

NATIONAL POLICY ON HIGHER EDUCATION DEVELOPMENT AND THE ROLE OF CURRENT HIGHER EDUCATION POLICIES IN VIETNAM

POLÍTICA NACIONAL DE DESENVOLVIMENTO DO ENSINO SUPERIOR E O PAPEL DAS ATUAIS POLÍTICAS DE ENSINO SUPERIOR NO VIETNAM*

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Abstract: Higher education is one of the training levels in the national education system prescribed in the Law on Education. Higher education focuses on in-depth training according to the discipline that learners aim to develop with the aim of developing the educational foundation in terms of personality, qualities, and knowledge required to apply in the right field. At the national scale, higher education development policy plays an important role in the process of innovation and development. The purpose of this study was to national policy on higher education development and the role of current higher education policies in Vietnam. The method of this research is descriptive which was done in library form. in which the researchers reviewed the available documents and data and programs. Results show that the analysis of developments and new developments in higher education policy at the same time points to clarifying the role of such policy not only helps school leaders have an overview to properly position their roles and missions but also helps policymakers at the Ministry of Education and training level see the remaining points, shortcomings for policy formulation in the future.

Keywords: National policy. Educational development. Higher education policy. Vietnam.

Resumo: O ensino superior é um dos níveis de treinamento no sistema nacional de educação prescrito na Lei de Educação. O ensino superior se concentra no treinamento aprofundado de acordo com a disciplina que os alunos pretendem desenvolver com o objetivo de desenvolver a base educacional em termos de personalidade, qualidades e conhecimentos necessários para aplicar no campo certo. Na escala nacional, a política de desenvolvimento do ensino superior desempenha um papel importante no processo de inovação e desenvolvimento. O objetivo deste estudo foi a política nacional de desenvolvimento do ensino superior e o papel das atuais políticas de ensino superior no Vietnã. O método desta pesquisa é descritivo e foi feito em forma de biblioteca na qual os pesquisadores revisaram os documentos, dados e programas disponíveis. Os resultados mostram que a análise dos desenvolvimentos e novos desenvolvimentos na política de ensino superior ao mesmo tempo aponta para esclarecer o papel de tal política não só ajuda os líderes escolares a ter uma visão geral para posicionar adequadamente seus papéis e missões, mas também ajuda os formuladores de políticas no nível do Ministério da Educação e treinamento a ver os pontos restantes, deficiências para a formulação de políticas no futuro.

Palavras-chave: Política nacional. Desenvolvimento educacional. Política de educação superior. Vietnã.

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1. INTRODUCTION

In developed countries, education in general and higher education, in particular, have always been considered one of the priority areas in socio-economic development policies. So, over the course of hundreds of developments, higher education in these countries has produced impressive results. The reform ideas in higher education policies of those countries have left valuable lessons for developing countries, including Vietnam.

In Vietnam, higher education is one of the training levels in the national education system specified in the Education Law (2018). Higher education provides undergraduate and postgraduate training: masters, doctorates. University training is a form of knowledge accumulation and the process of technological development makes employees more flexible in adapting to new careers because leaders gain both skills and abilities through the process. Teaching program.

Higher education is a prerequisite for economic development. Contributing to socio-political stability and finally, education and training contribute to raising the human development index. Education has the role of raising human knowledge to a new level to meet both traditional needs and the current social development environment (VUHONG, 2021). Higher education plays the role of a nurturing system in all areas of life, a source of high-quality human resources to serve the management, planning, design, teaching, and research of universities. Scientific works require creativity, independent thinking, logical thinking, etc. (THIEP, 2021)

Thus, higher education is one of the very important policies and is interested in the development of our country in particular and countries in the world in general because higher education will train and find talented people. Talents to help the country and improve the education level of today's youth. In Vietnam, the state also has the State's policies on the development of higher education specifically specified in the Law on Education and the Law on Higher Education. However, over the years, higher education policy still has some shortcomings, affecting the development of higher education. This study specifically analyzes the national policy on higher education development, and the role of current higher education policies; from there, some issues need to be discussed to further improve the higher education policy in the future.

2. LEGAL BASIS OF POLICY

National Assembly of the Socialist Republic of Vietnam: Law on Higher Education No. 08/2012/QH13 dated June 18, 2012, and Law No. 34/2018/QH14 dated November 19, 2018, amending and supplementing some Articles of the Law on Higher Education; hereinafter collectively referred to as the Higher Education Law.

Decree No. 141/2013/ND-CP dated October 24, 2013, of the Government detailing and guided the implementation of a number of articles of the Law on Higher Education.

Decree No. 99/2019/ND-CP dated December 30, 2019, of the Government detailing and guiding the implementation of a number of articles of the Law amending and supplementing a number of articles of the Law on Higher Education.

Circular 27/2019/TT-BGDĐT stipulating the main content written on diplomas and appendices to higher education diplomas takes effect from March 1, 2020.

Circular 03/2020/TT-BGDĐT detailing guidelines on standards and norms for using areas of non-business works in the field of education and training.

Government. (2012). Decision No: 711/QĐ-TTg, dated June 13, 2012, of the Prime Minister on the promulgation of the Strategy for Vietnam's youth development for the period 2010 - 2020

Government. (2021). Decision No. 1331/QĐ-TTg, dated July 24, 2021, of the Prime Minister on promulgating the Strategy for Vietnam's youth development for the period of 2021 - 2030.

Ministry of Education and Training. (2022). Decision No. 619/QĐ-BGDĐT, dated March 3, 2022, on promulgating the implementation plan of the strategy to develop Vietnamese youth in the education sector for the period of 2021-2030.

3. RESULTS AND DISCUSSION

Related Concepts

Education:

Education is a field that is no longer strange to us because it has been formed for a long time in the way of treating people as well as developing human knowledge. Since ancient times, when pedagogical education did not have much potential, it was found in the family environment, but when education in pedagogy was more popular, it was possible to see training at all levels from preschool to high school. undergraduate and graduate level.

Education is an important field that affects and determines the existence and development of mankind. Education is understood as a way of imparting and acquiring human knowledge, customs and skills applied to people that have been passed down through generations in the form of teaching, research, or training. communicated from teachers and lecturers to students and students across the country. In addition, education is carried out right in the family environment, which can be seen through the parent's way of educating children about how to treat people, etc.

Higher education:

Higher education is now considered one of the very necessary and important forms because, after the training process, young people will grasp more skills, experience, and higher levels of knowledge to apply. in social development. Article 4, Law on Education (Law No. 34/2018/QH14) stipulates higher education as follows:

1. Higher education institution means an educational institution belonging to the national education system, performing the function of training higher education levels, scientific and technological activities, and serving the community.
2. Universities and institutes (hereinafter referred to as universities) are higher education institutions that provide training and research in many disciplines and are organized according to the provisions of this Law.
3. University is a higher education institution that provides training and research in many fields and is organized in accordance with the provisions of this Law; The university's constituting units agree to achieve common goals, missions, tasks, etc.

Thus, higher education is an educational pedagogical environment at a higher level with an in-depth level of knowledge according to the industry or profession that students choose, not a broad training in many specialties and training at higher levels. College is only for those who have the needs and abilities of knowledge and society to participate in learning.

Education policy:

Education policy is understood to include objectives and solutions and tools to promote the process of equipping and improving knowledge and understanding of the objective world, science, technology, skills, and techniques. in professional activities as well as shaping human personality. In a broad sense, the social policy includes general education policy and professional training policy. In a narrow sense, only general education policy is included.

Education policy is decisive in raising people's intellectual level and developing national human resources, especially human resources with high technical expertise and national talents. Today, human resources through education and training in society are considered the most valuable resource, the source, and capable of creating added value for the economy.

In making and implementing education and training policies, it is necessary to pay attention to the characteristic that education and training take place regularly, continuously, and in all environments of people's activities in the family, and workplace, in schools, in social relations, but in which, the school environment has the most decisive role in education and training. In other words, education and training policies must create conditions for everyone to be able to go to school, to educational and training institutions.

Higher education policy:

Higher education policy refers to education policy for higher education institutions such as universities, specifically how they are organized, funded, and operated in a society. According to Ansell (2006), there are "three different institutional forms of higher education provision: the Anglo-Saxon, Continental and the Scandinavian education system".

According to Ansell (2006), "the Anglo-Saxon education system leads to an inexpensive mass, partly private and public system". The Anglo-Saxon system is sometimes described as an Anglo-American educational system. The Continental education system leads to an elite, completely public, and inexpensive system. The Scandinavian education system resulted in a mass, completely public, but very expensive system.

Overview of the development of higher education in the early years of the 21st century

Higher education is one of the training levels in the national education system as prescribed in the Law on Education (2018). Higher education offers undergraduate, master's, and doctoral degrees and is specified in the Law on Higher Education (2012) amended and supplemented in 2018.

In the first decade of the 21st century, Vietnam's higher education developed very quickly, the scale of higher education increased by 2.35 times. In 2010, the number of university and college students reached 2,162,1061, or 227 students per ten thousand people or the number of students per college-age youth (GER) was 24. The rate of trained workers reaches 40%. non-public education increased from 7.9% to 19.9%, at the college level, and from 12.2% to 13.2% at the university level. The education budget relative to total budget expenditure increased from 15.3% in 2001 to 20% in 2010. A fund for student loans to

pursue higher education and careers the size of \$2 billion has been established. established to support poor students and students under the policy. The equality of men and women in general and higher education has been basically achieved (THIEP, 2021).

Many of the Government's higher education policies are reflected in two documents, the Education Strategy 2010-2020 (GOVERNMENT, 2012) and the Higher Education Law (2018): Converting training to the credit system, applying a number of "advanced programs" with the participation of international partners, building new model universities or new faculties in some large universities, etc.

However, the development in terms of quality has not been commensurate. The quality assurance condition does not keep pace with the scale, and the number and quality of the teaching staff do not increase as planned: the student/faculty ratio is still as high as 30:1 (the plan is 20:10), Ph.D./faculty ratio from 20% to 14% (plan is 25%) (Thiep, 2021). Teaching and learning methods, and methods of assessing learning outcomes in higher education are slow to innovate, and graduates' professional competencies have not met the requirements of the job, showing many weaknesses. Not much attention has been paid to education on life skills, promoting creativity and practical capacity. In terms of management, the autonomy and social responsibility of higher education institutions have not been fully regulated, some important mechanisms for university management such as the School Board are slowly being institutionalized and applied, and policies on non-public higher education are inconsistent and specific.

National policy on higher education development

In the first days after the founding of the country (September 2, 1945), three types of "enemies" threatened the survival of the country and the fledgling government at that time: famine, ignorance, and foreign invasion and President Ho Chi Minh also called is "enemies" and proposed three urgent tasks: eradicating hunger, eradicating ignorance, and foreign invaders. At that time, more than 90% of the country's population was illiterate, understanding the great harm, the multifaceted negative consequences of ignorance, ignorance, lack of education, etc (VU HONG, 2022; VAN, 2022). President Ho Chi Minh placed the enemy of ignorance next to the famine and foreign invaders, showing that overcoming illiteracy and improving people's knowledge is equally difficult and arduous, requiring the high determination of the people. individual and society as a whole.

Ignorance is a kind of "enemy", his simple expression shows us how important education is; a country without education will be like a "dead" country, a "chết mòn chết mõi" (die slowly) without the invasion of the enemy from outside. Education is to change,

to move, and develop to be able to absorb new knowledge and pass it on to the next generation; Therefore, in order to promote the development of education, our State always gives the best preferential policies for education, especially the policy on the development of higher education.

Currently, the State's policy on higher education development is specified in Clause 7, Article 1 of 2018 revised Higher Education Law (effective July 1, 2019), according to which:

To develop higher education to train highly qualified human resources, meet the requirements of socio-economic development, and ensure national defense and security.

Allocate budget and resources for higher education on the principles of competition, equality, and efficiency through investment spending, research and development spending, research and training orders, scholarships, and credits. students and other forms.

Priority, incentives on land, taxes, credits, and other policies to develop higher education.

To prioritize investment in the development of a number of higher education institutions, regional and international training majors, and high-quality teacher training institutions; developing a number of specific branches, higher education institutions capable of performing national strategic tasks, and regional development tasks of the country.

Encourage the process of arranging and merging universities into large universities; technology application in higher education.

Socialize higher education, encourage the development of private higher education institutions; give priority to non-profit private higher education institutions; adopt preferential policies for organizations, enterprises, and individuals investing in education and training, science and technology activities at higher education institutions; has a policy of tax exemption and reduction for donated assets, support for higher education, scholarships and student credit programs. Having uniform policies to ensure the autonomy of higher education institutions is associated with accountability.

Associate training with the labor demand of the market, research and apply science and technology; promote cooperation between higher education institutions and enterprises, science and technology organizations; have tax incentives for scientific and technological products of higher education institutions; encouraging agencies, organizations and enterprises to receive and create conditions for learners and lecturers to practice, practice, conduct scientific research and transfer technology, contributing to improving training quality.

Attract, employ and treat appropriately to improve the quality of trainers; attach importance to developing a contingent of lecturers with doctoral degrees and leading professors in higher education institutions.

Priority is given to people entitled to social policies, ethnic minorities, people living in areas with extremely difficult socio-economic conditions, and learners of particular disciplines to meet the human resource needs for development. socio-economic development; implement gender equality in higher education.

To encourage and promote international cooperation and integration in order to develop Vietnam's higher education on a regional and global level.

The object of education is people - the most precious capital, the core internal resource for the existence and development of the country.

Based on this regulation, we see that there are many different types of policies given to promote the development of higher education, as we all know, education policy is one of the most favorable social policies. It is part of the system of socio-economic policies of the State. Education policy is the State's macro-management tool for educational activities in order to realize the State's goals in this field. Education policy is a system of views and goals of the State on education, along with directions and solutions to realize those goals in a certain period of national development.

It can be said that education is the top concern of each country in order to create a human resource with high intelligence, skilled skills, and good quality, to meet the highest development requirements. socio-economic development of the country (VABN, 2022; VU HONG, 2022). If in the past the lack of capital and poor infrastructure were the main reasons for slowing down economic development, in the present era, an important part of growth is associated with the quality of the workforce. labor. Therefore, countries in the current period consider investment in human resource development as more important than other types of investment.

The experience of many countries shows that a country that does not have the right education policy, does not equip its people with enough knowledge and skills, and does not use these effectively, cannot develop its economy as well as its people. such as improving people's material life (LUONGVINH ET AL., 2022). Therefore, countries around the world pay more attention to education and consider it the leading way to create high-quality human resources for economic development (DUCHIEP ET AL., 2022).

The role of education and higher education policy today

The role of higher education

In recent years, when the knowledge economy is the choice of most countries, education plays an important role in promoting economic development.

Firstly: Education and training is a prerequisite to contributing to economic development;

Secondly: Education and training contribute to socio-political stability and finally education and training contribute to raising the human development index.

Education, in general, has the role of raising human knowledge to a new level to meet both traditional needs and the current social development environment. In higher education, it acts as a nurturing system for all areas of life, providing the minimum necessary human resources for management, planning, design, teaching, and research. Researching scientific works requires creativity, independent thinking, logical thinking in communication, cooperation, etc.

Major changes in the economic fabric, industries, and international labor markets have resulted in a demand for rapid knowledge development as well as flexibility and career mobility for individuals. Therefore, university training is a form of knowledge accumulation and the process of technological development makes individual employees more flexible in adapting to new careers because the leader has both skills and knowledge. and competence through the teaching process.

Education plays an important role in poverty alleviation because it provides knowledge, attitudes, and skills that help improve labor productivity when given the opportunity, they will find employment in the formal sector as well. and informality, their income will increase and thereby, enable them to participate in social processes more equally by improving the resources of workers.

This can be seen more clearly in today's life, which comes from the rural environment, which is the fact that families try to let their children step out into a university-based learning environment to boldly develop themselves, go to school, and learn more. looking for new job opportunities with higher income to stabilize life instead of working in poor rural areas.

Higher education is a production chain whose output is qualified human resources. According to this view, higher education is an input for the development and growth of key industries such as commerce, technology, etc. Because university participants must have the appropriate knowledge capacity for their major, however, not all university graduates are qualified, but those who dedicate both their abilities, skills, and knowledge will be a source of qualified competence.

On the other hand, higher education is training to become a researcher. From this perspective, higher education is a preparatory time to produce scientists and scientific researchers because the university environment is already familiar with the construction of topics, and the development of science and technology. That scientific research topic is also the reason it can be affirmed that higher education plays the role of a nurturing system in all areas of life.

In a country that wants to develop science and technology and grow the economy, it is necessary to combine two factors: a higher education system and a labor force. The development of our indigenous technologies and competencies in agriculture, food safety, and other industries is due to a higher education infrastructure because it is an enabling environment. people popularize and acquire all knowledge and skills for studying, researching, exploiting the quintessence and art as well as developing a new thinking system.

The role of higher education policy

Education in Vietnam today is constantly changing and making effective changes. Especially in the period of international integration (TRUNG & VAN, 2020), Vietnam is constantly developing to be able to compete with the powers of the five continents, higher education is more and more interested. Therefore, the education system has achieved many bright spots, but there are still some bad points. Once we have answered the question of what higher education is, we will also partly understand its role. But first, we must understand the role of education in social life (TRUNG & VAN, 2020).

Since ancient times, education has always been valued, especially in Vietnam, education is considered the top national policy that the state cares about. To develop a strong economy, people must first have knowledge. Education is not only an important factor in the development of the economy but also helps to stabilize the socio-political situation of each country, improving the human development index.

The great change in society requires each individual to have more specialized knowledge to adapt to many professions. To achieve that, man can only through education and learning.

From the role of education, we can understand that higher education is a process of training quality human resources. Higher education is seen as a system for nurturing future scientists and researchers. Besides the labor force, the knowledge force is the factor to promote the development of science and technology and the economic growth of a country.

We can clearly see the remarkable achievements that higher education in Vietnam brings. Currently, the number of universities and institutes is relatively large. According to

statistics, every year, millions of human resources with university and college degrees are trained, along with tens of thousands of doctorates and masters in various disciplines. Currently, in Vietnam, universities have appeared in many places, which means that the scale of higher education has been replicated nationwide.

The training programs of the schools are constantly being renewed according to the development of society (HIEP ET AL., 2022). The schools' technical facilities are focused on investment. Since then, the student's ability level has also improved a lot. There has been a lot of student research that resonated not only in the country but also in the region. The output quality of the students is getting higher and higher.

However, higher education policies should also pay attention to how the organization of training programs of universities still has many shortcomings, still being heavily theoretical but not paying much attention to practice. Although the training time of higher education in our country is quite long from 3 to 5 years but spends too much time studying general subjects (about 1 year or 1 and a half years).

The quality of the output students does not meet the actual work. The demand for jobs in the market today is very great, but the rate of students still unemployed is still high due to the lack of practical skills. Although the training programs of some schools have been innovated, the effectiveness is not obvious, even reduced, and has not kept up with the changes in society.

In addition, the structure of qualifications and occupations in our country has not been balanced. The level of education in cities and rural areas is still too far away, making the quality of students uneven. Industrial parks, companies, and enterprises are concentrated mainly in big cities with high demands, and human resources in rural areas cannot be met. As a result, unemployment continues to rise.

Some issues which need to discuss

Review and evaluate the implementation of the goals and solutions for higher education in the Education Strategy for the period 2011-2020; Looking at the higher education policies of the past time, the new higher education policies for the next time show that there are some issues that need to be discussed. As follows:

In recent years, the system of legal regulations on education has been amended, supplemented, and gradually perfected. In particular, the Law amending and supplementing a number of articles of the Higher Education Law (2018) creates an important legal basis, promotes university autonomy, effectively uses resources, and performs well in the management of universities. management and innovation of management of educational

institutions. However, the issue of university autonomy and issues related to support from the government, land, mechanisms, and policies for public universities are still incomplete and inconsistent.

University training begins to associate with the labor needs of the locality, the employer. Along with the innovation of governance, the quality of higher education has gradually improved, especially with highly qualified human resources. In some professions in some traditional key schools, the qualifications of graduates have approached the qualifications of graduates of regional universities. However, the number of Vietnamese universities in the top rankings is not much. Although Vietnam's position has been raised in Asia and world rankings, currently only 08 Vietnamese universities are in the top 400 universities in Asia (according to QS Asia ranking). and 03 higher education institutions are in the group of 1000 most prestigious schools in the world (according to THE and QS WUR rankings) (MINISTRY OF EDUCATION AND TRAINING, CENTER FOR COMMUNICATION AND EDUCATION, 2020).

Quality accreditation, scientific research, and training linkages with foreign countries have been promoted and achieved remarkable achievements compared to the previous period, but they lack continuity and are still heavy on formality. The quality of domestic inspection has not been recognized much in the region. Some schools have carried out accrediting of some foreign programs, but the number is not much.

Ms. Nguyen Thi Kim Phung, former Director of the Higher Education Department shared that the Higher Education Department has studied information to compare the correlation between the number of universities and the population of Vietnam and some other countries in the region. region (Thailand, Malaysia, Philippines, etc.). The results show that the number of universities in Vietnam is not too much in terms of the percentage of trained workers in general (about 23%) and the proportion of workers with university degrees in particular (about 9.5%) in Vietnam is still in the low category, the proportion of university students/university age in Vietnam is lower than that of many countries in the region (about 28%) (MINISTRY OF EDUCATION AND TRAINING, CENTER FOR COMMUNICATION AND EDUCATION, 2020).

However, there is an opinion that there are more universities than there is a need for training because, compared to more developed countries, Vietnam has many small, single or multidisciplinary schools that have developed from a single industry, or many schools cannot enroll due to low quality or in unattractive areas, training in unattractive fields, etc.

Over the past 10 years, student size has grown by only 6%, and it increased slightly in the first half and decreased slightly in the second half of the decade. “In Vietnam, the proportion of university students of university age is low compared to other countries in the region” (MINISTRY OF EDUCATION AND TRAINING, CENTER FOR EDUCATION COMMUNICATION, 2020).

Regarding scientific research, if based on international publications, the past 10 years have confirmed the long progress of Science and Technology in universities. Particularly in 2019, international publications in the education sector reached 85% of the total number of international publications in the whole country. However, this result is not commensurate with the existing human resources in Vietnamese universities.

Regarding finance, according to the report, although the proportion of students paying tuition fees still accounts for the majority of finance for higher education, the level of expenditure on higher education, especially from the state budget is still small. small compared to the task of implementing one of the three strategic breakthroughs, which is to train highly qualified human resources for the socio-economic development of the country. “The budget investment per student is low, while public universities account for 84%, so it is extremely difficult to expect high quality. We urgently need a breakthrough policy for higher education” (MINISTRY OF EDUCATION AND TRAINING, CENTER FOR EDUCATION COMMUNICATION, 2020).

Regarding the orientation and goal of higher education development in the period of 2021 - 2030, with a vision to 2045, in this policy it is necessary to refer to the establishment of an open, fair, equal, and equitable higher education system. serving lifelong learning; planning an open network, without restricting the development of private schools; increase university autonomy and accountability of higher education institutions to society, avoiding the current situation of the Ministry of Education and Training is "hug" too much.

4. CONCLUSION

All higher education policies have the ultimate aim of improving the quality of training, research, and social service of higher education institutions, which, once strong higher education institutions are Training and research activities will serve the business community well, and the attractiveness of higher education institutions to business and the world of work will naturally increase.

It can be said that the policy of the Party and the State of Vietnam on building a stratified education system in which application-oriented schools will account for a large number has been clearly stated. However, in reality, the Vietnamese higher education system so far has not had a clear definition of the type of institution, both in terms of theory and policy and in practice, so it is necessary to build the next legal corridor, to concretize the above policy, and turn those ideas into reality.

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