be rapidly increased for industrial parks, dynamic economic zones and for labor export. The network of vocational training institutions is expanded; district vocational training centers are developed. A fundamental change in the quality of vocational training should be created, approaching the advanced level of the region and the world. Socialization is pushed up and development of diverse and flexible forms of vocational training, vocational training outside the public, at enterprises, in craft villages, etc. are encouraged; favorable conditions are created for workers to learn and set up jobs. Vocational training is organized, technique and technology suitable are transferred to farmers, minority ethnic nations” [17].

Development of higher education and graduate education: “Higher education and graduate education system is innovated, training is attached to employment, directly serve the transformation of labor structure, high-quality human resources are rapid developed, especially leading experts in the industry. It is required to pay attention to finding, fostering, and appreciating talents; a reasonable human resource structure in terms of professions, training levels, ethnicities, regions etc. is quickly built; there are mechanisms and policies effectively attached to universities with scientific research institutions and enterprises to transfer scientific and technological research results into production and business. Some key universities meeting the regional and international standards are built” [17].

The team of teachers: “Sufficient quantity is ensured, quality of the team of teachers of all levels and grades is improved” [17]. Education method is further innovated strongly; creativity of learners is actively brought into full play. Assessment and quality testing system for education is completed. The examination, test content and methods are improved in order to correctly assess the perception of knowledge, learning ability. The weakness and negatives in education are overcome.

Socialization of education: “Material and intellectual resources of the society are mobilized to care the education cause. The education sector and other departments, branches, socio-political, socio-professional organizations are closely coordinated, to expand education and create learning conditions for all members of society. Inspection, check, supervision of education activities are strengthened” [18].

Innovation of education management mechanism: “Educational establishments and subjects are decentralized, created motivation and activeness” [18]. Concentrated investment in priority targets and national programs for educational development, supporting ethnic minority areas, remote and border areas, and islands are enhanced by the State; exemption and reduction of contributions and grant scholarships to poor students, policy beneficiaries, and excellent students are implemented.

International cooperation on education and training: “The world’s advanced educational standards in line with Vietnam's development requirements should be accessed to; participate training regional and international human resources. There is an appropriate management mechanism for foreign invested schools or training associates” [18].

On 15 April 2009, the 10th Politburo issued Notice of Conclusion No. 242-TB/TW “On further implement the Resolution of the 2nd Central Committee (term VIII), orientations for development of education and training to 2020”, the Politburo further profoundly govern the Party’s guiding ideology in the Resolution of the 2nd Party Central Committee (term VIII), and determined: “In order to meet the requirements of the cause of industrialization and modernization of the country in the context of international integration, the cause of education and training in our country must be radically, comprehensively and strongly reformed” [19].

To implement that policy, the Politburo assigned: “The policy on education innovation in the Resolutions, the 4th, 7th and 9th Conferences of the Party Central Executive Committee (10th term) is implemented by the Government Party Affairs Committee, the Education Development Strategy for the 2011 -2020 period is developed (in line with the Socio-Economic Development Strategy 2011-2020 period submitted to the 11th National Party Congress) and the Project on reforming the education finance mechanism is completed, submitted to the National Assembly for consideration and decision” [19].

The fundamental for building the country in the transitional period to socialism (Additional development in 2011) was approved by the 11th Party Congress (2011), in which, the mission of Education and training was specified as follows: “The people’s intellectual level is improved, human resources are trained, talents are fostered, to make an important contribution to the development of the country, building the culture and people of Vietnam. Investment in education and training is investment in development” [20]. In order to develop the education and training strategy from 2011 to 2020, the Party determined that it is necessary to fundamentally and comprehensively reform Vietnam’s education in the direction of: “Standardization, modernization, socialization, democratization and international integration, in which the educational management mechanism is innovated, development of teachers and administrators is the key step. It is focused on improving the quality of education and training, attaching importance to moral education, lifestyle, creative capacity and practical skills, ability to start a business, etc. Accreditation of education and training quality is carried out at all levels, etc.” [21].

In order to concretize the fundamental and comprehensive innovation of education according to the resolution of the 11th Party Congress, on 4 November 2013, the Eighth Conference of the Central Committee (XI term) approved the Resolution No. 29-NQ/TW “On fundamental and comprehensive innovation of education and training”. This is a resolution marking a step in the development of the Party’s thinking on education and training. The content of the Resolution has comprehensively assessed achievements and limitations in the field of education and training development since the implementation of the 2nd Resolution of the 8th Party Central Committee up to now; guiding views; objectives, tasks and solutions are built to create fundamental and strong changes in the quality and effectiveness of education and training; better meet the national construction cause and defense and the people’s learning needs. The guiding perspective having the most important position and significance are as follows: “Education and Training are the first national policy, the cause of the Party, the State and the entire people. Investment in education is a development investment, given priority in socio-economic development programs and plans” [22]. Fundamental and comprehensive innovation of education and training is an objective and urgent requirement, requiring: innovate thinking, renewing training objectives; organization system, type of education and training; innovate teaching and learning content and methods; management mechanism for building a team of teachers and managers; material facilities, resources, guarantee conditions, etc. in the whole national education system, need to be further concretized in each period.

The 12th National Congress of the Communist Party (2016) continued to comprehensively and synchronously promote the cause of renovation, actively and proactively integrate into the world, in which the education and training determined to be basically and comprehensively by the Party; Human resource

development is one of the major orientations to realize the national goal of early becoming a basically industrial country in a modern industrialized country. The perspective content of the 12th Congress is a new development step in the Party's theoretical thinking on education and training: (1). Education is the first national policy; (2). Education and training are developed in order to improve the people's intellectual level, train human resources and foster talents; strongly transform the main educational process from equipping knowledge to comprehensive development of learners' capacity and qualities; (3). Education and training development must be attached to the needs of socio-economic development, national construction and defense; (4). The Vietnamese is educated to comprehensively develop and bring into full play the best potential and creativity of each individual; (5). The basic elements of education and training are further innovated strongly and synchronously in the direction of attaching importance to the development of learners' qualities and capacities; (6). The national education system is completed towards an open education system, lifelong learning and building a learning society; (7). The management work of education and training is fundamentally innovated, to ensure democracy and unity; autonomy and social responsibility of education and training institutions are enhanced; quality management is attached to importance; (8). A team of teachers and administrators is developed, to meet the requirements of education and training innovation; (9). A team of teachers and managers is developed, to meet the requirements of education and training innovation. Standardization of the team of teachers is implemented according to each grade and education qualification; (10). Financial policies and mechanisms are innovated, the entire society is mobilized to participate in and contribute; efficiency of investment in education and training development is improved; (11). The quality and efficiency of research and application of science and technology, especially educational science and management science are improved [23].

B. Some new points in the Party's awareness of education and training in Vietnam at the 13th National Congress

The view of continuing to fundamentally and comprehensively renovate education and training, improve the quality of human resources, and develop human beings in Vietnam in the Document of the 13th National Congress of the Party both ensures the inheritance and has many additions and developments, expressed from the point of view of direction, vision, orientation to specific requirements. The results and limitations on education and training development of the 12th National Congress of the Party require further promoting the implementation of the policy on education and training development in the 13th Party Congress, with many new points.

On the basis of assessing the current status of education and training from 2016-2020; The 13th National Congress of the Party (2021) the determined to continue to “Fundamentally and comprehensively renovate education and training, improve the quality of human resources, and develop human beings” [24]. The above policies are concretized by our Party in the following main orientations:

Firstly, continue to affirm and concretize the leading position and role of education and training in national development. Education and training is the leading national policy. This is the consistent policy of the Party and State, however, this policy has not been fully realized; Therefore, the 13th National Congress, in addition to continue to affirm the position of education and training, also add that it is “a key driving force for the development of the country”, and request to concretize this policy: “Synchronous building of institutions and policies to effectively implement the policy of education and training, with science and technology being the top national policy and a key driving force for the country's development” [24].

Secondly, continue to synchronously innovate educational and training objectives, contents, programs, forms and methods towards modernity and international integration. The goal of education and training is to develop a comprehensive human being in both capacity and quality, creating high-quality human resources to meet the new requirements of socio-economic, scientific and technological development,

adapting to the Fourth Industrial Revolution; In which: “Pay more attention to moral education, creative capacity and core values, especially education of patriotism and national pride, arousing the aspiration to develop a prosperous and happy country and firmly defend the Socialist Vietnamese Fatherland, link education of knowledge, ethics, aesthetics and life skills with physical education, raising the stature of Vietnamese people” [24].

Thirdly, concretize the requirements of perfecting the national education system, rearrange the school system, develop harmoniously between public and non-public education, among regions and areas, giving priority to disadvantaged areas, ethnic minority areas, borders and islands and policy objects. Diversify types of training. Special attention is paid to “Educating preschool and primary school, creating a premise and ensuring favorable conditions so that every citizen has the opportunity to equally enjoy the achievements of education” [25]. Promote the building of a lifelong learning society. Consolidate and improve the quality of education universalization. Promote university autonomy.

Fourthly, build and perfect institutions and policies for Vietnam's education development in the context of the market economy and international integration, “taking quality and output efficiency as a measure. Develop and implement a roadmap towards free tuition for high school students, first of all for primary and secondary school students” [26].

Fifthly, set the goal that Vietnam joins the international human resource training market, so it is required to perfect mechanisms and policies to promote and improve the quality and efficiency of scientific research and technology transfer of education and training institutions. “Strictly linking education and training with research, implementing and applying new scientific and technological achievements; forming excellent research centers and strong innovation groups” [27].

Sixthly, determine the state management method for the development of education and training in the country. The State continues to increase investment in education and training in association with renovating mechanisms to improve investment efficiency, “Suitable investment for high-quality education and training; have specific investment policies for disadvantaged areas and ethnic minority areas. Effectively implement social policies in education and training” [28].

In addition, the 13th National Congress also emphasized step by step the effective implementation of the autonomy mechanism associated with the accountability of education and training institutions. Complete and stably implement methods of assessment and accreditation of education and training quality, high school graduation exams and enrollment in universities, colleges and vocational training schools. Formulate and effectively implement a strategy for international cooperation and integration in education and training. Strive to turn our country into a strong country in education and training in the region, catching up with the advanced level of the world, participating in the international human resource training market.

C. Some achievements and limitations in education and training

Some achievements

Regarding the organization of the education system: “The scale and network of educational and training institutions are continued to expand. Education and training in disadvantaged rural areas and ethnic minority areas have been given more attention” [29]. A relatively complete education and training system has been built from preschool to university. Diversify types of training. Special attention is paid to preschool and primary education, creating a premise and ensuring favorable conditions so that every citizen has the opportunity to equally enjoy the achievements of education. Promote the building of a lifelong learning society. Consolidate and improve the quality of education universalization. The socialization of education is promoted, the non-public education and training system significantly contributes to the general education and training development of the whole society. The universal education system has been built, meeting the increasing learning

needs of the people in order to improve the training levels, qualifications and professional skills of employees.

Regarding the quality of education and training, it has been gradually improved, and a system of new general education programs and textbooks has been promulgated and is being actively implemented. Teaching and learning methods are innovated from providing knowledge and skills to developing students' competencies and qualities. Political, ideological, ethical, lifestyle, and life skills education for students is promoted... Actively promote the positive side, limit the defects of the market mechanism, ensure the socialist orientation in education and training. International cooperation is enhanced in the direction of proactively and positively meeting the development requirements of the education sector, as well as the requirements of sustainable development and international integration of the country. "Preschool education meets universal standards for 5-year-old children and general education has made good changes, which are highly appreciated and researched by many countries around the world. High-quality human resources have increased in both quantity and quality, of which a number of industries and fields have reached regional and international levels such as information technology, healthcare, construction industry, mechanical engineering, etc." [29]. Exams, tests and assessments are more practical and effective.

Human resource training has changed in the direction of focusing on quality improvement; "training linked to the labor needs of the locality, enterprises and employers" [30], and initially applied training methods of international human resource training organizations. Education in disadvantaged areas and ethnic minority areas is given more attention. 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...

Vocational education for high school students has been given more attention, contributing to a drastic change in the distribution of students after Secondary high school and High school. Encouraging and supporting entrepreneurship for students are promoted to implement. Review and re-plan the network of educational and training institutions; focus on investment in schools and industries to reach regional and world standards. Many education and training institutions have mechanisms to encourage students and trainees to research and apply science and technology, especially through science and technology development funds. During the Covid-19 epidemic, the education and training industry has initially approached teaching and learning via the Internet and television in many different forms.

Regarding management of education, the management of education and training has changed and training is increasingly in the direction of "Standardization (schools, teaching staff, educational administrators at all levels) and implementation of the autonomy and socialization mechanism for a number of education and training institutions, piloting with public higher education institutions in the direction of greater autonomy. Actively implement education quality accreditation and publicize the results" [31]. Thanks to the strengthening of educational management decentralization and autonomy, many educational and training institutions have made new developments, bringing benefits to society, especially to learners. Form an organization specialized in assessment and accreditation of education and training quality. Administrative reform in the whole education sector is promoted; Information technology is widely applied in management and improvement of work quality and efficiency.

Regarding the development of the teaching staff and educational administrators: The teaching staff and educational administrators has developed in both quantity and quality in the direction of increasing standardization. According to data from the Ministry of Education and Training, in the 2018-2019 school year, the country has more than 1.16 million preschool and high school teachers, and more than 72 thousand university lecturers. Regarding the teaching staff who meet and exceed the standards of training qualifications: Standard and excess rates for preschool (96.6%), primary

school (99.7%), secondary school (99%), high school (99.6%), university (82.7%). The shortage of teachers in some disadvantaged, remote and isolated areas and in some specific subjects has been basically overcome [32].

Regarding the investment budget for education, in Vietnam, education and training is the top national policy. Resolution of the 8th Party Central Committee, term XI (2014) affirms, “Education and training is the leading national policy, the cause of the Party, the State and the whole people” and “Investment in education is an investment for development, given priority in socio-economic development programs and plans”. With that policy, the scale and growth rate of local budget spending on education and training tends to increase. In the period 2011-2020, the Party and State always pay great attention to the cause of education and training, especially investment policies, ensuring the proportion of spending on education is 20% or more of the total State budget. Along with the continuous socio-economic growth, investment in education by the state budget increases every year. In the five years 2016-2020, the State budget recurrent expenditure on education has increased by over 32.2%. In 2016, the State budget allocated to spend on education, training and vocational training was 195.6 trillion VND (of which 34.6 trillion VND from the Central budget and 161 trillion VND from the Local budget). By 2020, the estimated expenditure on education, training and vocational training is 258.7 trillion VND (of which 30.2 trillion VND from the Central budget and 228.5 trillion VND from the Local budget). Even, Vietnam's public expenditure on education/GDP is higher than that of many countries in the world (4% in 2019), even compared to some countries with a higher level of economic development in the region (Singapore 3.2% in 2010, Thailand 3.8%). Data from the Ministry of Education and Training also shows that, in the period 2016-2020, there were 33 public investment projects started and completed, 9 projects more than 24 public investment projects in the period 2011-2015 [33]. It shows that the State's attention and interest in the development of education and training in Vietnam is not only a guideline and policy but has been realized by specific actions with the level of investment increasing steadily over the years. State budget expenditure structure for education and training is focused on giving priority to investment in universal education, education in extremely disadvantaged areas, ethnic minority areas, and social policy objects; gifted and talented education; training high-quality human resources; training in basic sciences, social sciences and humanities, spearhead sciences and other sectors that society needs but is difficult to attract learners. In addition, the resources of the state and society invested in education and training also aim to improve autonomy, develop capacity for international integration and competition.

Some limitations on education and training

Regarding the perception of Vietnamese educational philosophy in the new period, the superiority of socialist-oriented revolutionary education has not yet been clarified. The document of the XIII Congress commented: “Innovation in education and training has not really become a key driving force for socio-economic development” [34]. Renovation of thinking, educational and training activities have not met the requirements set forth; a number of innovative tasks and solutions are still not systematic and unstable.

The education and training system has not yet ensured the synchronization and connection between education and training levels and modes. The school system is not properly distributed, in some places it is still lacking and degraded. There is little investment in university infrastructure, especially laboratories and practice facilities...

The content, educational and training programs are much more theoretical, less practical. Training is still lacking in connection with scientific research, production, business and the needs of the labor market. Not paying enough attention to developing learners' qualities and skills. Education “being a human”, ethics, lifestyle are still overlooked. Training high-quality human resources has not yet met the requirements of economic and social development.

The training of high-quality human resources has not yet met the requirements of socio-economic development. The teaching staff and educational administrators, in some aspects, are still inadequate in terms of quality, quantity, structure and remuneration policies. State management and school administration still has many limitations. The risk of re-illiteracy tends to increase in mountainous areas and ethnic minority areas.

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3) CONCLUSIONS

Education and training play a particularly important role in preparing human resources, promoting production and developing social life. In the process of national renewal, the Communist Party of Vietnam has properly and more deeply aware of the role of education and training, clearly defining its important position and role, being the leading national policy, the key driving force for the development of the country. Under the leadership of the Party, management and administration of the State, the education and training has been positive developments, making an important contribution to the cause of renewal, promoting industrialization and modernization to ensure the National defense and security. However, compared with the requirements of the task of national construction and defense, the education and training, science and technology still have limitations and inadequacies.

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