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Textbook Policy of Vietnam: Critical Study and a Way-Forward towards Transformation

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Abstract

The implementation of the new 2018 general education curriculum in Vietnam has led to a significant transformation in the country's school textbook policy, shifting from a single nationally unified set of textbooks to a "one curriculum - many textbooks" model. This change reflects a positive shift in the mindset of educational managers in Vietnam, aiming to improve the educational system and promote critical thinking and problem-solving skills among children. The study employed a qualitative approach, utilizing interviews as the primary data collection method. The interviews were conducted until theoretical saturation was achieved, ensuring that the data collected was comprehensive and representative of the research topic. No preregistration numbers or animal species were involved in this study. The findings of the study highlight the challenges associated with transitioning from a centralized, exclusive model to a decentralized approach in textbook publishing. Despite these challenges, the "one curriculum - many textbooks" model has the potential to promote inclusiveness and diversity in educational and training systems. In conclusion, the introduction of the "one curriculum - many textbooks" model in Vietnam's educational system is a step towards promoting critical thinking, problem-solving skills, and effective management of educational budgets. The study suggests that this policy has the potential to improve the overall quality of education in Vietnam, and its implementation should be carefully monitored and evaluated to ensure its effectiveness in achieving the desired outcomes.

Keywords: School Textbook Policy, Educational System, Theoretical Structures, Text-Book Policy, One Curriculum

Introduction

Along with the transformation of the curriculum, an educational system that comprises one curriculum and focuses on English Language inclusion is the need of the hour to advance the technological changes at the national level in the country since the “Đổi Mới” policy in 1986, which manifests the demand of economic enhancement, globalization, and internationalization. Such educational policy has allowed the inclusion of foreign language policy and present practices of the English educational system through its practice significantly in Vietnamese higher education level (Ngo & Tran, 2023). It is a need of the hour to understand the complexities developed at contextual and pedagogical levels that the English language system of the country has faced. Addressing the Curriculum improvement on 26.12, the General Education

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Subcommittee, the National Council for Education and Human Resources Development organized a meeting to frame out the development of the 2018 General Education Program, Deputy Minister Pham Ngoc Thuong, highlighted that the 2024-2025 school year is the known year to completely implement the 2018 General Education Program cycle through grades 1 to 12 (Ministry of Education and Training, 2024). The general education program is comprised of significant and overarching innovation of training and the education system is immensely important due to program functions like appraising textbooks, organizing, training teachers, and conditions of facilities have been practiced (Ministry of Education and Training, 2024). It represented that such programs structure inclusive participation, efforts, and organizational growth to achieve futuristic aims and goals comprehensively.

Needs a higher level of skills development in the teaching department and higher education system and also in employees of Governmental institutions to address the gaps due to the present situation of Vietnamese graduates working with low-level English skills (Ngo & Tran, 2023). The government has to focus on the present policies and practices to have its proper implementation at the curriculum, subject levels, and above all at institutional levels, which includes significantly higher education levels along with the achievements, there are several concerns and controversies on the implementation of the new policy. Presently, educational reforms are the main focus for governments globally even in developed, low-and-middle-income countries as encouraging educational development reaffirms social and economic growth is more important than any other aim of the governments (Ho & Dimmock, 2023). Therefore, the research that has been carried out over centuries has represented that practicing reformative policies along the reality of implementation is the significant progress of the present era. Thus, the policymakers are instructed to incorporate practical transformation that requires more than formulating innovative policies.

It is significant to highlight that over time; digital technologies have extensively integrated into Higher Education institutions. The significant change adapted according to the need of hours has been online learning environments equipped with LMS like Moodle and also Blackboard (Nguyen et al., 2024). Such online transformations have made possible to personalized learning and adaptive learning technologies possible as the enhancements of digital infrastructure, mainly high-speed internet linkage and cloud computing services have shown the accessibility of educational resources (Nguyen et al., 2024). Even, the enhancement of the digital infrastructure and facilities based on high-speed connectivity and cloud computing services are the need of the hour to have a digital technological implementation in Higher Education, which mainly focuses on administrative transformations like record maintenance, facilities ensuring student learning and governance practices to have upgraded and efficient educational developments and enhancements according to the requirements of the educational system.

It is needed for the present educational system to highlight the policies and systems that have been adopted in the past. Significant reforms in the socio-economic and cultural conditions have been practiced since the reunification of the country in 1975 through the *Đổi Mới* (Renovation policy structured in 1986 (Ngo & Tran, 2023)). Such reformative policy has structured the path for Vietnam's transition from subsidies and, a centralized economy to a multiple-sectored market-oriented economy focusing on socialist governance and state control. Such policy framework has been highlighted decreasing the obstacles to economic growth to have proper practice of strategic policies to liberalize the domestic market to attain foreign direct investment (FDI), improve the private sector, and decrease the flow of subsidies given to state-owned

enterprises (Ngo & Tran, 2023). Even such reformative policies have been considered a magnificent step in the development of the government towards achieving the long-standing agenda to achieve reconstruction and modernization of the nation after the Vietnam War and a land invasion through China in the Northern border in the year 1979 (Ngo & Tran, 2023). It highlighted the long struggle of the Vietnamese government and the reformation of the institutions to cope with the challenges of the educational system and have such developmental parameters that are alike the regional development and global development and success to be part of the regional progress in a prospective manner. It is the need of the hour to have such policies, structural changes, and adapting such teaching methods and practices that are appreciated, encouraged, and innovative in European countries to equip Vietnamese youth with such intelligence level, cultural representation, and educational growth that could make them assist to have an independent life and as an individual to represent Vietnam proudly.

Purpose of the Study: This study aims to highlight and comprehend the complexities of the educational system of Vietnam which is under challenging circumstances due to the lack of a one-curriculum textbook policy, not inclusion of the English language at higher education level, and the lack of training and educational availability of the present employees to cope with the challenges of the advanced technological advancements with other countries in the region. It is a need of the present educational system at primary and higher levels to introduce problem-solving skills, and technical and intelligence-based proficiencies along with the encouragement of a literate society to equip with advancements of the modern and artificial intelligence (AI) based era. The present research also focuses on the improvement of institutional development, the introduction of new courses or studies according to contemporary educational methods and teachings, and the enhancement of technical skills to address the employment market needs proficiently.

Implementation of the Textbook Policy and Curriculum Development

In the educational system of Vietnam, the General Education English Curriculum (GEECE) is known as a national-level curriculum formulated for three levels of the general education system comprised of primary, lower secondary, and upper secondary. The GEECE have been introduced on 26.12.2018 through the Ministry of Education and Training of Vietnam (MoET) as it is the first curriculum, that practices the policy of MoET, “one curriculum, multiple textbooks” (Van Van, 2022). Since the introduction of the GEECE, several practical activities have been implemented including training and retraining teachers to address the requirement of English language proficiency parameters along with training teachers in innovative teaching skills and methodologies, publishing new textbooks and supplementary materials, improving tools of learning and teaching, improving the structural facilities of schools and promoting innovative modes of examination and testing (Van Van, 2022). It represented GEECE's proper implementation to address the textbook policy issues and weaknesses, and one curriculum is the significant need of the hour to improve the parameters of the educational system. In the implementation strategies and policies, there have been several areas of concern that have occurred due to administrative weaknesses, along with misunderstandings and negligence of the curriculum document's material and its practicality through administration departments like textbook writers, English teachers, and examination and test team (Van Van, 2022). It is the need of the hour to decrease and resolve the misunderstandings of the GEECE practice and usage to achieve the aims regarding curriculum development and progress to have the prospective educational system. In view of 26/12, the General Education Subcommittee, the Deputy Minister

stressed, “Therefore, the Ministry of Education and Training wishes to hear the opinions of experts and scientists on the implementation of assessment, the content of program development, the contents that need to be revised and supplemented, and the viewpoints on the orientation and timing of program development. The orientation and development of the program must be carried out consistently on the basis of not causing too much disruptions, not causing difficulties for teachers and learners, not causing difficulties in terms of facilities, programs, methods, documents and textbooks,” (Ministry of Education and Training, 2024). The Subcommittee have highlighted the needs of the hour that need to be addressed recently as in the year 2024, which shows negligence and lack of implementation of the curriculum development and practice along with Textbook policy reformations over time.

In the last quarter of the twentieth century, English language learning and teaching achieved significant status in the country through having such policies in several eras in the time frame of 1982-2006, the English language has been introduced as a compulsory subject in the upper secondary level (Grade10-12), which comprises 3 teaching periods per weeks that consists of approximately 300 teaching periods (Van Van, 2022). Such reformative practices have witnessed a magnificent transformation in the country, in the year 1986, there have been economic reforms called *Đổi Mới* (Renovation) that gave a beginning to relations with another country, whereas in 1994, when the US lifted the trade embargo against Vietnam and moved forward towards friendly relations (Van Van, 2022). Such magnificent events have laid down the progress of economic growth along with the focus on teaching and learning of English language to mark English as the significantly required foreign language that has been required to be taught and learned specifically in the education system. In the Subcommittee meeting it has been highlighted that the textbooks’ socialization compilation in view of Resolution 88/2014/QH13 and Resolution No.122/2020/QH14 of the National Assembly succeeded in confirming sufficient textbooks that serve the purpose of its actual implementation of the school year, organize several organizations and a large number of scientists, teachers and qualified experts, experience, proficiencies and abilities to participate in the compilation of textbooks, which mainly comprises aims and needs of the 2018 General Education Program (Ministry of Education and Training, 2024). It highlighted the significance of having such meetings to improve the weaknesses of the educational system, develop innovative learning skills, teaching practices and training, and curriculum revision according to the evolution in the field of science and technology and artificial intelligence (AI) to cope with the adaptation of the parameters to the advanced educational practices.

Materials and Methods

Research Design

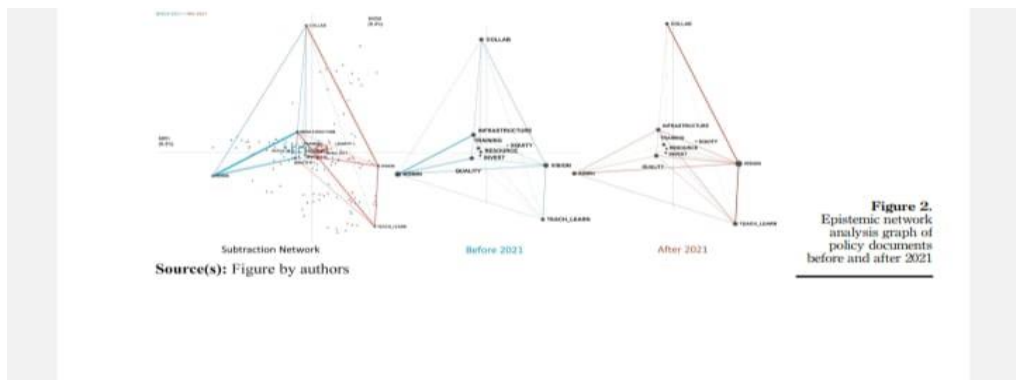
The research designed according to the grounded theory method is very suitable for studying the effectiveness of textbook policy in Vietnam because it allows to exploration of phenomena that are not well understood, especially in the specific context of the country (Glaser & Strauss, 2017). The research design is based on primary and secondary sources of research, as the material is gathered through qualitative and quantitative method that addresses gathering the material through research journals, books, interviews, magazines, blogs, curriculum developmental studies, and research and newspaper analysis and opinions. The discovery of Grounded Theory by Barney Glaser and Anselm Strauss highlighted the evaluation of data collection and its proper analysis in social research to comprehend empirical situation, which stresses on need of

experiencing evaluation process for improvement of the concerned challenges and resolving them in a coherent manner to have practical solutions (Glaser & Strauss, 2017). The aim of the Discovery of Grounded Theory represents enhancement of social scientists' abilities and proficiencies for development of theory that represents the research structures and provides solutions to economic, political, educational, and industrial challenges through empirical studies conducted on qualitative data and research. This research focuses on the Learner-centred education (LCE) approach as it highlights the current strategies, which include the 2013 Fundamental and Comprehensive Education Reform (FCER) and its magnificent policy, the Curriculum 2018 (Ho & Dimmock, 2023). This research has highlighted Schweisfurth's four continua framework that stresses LCE, the study comprises principals and teachers, with a focus on the aim of the reform policies and involvement of classroom techniques that have been not focused on in the past. In addition, background theory emphasizes interactivity and sociality, allowing consideration of social and cultural factors that impact textbook policy. Finally, the study of a wide range of subjects, including teachers, students, administrators, and parents, helps to gather diverse perspectives and experiences, creating a more comprehensive picture of the effectiveness of the policy. These reasons affirm that the design of research based on background theory is not only relevant but also necessary to deepen the understanding of textbook policies and their impact on stakeholders in the context of Vietnamese education.

Educators are knowledgeable and collaborative: Educators are knowledgeable about the nature of children's and young people's learning and the factors that enhance motivation and engagement. They actively participate in discussing and designing strategies collaboratively to address the needs of particular individuals and groups.

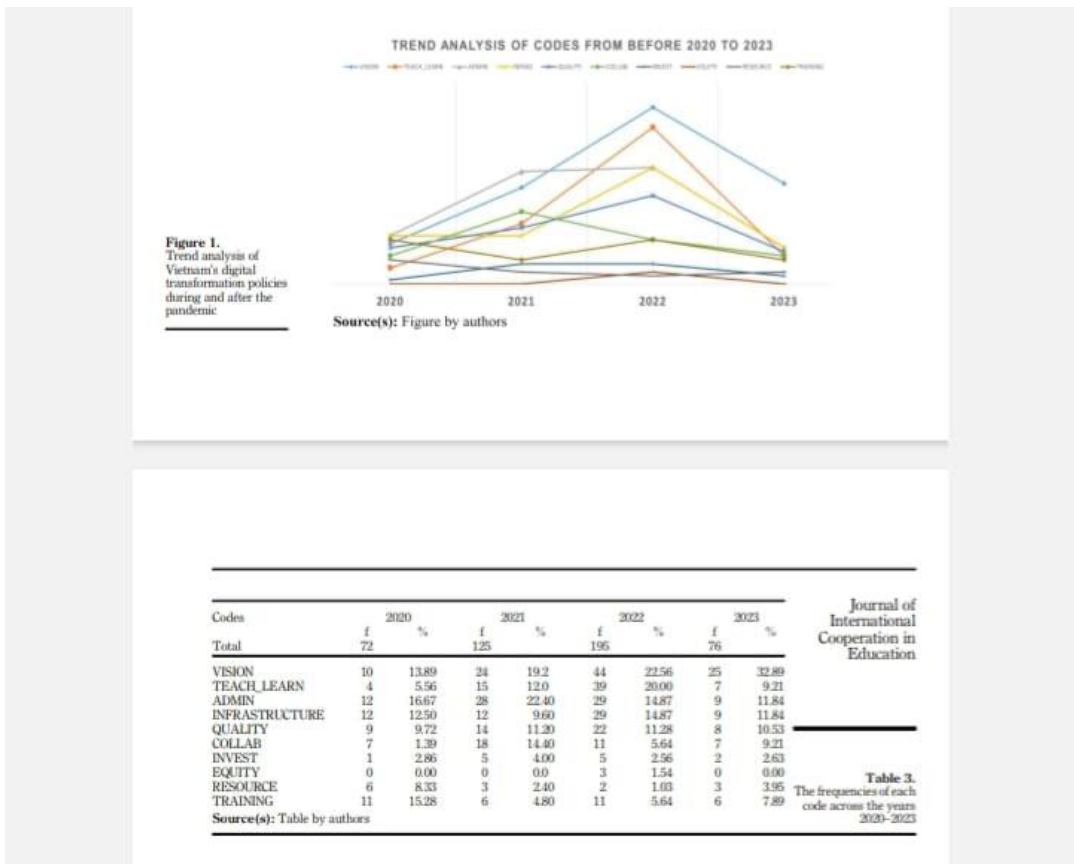
It is the need of the hour to develop innovative, skill-based, technological improvements and learning techniques in children to equip themselves to the needs of the digital transformation era and practicality of innovative strategies and practices that address the needs of individuals and groups to have their leading role in educational system improvement through representing the intelligent children of the country. It is significant to highlight that in the educational system of the country, there is an immense need to have such educators who understand the nature of children and youth learning skills, which improves the skills of motivation, learning, and engagement in students who could learn improved textbook materials, and be successful in achieving the objectives of curriculum development, improvement of English language skills and addressing the challenges of learning skills (*Schooling Redesigned Towards Innovative Learning Systems*, 2015). The textbook policy and curriculum development in Vietnam have gone through several phases, challenges and addressing the root causes in its proper implementation to have such curriculum that could improve the educational system to its core level. The study has been conducted to use Epistemic Network Analysis (ENA) to have a critical analysis of the policy frameworks linked to digital transformation in the higher education sector of Vietnam (Nguyen et al., 2024). The findings of the study have focused on the digital transformation era of educational system policies during and post-pandemic 2019 era, which focuses on some areas like VISION, QUALITY, ADMINISTRATION, and INFRASTRUCTURE (Nguyen et al., 2024). Therefore, its findings have been highlighted during the era of the pandemic when policy structures have been based on INFRASTRUCTURE and ADMINISTRATION, whereas in the post-pandemic era, the focus has been significantly increased on TEACH-LEARN and COLLAB, VISION (Nguyen et al., 2024). It highlighted the eras of structural transformations, policy-making framework challenges, and reformative practices to address the challenges of the

COVID-19 era's long-term effects on socio-economic, and cultural systems, which significantly changed the demographics of the educational system that lays the basis of societal development.



(Nguyen et al., 2024)

This figure represents the differences and similarities in digital transformation policies in the specified era as highlighted.



(Nguyen et al., 2024)

Findings

The implementation of Vietnam's new textbook policy has generated significant interest among educators and policymakers alike, as it has the potential to reshape the educational landscape of the country. This section presents the results of our study, which aims to assess the effectiveness of the new policy regarding primary objectives: reducing budgetary pressures, providing diverse educational materials, and empowering teachers.

Data were collected from a diverse range of stakeholders, including teachers, school administrators, and parents, using methods such as semi-structured interviews and field observations. This comprehensive approach has allowed for the triangulation of data, ensuring a rich understanding of the policy's impacts across different dimensions of the education system. The findings have highlighted the diversified system of inclusion of all the institutions, implementation of new policies, strategies and practices are the key to improvement and development of the educational system.

Therefore, it has been highlighted in findings that presently still teachers are the higher authority who manage the deliverance and practice of the curriculum material, pace of classroom activities, and learning areas of concern, which focuses on the old tradition of focusing on extrinsic motivation instead of developing students' intrinsic motivation for the learning environment, keeping in view the lack of present opportunities for students that address the advanced and skilful reflections, techniques, environment and the enhancement of deeper understanding of complex and challenging areas of study and curriculum development and improvement with the advancement of the educational system (Ho & Dimmock, 2023). It highlighted that the educational system, curriculum development, and improvement need a constant system of addressing the challenges of the present era to equip the educational system with technological, artificial intelligence (AI), problem-solving techniques, and such environment that promotes encouragement of learning, skill development and engagement of students in the educational system.

The policy documents have developed a particular view of reality and are influenced by the goals and perspectives of their target audiences and authors, it is significant to explore the underlying suppositions, discursive strategies, and values that manifest them (Pham, 2023). It requires the implementation of macrolevels of CDA to evaluate the broader political and societal parameters. Such frameworks have highlighted political ecology of education is used for understanding, "how the reciprocal relations between political economic forces influence educational priorities affecting the production, dissemination, and contestation of environmental knowledge at various interconnected scales" (Pham, 2023). It represented that policy documents formulate the educational policies, structures, and frameworks.

Educational Growth and Sustainability

To decrease the burden on the state budget through new policies also allows the government to focus on improving the quality of education in general. The saved resources could be invested in other areas of reform, such as curriculum development, investment in educational technology, teacher training, and reformative structures, where comprehending technological advancements, problem-solving techniques, and skills learning should be the focus of ensuring educational sustainability in the country.

There is immense need to have reformative policies, structures and practices to cope the

challenges of the present era. The present research have highlighted reformative techniques that have been discussed five centuries ago towards the LCE (Learner-Centred Education) approach and reviewing the perceptions and comprehending the experience of principals, vice principals and primary school teachers to comprehend the Vietnamese governmental structures to have LCE an actual approach known as the 2013 Fundamental and Comprehensive Education Reform (FCER) and the core policy, the Curriculum 2018 (C2018) (Ho & Dimmock, 2023). Its concluded in this research that leaders and teachers of school have shown reformative changes in their practices and perceptions, which represents transitional phase in the classrooms even that transformation appeared to be partial. Through implementation of Schweisfurth's structural changes, which comprises four linked parameters of LCE, known as methods and skills, teacher techniques, the motivation for learning, the construction of knowledge, and classroom relationships that shapes the structure and policies to address the weak areas to have conclusive improvements in the educational system (Ho & Dimmock, 2023). It represented that even five centuries old practices are even presently result-oriented, practical, transformative and innovative to address the present challenges in a coherent manner.

Box 3.5. Peru: Innova Schools – Sustainable change, lessons from the private sector

Innova Schools, a network of private schools in Peru, has developed a viable model to offer high quality and affordable education to middle class learners. It started as a full-fledged company in 2010 with the plan to build a nationwide network of 70 schools that should serve over 70 000 students by 2020. Today, the network is operating 22 schools, 18 in the peripheral areas of the capital city of Lima, and 4 in the provinces. Partnerships at the national and international levels with the private sector (Intercorp, IDECO), universities (PUCP and Cayetano Herrera universities) and educational organisations (such as the Ontario Principals' Council) are key for the sustainable growth of this network. Innova is also developing strong relationships with the Peruvian Ministry of Education.

The network's pedagogical model aims to: prepare learners to become actors of change in Peru by developing their leadership, 21st century skills and ethical and human values; meet international standards of quality; and promote lifelong learning.

The content in these learning environments goes beyond the Peruvian mandated curriculum and includes standards based on educational models in Australia, Canada, Chile and Colombia. Since 2014, the Understanding by Design (UbD) framework has inspired a process of curriculum innovation.

There is a mix of two learning methods being used: "Group Learning" (frontal teaching in the classroom with socio-constructivist approach) and "Solo Learning" (virtual, autonomous, self-paced learning in the technology rooms). In addition, cross-subject and cross-grade inquiry projects called "Innovation Programs" take place on a yearly basis. In 2014, a new pedagogical approach "Flipped Learning" was piloted in two schools. Students prepare in advance by doing research at home on a topic to be covered at school. The teacher then guides a discussion and learners do guided "homework" in the classroom.

Innova is not only a network of schools, but has a system-like functioning model with different departments ensuring quality and sustainability in: teacher training and monitoring (young teachers engaged and trained by Innova and its partner universities, and monitored through their practice); evaluation and accountability (of learning outcomes, teacher performance, parents satisfaction and system functioning); scalability (future projection, architecture, resources); and innovation and pedagogy (constant revision of the pedagogical model and innovation opportunities system-wide).

Source: Innova Schools (Peru) Notes, <http://www.oei.org.pe/systems/innovation/sustainable-change.html>

(Schooling Redesigned Towards Innovative Learning Systems, 2015)

It is need of the hour to have innovative and progressive strategies, which ensures and a way forward towards sustainable change in governmental and private educational institutions, curriculum development and textbook policy that needs transformative policies, strategies, criteria implementation and regulation that are practiced in advanced and progressive countries and have its progressive impacts on the other developmental areas of progressive development. The textbook policy, curriculum development, teachers training and skills learning strategies, motivation and learning capabilities and environment for students should be concern and focus of the committees of the educational system to address the day-to-day challenges, socio-cultural challenges and have such system that progress according to the needs and challenges of the educational system in 21st century, which is age of digital evolution, structural changes and reformative practices. Over the time, the present case study enhances kills to 21st century have been progress in the education system in Vietnam to have significant dynamics of the curriculum.

In view of the analysis of significant components to comprehend the present challenges and practices required according to the challenges of the educational system that requires following the new general education program (GEP) (Norang Global Education Centre, 2022). It reflected GEP as a dynamic structure, which represents 21st century learning components linked to it. The challenges that makes complex to the implementation of the GEP have highlighted lack of facilities in educational institutions, lack of time management and opportunities to educate and train teachers in view of the new curriculum, lack of teachers willingness and capabilities to learn the new curriculum and address the components of the textbook policy, implement the innovative methodologies and practices and management of variety of textbooks between different provinces (Norang Global Education Centre, 2022). It highlighted the need of skills evaluation to provide training and understanding on the skills learning to achieve aims of improving the education system through focusing on present fundamental in all subjects are stressed with the objective of skills enhancement in all subjects as specific proficiencies have chances of improved and extensive opportunities in highlighted subjects according to the curriculum development and textbook policy parameters. The present parameters of economic growth over sustainability should be the focus of the ruling government or parties to have such policies that ensures sustainable strategies and practices to have subtle approach in policymaking that address the performative gap in environmental education that is connected with the prospects of the sociocultural challenges (Pham, 2023). It represented that there should be need-based strategies and policies for sustainable and context-sensitive strategies in Vietnam to address the educational challenges due to climatic changes that poses threats to sustainable development and progress

Reformative Practices Over Time

The globe has shifted to innovative and practical learning techniques after COVID-19 as the pandemic era of 2019-2020 has significantly changed the educational system, which shifted the manual classroom system to a digitalized educational system. Before the pandemic, such an educational system has been only offered in abroad educational programs and courses but in the era of the pandemic, it has become a significant need even for the primary classes to decrease the spread of the pandemic. But those practices have significantly contributed to changing the dynamics of the educational system, and dependency on the digitalized or online educational system, and after this the introduction of Artificial Intelligence (AI) has significantly contributed to having such educational parameters, assisting tools, practices and above all dependency on online age that could not be think even before. Therefore, in Vietnam like in other countries the long-term planning is based mainly on the socio-economic demographic expansion of the middle-class and the effects of the covid-19 that affected their quality of life and redefines several sectors maintenance that require imminent changes like workplace or migration and also focuses on innovative technological inclusion in the educational system that represents socio-cultural reforms (Hutnyk & Nguyen, 2023). It represented that socio-cultural reforms varies from country to country but the effects of the pandemic have been intense at global level but impactful mainly at developing and under-developed countries that needs extra practical improvements to move towards reformative practices of technological advancements.

The challenges faced in several countries significantly in developing have been through a challenging phase of transition from a teacher-centered education (TCE) to a learner-centered education (LCE) is a significant example of such policy manifestation that has been encouraged but not according to the expectations of that challenging time-frame (Ho & Dimmock, 2023). It highlighted that the transformative efforts and resources dedicated to the LCE reforms have been

impressive whereas the results or findings have been limited, even counterproductive in some places, and highlighted the need for countries focusing on the LCE agenda and practices to equip the needs of the present era. It represented that pandemic have brought such changes in the societies that bring such practices and way of educational system that could not cope with the old practices and need constant reformative practices.

It is need of the hour to provide such learning environment that acknowledges the learners as its leading participants, improve their active engagement and enhances understanding of learners. The cultures of schools, teachers, leadership, and the local community should be considerably stressed on learning and learners, high achievement and activity are evaluated of learners' capacities are stressed and improve skills, knowledge capabilities and positive behavior and environment towards learning (*Schooling Redesigned Towards Innovative Learning Systems*, 2015). The learner engagement is required to be an aim to encourage learning activities of lifelong learning that have not been reinforced and implemented (*Schooling Redesigned Towards Innovative Learning Systems*, 2015). It is required by learners to comprehend their educational needs as a learner and represent themselves as proficient in self-regulation, implementation of professional repertoire that focuses on personalization skills regarding understanding the significant nature of learning.

It is highly recommended and required for the Vietnam's educational system improvement to adapt the learning practices, strategies and policies, which are followed in advanced countries to make country policies stable, exemplary and reformative that represents advancement, transformation and adaptability to the educational reforms in advanced and progressive countries. The educational policies represent transformation in economic, social, cultural and political systems to improve the progressive parameters, strategies and foundational transformations.

BOX 3.4. France: Learning and innovative professional communities in the social network RESPIRE

The aim of the website is to create the best conditions for educators to share their knowledge and practice, their problems and resources, and to strengthen their professionalism. It enhances also collegiality and solidarity between distant schools at national level. Three factors gave life to the process:

- *Distributed social practices and digital uses of social networks:* Teachers have created networks by school subjects, professional interests, in primary and secondary education.
- *A strategy for change:* In a context of school restructuring and education reforms and of evolution of curricula and the teaching profession, there is need for a supportive environment and a new sense of professionalism. The RESPIRE national network has been designed to support the fluidity of professional relationships. It belongs within the national strategy of innovation by contributing the knowledge bank of innovations (*Expéritheque* – more than 2 500 innovations already compiled and updated <http://eduscol.education.fr/experttheque>). It is supported by a national network of school development partners who are sustaining the initiatives, supporting teaching teams, and implementing a national programme of professional development based on self-evaluation.
- *Creating "communities of practice":* RESPIRE facilitates the development of communities of practice and professional learning communities through the provision of a new social mediation of knowledge between practitioners. By this means, knowledge and experiences, experiments and initiatives, projects and best practices are shared and disseminated.

RESPIRE embodies four principles embedded in the interface, exchanges and contributions involving approximately 5 000 interconnected persons:

- *Informality:* The expression is free and explicit, without any level of validation required; different supports such as forums and blogs allow people to interact quickly and effectively, with sustainable and relevant content.
- *Personalisation:* Each contributor is identified and navigates according to his/her own interests and questions. Interactions are focused and shared at the same time.
- *Open source:* Knowledge is easily shared, or delimited according to the desired level of publicity.
- *Co-operation:* Each group can share questions and answers, resources and documents; the rationale is transversal and collaborative and not top-down.

The RESPIRE network is inspired by several types of networks and cannot be reduced to one. It serves as a social network in education with strong institutional support. RESPIRE is "a network for professional exchanges in innovation, research, and experiment" (<http://respire-education.fr>) and it helps make accessible an emergent national and professional learning community and knowledge about the main challenges of the French education system.

Source: France Notes, <http://www.aesd.org/ednet/implementationandchange.htm>

SCHOOLING REDESIGNED: TOWARDS INNOVATIVE LEARNING SYSTEMS © OECD 2015

(Schooling redesigned towards innovative learning systems, 2015)

Discussion

The introduction of a new textbook policy in Vietnam signifies a substantial shift in the approach to educational resources and has profound implications for the management of state budgets. By engaging non-state publishers, Vietnam can significantly mitigate the financial output of the state while simultaneously fostering a competitive environment that drives down production costs. The reduction of costs associated with textbook production allows the state to reallocate resources toward other essential areas of education, such as curriculum development and teacher training (World Development Report 2018: Learning to Realize Education's Promise, 2018). It highlighted the need of budget management, facilitating the schools with resources, enhancement of such environment that promotes learning aptitude and motivation in students and training programs for teachers to enhance their existing capabilities and teaching practices.

The textbook policy governing the publication of new textbooks has led to tangible improvements in educational resources. By encouraging competition among publishers, this reform creates an environment that prioritizes quality. Publishers are now more attuned to stakeholder needs and can develop products that genuinely resonate with the educational community. The learning practices and experiences play a significant role in highlighting the weaknesses of the educational system, as the learning crisis are the representation of the poor learning results, the learning crisis is the representation of its immediate causes and deeper systemic reasons (World Development Report 2018: Learning to Realize Education's Promise, 2018). The learning crisis has shown that students have been not prepared to learn, lack of motivation and learning skills in teachers to achieve effective teaching skills and outcomes in students, the efforts or learning practices of teachers are not observed to be result-oriented and significantly affecting learning capacities of students and issue of poor management and governance significantly affects schooling quality and practices. To resolve the crisis of the learning behaviours, which significantly effects the growth and progress of the educational system, students should be given access to learning to make it an important goal to have the motivation and future horizons, working on the root causes and issues of students to make them consider school work as a process of learning and have such innovative system that promotes learning practices (*World Development Report 2018: Learning to Realize Education's Promise*, 2018). It highlighted that it is the need of hour to have such practices and reformative strategies that provide learning skills to students and motivate or encourage them to consider education as a source of learning new skills, comprehending the lessons and an environment that assist them to socialize and improve their adaptation to the environment of learning, achievement and goal-oriented.

For consumers, this policy change enhances the quality and availability of educational resources. With a wider selection of textbooks, families can choose materials that align better with their children's individual learning needs. The transformation in quality is reflected in the updated content and designs of textbooks, which are increasingly user-friendly and aligned with contemporary pedagogical methods. The competitive landscape fosters innovation in design and functionality, thereby improving the overall teaching and learning experience.

Reducing the financial burden through this policy allows the government to concentrate on broader educational reforms. The positive feedback from educators regarding the new opportunities for innovation illustrates how budgetary relief contributes to improved teaching strategies. As resources for diverse educational activities increase, educators can explore new

approaches that foster engagement and enhance learning outcomes. The reallocation of funds supports robust investments in new technologies and methodologies, ultimately leading to an enriched learning environment.

Furthermore, the implementation of education policies often faces challenges at the classroom level. Studies show that while policy texts may emphasize higher-order thinking skills and creative thinking, the actual content of textbooks often prioritizes lower-order thinking skills, such as memorization and comprehension (Smare & Elfatihi, 2022). This difference suggests that there is a gap between policy intent and classroom instructional practice, which can hinder the development of critical thinking and problem-solving skills in students. Basic theory can help shed light on these dynamics by analyzing how teachers interpret and apply textbook content to their teaching activities, as well as how students interact with these materials (Opoku-Amankwa, 2010)

By focusing on the real-world experiences of teachers and students, researchers can uncover the complexities of educational implementation and identify areas for improvement. This approach not only highlights the challenges of adapting educational policies to classroom realities but also provides a roadmap for developing more effective and context-appropriate educational strategies.

To address the regional growth and to sustain the magnificent level of economic development that has been scored since the introduction of Đổi Mới policies and strategies. It is a matter of futuristic plans, strategies, and policies to have continuous policies and efforts rigorously towards English language education to increase the pace of English language proficiency required for the graduates of a country to proficiently engage, communicate and represent the name of country through their progress to play role in multilingual and globalized world through the experience or outcome of regionalization, internationalization and magnificent globalization in Vietnam (Ngo & Tran, 2023). Through such marvellous and time-taking hard work and efforts such changes and practices are the need of the hour to have an improvement in the development structures of the country that need to be updated and reformatted through continuous growth and development. Such reformative techniques, skills enhancement, and learning approaches are required to enrich the employment capabilities of the Vietnamese youth (Ngo & Tran, 2023). It is significant to comprehend that the futuristic approach of English language and teaching should be shaped and structured as a soft skill to have an innovative and holistic approach to have practical strategies and policies of reformative strategies at the institutional, national, subject levels and curriculum enhancement with the need of addressing the continuous process of growth. It represented that there is an immense need to focus on textbook policies, strategies, and formative structures should be the focus of the educational institutions and government to shape the progress narrative of the country at the regional and global level. To understand and practice the demand of the English language at the national and global level have significantly increased since Vietnam become part of World Trade Organization in the year 2007, which is commonly known as ‘a key to regional and global participation’ (Ngo & Tran, 2023). It highlighted that Đổi Mới structural policies have impressively contributed the participation of Vietnam in international and regional organizations like Association of Southeast Asian Nations (1995), the Asia-Pacific Economic Cooperation forum (1998), the US-Vietnam Bilateral Trade Agreement (2001) and Free Trade Area (AFTA), which significantly contributed impressively to the role of country’s development and integrational towards the global economy and position among the comity of nations that significantly increased the requirement for the English language (Ngo & Tran, 2023). It represented that addressing the national growth concerns and policies

implementation significantly impacts the global image of the country and address its growth prospects in an impressive manner.

Thus, the research has stressed that in the year 2022, Vietnam's population scored approximately 100 million (General Statistics Office of Vietnam), marking it as the 15th most populated country in the country, which influences its educational, economic, social, and cultural strategies have a dynamic effect on the regional growth and development. Therefore, to manage it political and cultural perspectives significantly impact the structural changes and reforms in the educational system, pedagogical practices in the educational institutions, and leadership practices (Ho & Dimmock, 2023). The number of educational institutions has been expanded in 2020-2021 comprises 26,000 schools (General Statistics Office of Vietnam). It represented that over time, the country has progressed significantly in the educational sector to improve the prospects of future economic, social, and cultural development in the coming years. The educational system of Vietnam is a source of inspiration keeping in view its current achievements in international student assessments like the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) (Ho & Dimmock, 2023). It stressed that over the country, Vietnam has achieved several milestones than other countries that are same in income parameters that asserts that constant hard work and marvelous is the key to success. In highlight of the foundational focus on infrastructure, it is significantly based on the VISION for technological improvement and integration in the educational system to meet the requirements of the country progressively through the implementation of Vietnam's economic and social progress (Nguyen et al., 2024). Such prospective vision addresses the brief aims has a deep analysis of technological implementation proficiency and ensures the milestones that are relevant to digital transformation steps and policies of the country towards a successful future. It highlighted the need of continuous transformative strategies, social and economic progress parameters evaluation, and implementing of need-based policies and strategies that address the weaknesses of the specific area of the education system, curriculum improvement and textbook formation policies.

Conclusion

Thus, the reformative practices of the textbook policies improvement and enhancement structures have stressed to focus on diversified educational systems, curriculum 2018 development according to the needs of the educational structures and improvements. The implementation of the General Education Curriculum 2018 and the accompanying transformations and innovations in Vietnam's textbook policy marks a significant advancement in the educational framework of the country. Through transitioning phase from a unified set of textbooks to a diversified system that invites contributions from various publishers, the new policy reflects a modern approach to education that is learner-centered and adaptable to local needs. The insights gained from this study provide a valuable roadmap for policymakers, educators, researchers, educational institutions and stakeholders to navigate the complexities of the education system and continue to improve the quality and effectiveness of education in Vietnam. Through further research and collaboration, the journey towards a comprehensive and responsive educational landscape can be effectively achieved. The present practices are required to ensure that the needs of learners and educators alike are met in an evolving educational context to evolve with the needs and practices of the educational systems that are encouraged at the regional and global level to have advanced learning practices. It is a matter of regional and global progressive strategies that are significantly dependent on the educational policies as educational policies, strategies and reforms shapes the

economic and social paradigm of the country that have its impact for the coming centuries and on future generation.

Disclosure Statement

No potential conflict of interest has been reported by the authors.

Ethical Considerations

This study has been conducted according to ethical standards set by the Ministry of Education and Training, which provided approval for the research. Participants have been fully informed about the study's purpose, methodology, and the recording of interviews before their involvement. They received direct invitations to participate and made aware of their right to decline participation at any stage without any negative consequences. The anonymity and confidentiality of all participants have been strictly maintained to ensure their privacy and build trust throughout the research process.

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