Vietnam's Educational Policy System in the Era of National Rise

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Abstract

This study uses qualitative research methods to analyze the context and conditions for the promulgation and implementation of educational policies of our country in the era of national rise, making necessary forecasts and adjustments to educational policies so that education and training can truly demonstrate its role and contribute to the socio-economic development of the country in this special context. The research results indicate: (1) there is a need for scientific research to analyze and evaluate the current status, objectives, contents, methods, and results of implementing current educational policies; (2) planning and reorganizing the system of educational policies to be synchronous, synchronized, and in line with the socio-economic policies of the country that have just been promulgated in the new era. The system of educational policies of our country in the era of national rise must: (1) aim to build a system, organization and management of education that ensures the principle of "refined, compact, strong, effective and efficient"; similar to the revolution in streamlining the apparatus and organization in the political system; (2) must be adjusted and operated towards liberating the intellectual power of scientists and teachers through revolutionary policies on science and technology, innovation but still must ensure the core and eternal principles and values of education, which is to aim at and all for the learners - a fair, creative and effective education, to serve the cause of sustainable development of the country.

Keywords: Educational Policy, Educational Policy Analysis, Era of National Rise, Socio-Economy.

Introduction

According to Journal of Communist Party (2024), on November 25, 2024, at Ho Chi Minh National Academy of Politics, Professor – Doctor To Lam, General Secretary of the Central Executive Committee of the Communist Party of Vietnam, was engaged in a talk in the seminar "New development era – The era of national rise of Vietnam". This seminar was of great significance for preparing for the establishment and completion of documents for Party Congresses at all levels and localities towards the 14th National Congress and orienting the construction, development and protection of the country in the new era. Regarding some basic perceptions about the new era, the era of national rise, General Secretary To Lam emphasized that it is the era of development, the era of wealth, the era of prosperity under the leadership and rule of the Communist Party, successfully building a socialist Vietnam, a rich people, a strong country, democracy, equality, and civilization. All people have a prosperous and happy life, are supported to develop and enrich themselves; contribute more and more to peace, stability, and development of the region and the world, to the happiness of humanity and global civilization. The top priority in the new era is to successfully implement strategic goals by 2030, Vietnam will become a developed country with modern industry and high average income; by 2045 it

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will become a developed socialist country with high income; strongly arouse national spirit, spirit of autonomy, self-confidence, self-reliance, self-reliance, national pride, and aspiration for national development; closely combine national strength with the strength of the times. The time to start a new era is the 14th National Party Congress, from now on, all Vietnamese people, hundreds of millions of people as one, under the leadership of the Party, unite, join hands, make the most of opportunities and advantages, push back risks and challenges, bring the country to comprehensive and strong development and breakthrough (Ha Phuong, 2025).

Contents

Research Methodology

In this research, the authors use a combination of the following methods:

(1) Desk research to summarize, overview and analyze legal documents (policies) related to educational policies, then on that basis, systematize the theories on educational policies and overview studies that are directly and indirectly related to the research matter. In this paper, the authors analyzed and overviewed data from 18 documents, in which there are 05 Party's documents and State authorities, 03 book chapters from Springer Nature, 08 articles published on prestigious international and national scientific journals, 02 course books and monographs. Desk research helps to generate insights into the concepts in this research (era, Vietnam's era of national rise, educational policy) and overview Vietnam's current educational policies (which policies and challenges during enforcement).

(2) Interview to collect data related to educational policies in the country's era of national era for analysis and systematization. In this paper, the authors interviewed 06 experts in Educational policy, 04 university principals, 08 scientists, 03 general directors of 03 big economic corporations in Vietnam in the era of national rise. The interview method aims to explore ways to adjust and enforce educational policies for intellectual liberation for the teaching and research staff.

(3) Expert method to collect fundamental knowledge and information related to theories on educational policies and characteristics of the era of national rise. In this paper, the authors took into consideration the perspective of 12 experts in public policies, public administration, economics, business administration, and sociology. The expert method helps to evaluate, plan and reorganize the educational policy system to ensure synchronization, coordination and uniformity with the country's socio-economic policies issued in the new era, providing a reference for the lean and effective issuance and enforcement of policies in terms of education and training.

Era

Era is a term widely used in history, philosophy, and the social sciences. In Marx's theory, he divided human social history into "epochs" based on modes of production and class relations, such as the era of feudalism, the era of capitalism, and the era of communism (Marx, 2000). Thus, an era is a term used to refer to an important period or period in history, often marked by events, changes, or transformations that have a major impact on a country, nation, or the world. An era can refer to a particular period in a certain field, such as a technological era, an era of peace, or an era of revolution.

Each era usually has one or more main characteristics. For example, the Industrial era is characterized by the development of industrialization and mechanization. Information era:

characterized by the explosion of information and communication technology. The Digital technology era is characterized by the strong development of digital technology and the internet. An era does not only affect a country or nation, but can affect the whole world, changing the way people interact with each other, the way societies are organized, and the way civilizations develop. For instance, the era of globalization has a great influence on the relationship between countries and the global economy. An era often has a clear milestone, such as the appearance of an invention, a revolution, or a major war. The end of an era can also be determined by important events or other decisive changes. Each era is often associated with a particular system of thought, knowledge or values, reflecting changes in the way people perceive and approach the world around them. For example, the Renaissance was a period in which humanistic ideas, creativity and the restoration of ancient knowledge were promoted. In many eras, cultural, political, scientific and social factors often intersect, promoting development and making that era special. For example, in the era of science and technology, breakthroughs in science often have a strong impact on politics, economics and culture (Vuong Quan Hoang, 2024).

Vietnam's Era of National Rise

Vietnam's era of national rise can be interpreted as a special period, marking strong development, international integration and affirming the country's status on the international arena (Nguyen Thanh Hai, 2025). In this era, Vietnam not only faces challenges, but also has opportunities of sustainable development and motivation for big moves.

Outstanding features of the era of national rise include

Huge changes in economic development: Perhaps in the history of national development, never before have provinces, centrally run cities and economic groups been assigned and committed to implementing the GRDP (Gross Regional Domestic Product) economic index as specifically as they are today. Accordingly, the GRDP economic index of provinces, centrally run cities and economic groups must contribute to the GDP (Gross Domestic Product) index of 8% and aim for double-digit growth in the coming years of the country. (Nguyen Hoang, 2024).

The era of national rise indicates the promotion in the industrialized revolution 4.0 with the application of digital technology, automation, artificial intelligence (AI) and Internet of Things (IoT) in production and services. This helps to improve labor productivity and create high-quality products. At the same time, investing in infrastructure: Developing transportation, electricity, water and industrial park infrastructure helps to create a solid foundation for economic and social development (Nguyen Hoang, 2024).

The era of national rise is reflected in the focus on human resources and education development. Vietnam will have to focus on reforming the education policy system to develop high-quality and new human resources (semiconductor industry, materials technology, etc.), in line with the requirements of the knowledge economy and modern industry. Vocational and university training programs will also be adjusted to meet future development needs. Vietnam's rising era is demonstrated by the Government's encouragement of vocational training and entrepreneurship; developing skills for young people, creating opportunities for them to participate in new professions, especially creative entrepreneurship (Nguyen Hoang, 2024).

The era of national rise is shown through the increase in integration and foreign policies. Accordingly, Vietnam is not only a member of important international organizations such as ASEAN and the United Nations, but also maintains good diplomatic relations with many major countries. This helps to enhance Vietnam's position and influence in global issues. Vietnam

always maintains an independent and autonomous foreign policy, protects national sovereignty and participates in global issues such as climate change, sustainable development, international peace and security (Vinh, V. K., 2024).

System of Educational Policies in the Era of National Rise

Vietnam's Current Educational Policy System

Vietnam's current system of educational policies is built on the goal of comprehensive educational development, improving the quality of human resources and meeting the requirements of the country's industrialization and modernization process.

According to Nguyen Anh Tuan (2024, b), the current system of educational policies in Vietnam can be characterized and consist of the following:

Mass education policies: This group of policies includes the policy of Universal Education for all children of the prescribed age. This is one of the important policies to improve the intellectual level of the people and ensure that all children have the opportunity to access education); Tuition exemption and reduction policy.

Vocational education policies: This group of policies includes Vocational Training and Career Guidance Policies. The Government is promoting vocational education to meet the needs of the labor market. High-quality vocational training programs, helping learners find jobs immediately after graduation, are being built and strongly implemented (Do Phu Hai, 2023).

Higher education development policies: These policies aim to expand learning opportunities for all classes in society. Universities are encouraged to innovate teaching methods and develop curricula that closely follow reality and the requirements of the labor market (Do Phu Hai, 2023).

Early childhood education policies: This group of policies includes Policies on Universal Preschool Education. The Government pays special attention to preschool education with the goal of universalizing preschool education for 5-year-old children. This policy aims to create a solid cognitive and physical foundation for children from an early age, helping them develop comprehensively (Tran Thi Kim yen, 2024).

Regional and ethnic minority education policies: This group of policies includes Education policies for remote areas. The Government has been implementing policies to support education for disadvantaged areas, remote areas and ethnic minorities (Chu Thi Hong Nhung, 2024).

Digital and innovative policies: This group of policies involves the application of technology in education. The policies encourage the use of information technology in education, especially in online teaching and learning. This helps students access global educational resources, as well as reduce the burden of facilities (Do Phu Hai, 2023).

Financial policies in education: This group of policies includes policies of promoting investment in education. The Government invests in the national educational system, including increasing the budget for schools, developing facilities, improving teaching and learning conditions, especially in difficult regions. Besides, it also includes policies on scholarships and study loans (Do Phu Hai, 2023).

3.2. Recommendations for adjustment, supplement, issuance and enforcement for Vietnam's educational policy system in the era of national rise

3.2.1. There should be scientific research projects to analyze and evaluate the current situation,

goals, contents, methods and results of the current Educational policies

Prevalent studies show that policy analysis is a systematic process of evaluating and studying existing or new public policies to make recommendations, adjustments or propose appropriate solutions (Nguyen Anh Tuan, 2024a). This process helps policy makers understand the impacts, effectiveness, costs, benefits and factors related to the policy. The policy analysis process is an important tool to help policy makers make informed, well-founded and feasible decisions. The steps in this process ensure that the policy is developed comprehensively, with careful consideration of relevant factors, and can bring positive results to society. The analysis and assessment of the current situation, goals, contents, methods and results of implementing educational policies must be carried out seriously through the following steps: Identifying the problem and policy goals; Collecting and analyzing information; Selecting policy options; Assessing the impact of options; Developing and proposing policies; Implementing and monitoring policies; Adjusting policies (if necessary) (Nguyen Cong Giap, 1998).

Conducting scientific research to analyze and evaluate the current status, objectives, content, methods, and implementation results of current educational policies can be done through ordering specific and clear scientific tasks to organizations (universities, research institutes, etc.) and individuals according to the provisions of the following documents:

Decree 08/2014/ND-CP issued on January 27, 2014 by the Government on the management of scientific and technological missions using the state budget. This decree provides guidelines for managing and organizing the implementation of scientific and technological missions using the state budget.

The Law on Science and Technology which has taken effect since January 1, 2014 is an important legal document specifying the order of scientific and technological missions by state authorities and organizations that are in need.

Circular 10/2016/TT-BKHCN by the Ministry of Science and Technology which provides detailed guidelines on the order procedures of scientific and technological missions, from need analysis, mission taker selection, to monitoring and evaluation of the results of the missions.

However, the order of scientific and technological missions, along with the analysis and evaluation of the current situation, goals, contents, methods and results of implementing the current Educational policies, must comply with Resolution 57-NQ/TW issued on December 22, 2024 by the Political Bureau on breakthrough in scientific and technological development, innovation and national digitalization, providing directions and missions, specific measures to promote strong development in these fields.

3.2.2. It is necessary to evaluate, plan and reorganize Educational policy system to ensure synchronization, coordination and uniformity with the country's socio-economic policies issued in the new era

Many studies have shown that some educational policies still have overlaps and interferences; although they are not wrong or contradictory, they are very difficult to implement in practice. The most typical example is that policies on University Autonomy are very difficult to implement in practice when the management and leadership entities of the Party organization in higher education institutions; the role of the University Council; the functions and tasks of the head of the higher education institution have not been clarified (Nguyen Anh Tuan, 2024b).

Besides, the 2018 general education program is an important step forward in educational reform

in Vietnam, aiming to meet the requirements of innovation and comprehensive development of students. However, during the implementation process, this program also encountered certain difficulties: The new program requires teachers to change their teaching methods, from imparting knowledge to developing students' abilities and skills. However, not all teachers are ready for this change. Training and fostering teachers to be able to implement the new program well is a big challenge.

Moreover, there is a shortage of specialized teachers. New courses or those with high requirements in terms of teaching methods (i.e. STEM, creative thinking development) are experiencing a shortage of qualified specialized teachers. The 2018 general education program has urged the need for improving teaching quality through information technology and modern teaching method application. However, in some localities, the facilities and teaching equipment are insufficient and uneven among schools, especially those in rural and mountainous areas.

Technological application in teaching still encounters several challenges due to the lack of information technological infrastructure and support for authorities. To implement the 2018 general education program, it is necessary to have a huge investment in facilities, teacher training, teaching equipment and study material development. However, the allocation of the State budget and resources for education has not been able to meet the need for program renovation.

In addition, Vietnam's Educational policy system in the era of national rise aims to develop a lean, strong and effective system of educational organization and management, which aligns with the revolution of streamlining the mechanism in the political system.

Issuance and enforcement of lean, strong and effective policies in Education and Training by the State authorities

The revolution of streamlining, strengthening, efficiency and effectiveness of the apparatus and organization is a decisive reform policy in the process of building and perfecting the state apparatus and organizations in Vietnam. The goal of this revolution is to streamline the state administrative apparatus, improve operational efficiency and ensure the effectiveness of decisions and work of agencies and organizations. The revolution of streamlining, strengthening, efficiency and effectiveness of the educational management apparatus in Vietnam is reflected in the reform and improvement of the quality of the educational system, helping educational management become scientific, modern and better meet the development requirements of society and the economy. Specifically, these goals are expressed through the following points:

Reducing unnecessary layers of intermediary management: Reducing management levels, especially in intermediary agencies and organizations, helps streamline the apparatus, creating a leaner, more efficient management system.

Reforming the management organization at all levels: The educational management levels from the central to local levels will be reorganized to suit the requirements of educational program innovation. At the same time, reducing dispersion and ambiguity in management decentralization.

Strengthening the authority of educational organizations: Schools and educational institutions need to have greater autonomy in developing teaching plans, recruiting teachers and managing finances.

Tight but flexible management: Reforming educational management in the direction of

increasing flexibility and creativity for educational organizations, while still ensuring tight management of training quality, budget use and other resources.

Promoting educational autonomy: Schools and educational institutions can make autonomous decisions in developing training programs, teaching methods, and assessment forms, making teaching modern and suitable for the needs of students.

Increasing efficiency in educational activities through the application of information technology in educational management: Digitizing and automating management processes will help improve the efficiency of educational management activities, from receiving and processing student records, to monitoring teaching quality and assessing learning outcomes.

Improving teaching and learning methods: This is a requirement arising from reality and social needs, continuously improving to improve training quality.

Innovating assessment of learning outcomes: Switching to a more comprehensive and effective assessment method, not only based on scores but also focusing on the capacity and skills of students.

Strengthening the effectiveness of implementing decisions and policies through drastic and synchronous management reforms: Decisions of educational management agencies must be implemented immediately and effectively.

Strengthening monitoring and evaluation of work performance: Ensuring that educational activities are always closely monitored so that decisions and policies are properly implemented and have a positive impact on the quality of education.

Clear decentralization in educational management: Educational management agencies need to have a reasonable decentralization of authority and responsibility, avoiding abuse of power or conflicts in management.

Supporting innovation in education: Through creating a favorable legal and organizational environment to encourage innovation in education, from teaching methods to organizing extracurricular activities and special educational programs.

Ensuring transparency and fairness: The education management apparatus needs to take measures to ensure fairness in the distribution of educational resources and resources, and transparency in decisions and policies so that people and the community can monitor and respond.

Improving the quality of the teaching staff, innovating teacher training and development: Organizing training courses to improve teachers' expertise, helping them update new knowledge and modern teaching methods.

Streamlining the education management apparatus also means improving the quality of human resource management, discovering and using talents more effectively in the education system. The revolution of streamlining, strengthening, efficiency and effectiveness of the education management apparatus in Vietnam aims to deeply reform the organization and management of education, helping the education system become more modern and of higher quality.

The system of educational policies must be adjusted and operated towards liberating the intellectual power of scientists and teachers

The adjustment and operation towards unleashing the intellectual power of scientists and

teachers must ensure the main spirit of Resolution No. 57-NQ/TW dated December 22, 2024, of the Political Bureau on breakthroughs in science, technology, innovation and national digital transformation, setting out guiding viewpoints and specific tasks and solutions to promote strong development in these fields. Accordingly, the guiding viewpoint is that developing science, technology, innovation and national digital transformation is the top important breakthrough: It is identified as the main driving force for rapidly developing modern productive forces, perfecting production relations, innovating national governance methods, developing the socio-economy, preventing the risk of falling behind, bringing the country to breakthrough development, becoming rich and strong in the new era; Strengthening the comprehensive leadership of the Party: Promoting the combined strength of the entire political system, the active participation of entrepreneurs, businesses and people in the development of science, technology, innovation and national digital transformation. Identifying this as a profound and comprehensive revolution in all fields; implemented resolutely, persistently, synchronously, consistently and long-term with breakthrough and revolutionary solutions.

Resolution No. 57-NQ/TW dated December 22, 2024 of the Politburo identifies: Scientists are the key factor; The State plays a leading, promoting and facilitating role in the development of science, technology, innovation and national digital transformation. Resolution 57-NQ/TW demonstrates the long-term, innovative and drastic vision of the Party and State in the development of science, technology, innovation and national digital transformation. Although there are many challenges in the implementation process, if implemented synchronously and effectively, this Resolution will be a strong driving force for Vietnam to achieve sustainable development goals and become a developed country in the future. From this Resolution, the education policy system still has a revolutionary nature in science and innovation but still ensures the core and eternal principles and values of Education, which is to aim for and all for learners a fair, creative and effective Education, to serve the cause of sustainable development of the country (Communist Party Magazine, 2024).

Conclusion

In the era of national rise, Vietnam's educational policy system needs to go through remarkable changes in sync and systematization to develop comprehensive, modern and sustainable education. In this era, the education policy system needs to have fundamental changes towards innovation in programs and teaching methods. Education programs need to be more flexible and modern. To be more specific, education programs need to be designed to meet the needs of lifelong learning and skill development for students, including improving critical thinking, problem-solving and creativity, instead of focusing only on memorizing information. It is also necessary to improve the quality of teachers; policies need to create a system of continuous professional development and teaching skills for teachers to meet the new requirements of education, especially in teaching new technology, science, and advanced subjects, encouraging innovation of teachers.

In the era of national rise, it is necessary to strongly promote digital transformation in education, from the use of technology for teaching and learning, to the management of student information and curriculum; ensuring that all students have access to technology. Education policies need to ensure that all students, including those in remote areas, have the opportunity to access and use modern technology, helping to shorten the gap in learning. The education policy system needs to take into account the enhancement of autonomy of educational institutions; promote the autonomy of schools: Educational institutions should have the right to decide on curriculum

development, admission methods, financial revenue and expenditure, and the development of innovative educational projects. This will help schools meet the learning needs of students, while improving the quality of education; Encourage cooperation between schools and businesses: Educational institutions should be encouraged to build cooperative relationships with businesses and social organizations to develop training and internship programs, helping students apply theory to practical work. In addition, the education policy system must still enhance fairness and quality in education, reducing the gap between regions.

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