

## CONSTITUTIONS OF VIETNAM: THE POLITICAL AND LEGAL GUARANTEE FOR THE DEVELOPMENT OF NATIONAL EDUCATION

### *CONSTITUIÇÕES DO VIETNÃ: A GARANTIA POLÍTICA E LEGAL PARA O DESENVOLVIMENTO DA EDUCAÇÃO NACIONAL*

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**ABSTRACT:** Education is a form of social consciousness which is born, exists and developed based on, as well as decided by, social consciousness. One of the important criteria for assessing the development of a country is its education and how education it is institutionalized into law. The legal thought of our country began with the first Constitution in 1946, followed by constitutional amendments (in 1959, 1980, 1992 and 2013) before coming up with the current and perfected Constitution. Studying the content of education in Constitutions of Vietnam means clarifying the Communist Party of Vietnam's view of education as the top national policy for the development of the country, as well as its determination of political and legal guarantee for the development of national education.

**KEYWORDS:** Constitution. Vietnam. Education.

**RESUMO:** A educação é uma forma de consciência social que nasce, existe e se desenvolve, e é decidida, com base na consciência social. Um dos critérios importantes para avaliar o desenvolvimento de um país é sua educação e como a educação é institucionalizada em lei. O pensamento jurídico de nosso país começou com a primeira Constituição em 1946, seguida de emendas constitucionais (em 1959, 1980, 1992 e 2013) antes de chegar à atual e aperfeiçoada Constituição. Estudar o conteúdo da educação nas Constituições do Vietnã significa esclarecer a visão do Partido Comunista do Vietnã sobre a educação como a principal política nacional para o desenvolvimento do país, bem como sua determinação de garantia política e legal para o desenvolvimento da educação nacional.

**PALAVRAS-CHAVE:** Constituição. Vietnã. Educação.

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**RESUMEN:** *Education is a form of social consciousness which is born, exists and developed based on, as well as decided by, social consciousness. One of the important criteria for assessing the development of a country is its education and how education it is institutionalized into law. The legal thought of our country began with the first Constitution in 1946, followed by constitutional amendments (in 1959, 1980, 1992 and 2013) before coming up with the current and perfected Constitution. Studying the content of education in Constitutions of Vietnam means clarifying the Communist Party of Vietnam's view of education as the top national policy for the development of the country, as well as its determination of political and legal guarantee for the development of national education.*

**PALABRAS CLAVE:** *Constitución. Vietnam. Educación.*

## Introduction

Constitution is the body of fundamental laws of the State. The Constitutions of the State of Vietnam all refer to the issue of education. Vietnam's Constitutions are crafted in different historical periods, where the requirements and strategic missions of the Vietnamese revolution are also different. However, developing the national education and ensuring the right to study and acquire knowledge towards comprehensive personal development are all affirmed in the Constitutions. They reflect the views and policies of the CPV and the State; and act as the basis of political and legal guarantee for the development of national education, thus contribute to developing the internal strength of the country. Therefore, studying the content of education mentioned in the Constitutions of Vietnam is significant in terms of both theory and practice.

## Methodology

Constitutions of the Socialist Republic of Vietnam, documents presenting the CPV's views and guidelines on education, monographic studies on the development of Vietnam's national education, as well as historical data are collected and processed through official information channels.

Historical and logical methods are combined with other interdisciplinary methods for social sciences research, such as analysis, synthesis, systematization, comparison and contrast, etc.

## **Results and discussion**

### **General theoretical basis**

The concept of "education" (French: "éducation", Italian: "educazione"), as defined by Oxford Dictionary, is "A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills" (OXFORD ADVANCED LEARNER'S DICTIONARY, 2005). Thus, in essence, education is the transmission and acquisition of knowledge. Vietnamese Dictionary defines education as "an activity that systematically affects the mental and physical development of a subject and enables it to gradually acquire the qualities and capacities as required" (INSTITUTE OF LINGUISTICS, 2003). Vietnam Encyclopedia defines education as "a process of training people with purpose in order to prepare them for participation in social life and productive labor and is realized by organizing the transmission and acquisition of historical and social experiences of mankind" (NATIONAL COUNCIL FOR THE COMPILATION OF VIETNAM ENCYCLOPEDIA, 2002, p. 120).

From the definitions above, the concept of education can be generalized as a special phenomenon found only in human society, an activity of transmitting and perceiving historical and social experiences of successive generations to prepare for the participation in productive labor and social life. Education was formed at a very early stage and is constantly evolving along with the development of human society. But, like all other processes, the development of education also goes through many stages with different ups and downs.

When it comes to the development of education, President Ho Chi Minh had simple but eloquent sayings that contain profound and practical philosophies. One of the prominent and pervasive thoughts as well as his desire is "for people to be educated" (HO CHI MINH, 2011a, p. 528), "everyone has the opportunity to study" (HO CHI MINH, 2011a, p. 311). In his opinion: "An ignorant people is a weak one" (HO CHI MINH, 2011b, p. 7). The shortest way out of being inferior and underdeveloped is education. Well aware of the nature of colonial education, Ho Chi Minh straightforwardly criticized the education that trains henchmen and servants for the French colonialists. He said: "It is a corrupt and deceitful education, as it makes Vietnamese people weak, coward and lost". Therefore, Ho Chi Minh advocated that it is necessary to clean up the corrupt influences of colonial and feudal education, including the indifference to the life and struggle of people as well as the rigid and worthless teaching. From which, he determined that teaching and learning must be aimed at serving the Fatherland and the people. He affirmed: "Whether our Vietnam becomes beautiful

or not, whether the Vietnamese nation can step up to the stage of glory to have equal role with the great powers in the world, your study largely contributes to this" (HO CHI MINH, 2011b, p. 35). Thus, he required that the purpose of education must be of the people, by the people and for the people. This is a *humanistic philosophy* with the core ideology that the cause of education must serve the people, must be for the progress and development of the people and carried out by the people. He emphasized that, through education: "Everyone is allowed to develop to their full potential" (HO CHI MINH, 2011b, p. 315). This core philosophy will define the purposes, contents and methods of education, as well as requirements regarding the quality and capability of educators. Through that, we will see his education development philosophies more clearly.

According to Ho Chi Minh, "national independence, reunification of the country and territorial integrity are the prerequisites and premises for oppressed peoples to enjoy human rights; at the same time, the state plays an important role in ensuring human rights for people" (HIEN, 2015, p. 36). After gaining freedom and independence, in order for people to develop to their full potential, they need to be liberated in terms of ideology and from injustice in society and have equality in enjoying the values of education as well as the opportunity to learn. To do so, in his opinion, education must first focus on liberating people from the negative influences of the old ones and creating opportunities for them to free themselves from outdated ideologies. At the same time, education must equip people with progressive thoughts and ideals of the new socialist man. Only then can our nation become civilized and progressive. Human development is the comprehensive development in terms of both physical and mental wellbeing towards the image of new socialist man that has both virtue and talent.

In the process of leading the revolution, the Communist Party of Vietnam has been consistently viewing education as a strategic issue of top priority in every step of the country's development. After the August Revolution in 1945, the Democratic Republic of Vietnam was established while the country had to deal with both inside and outside enemies. Nevertheless, Uncle Ho and the CPV still focused mostly on education. Stemming from the perception that "an ignorant people is a weak one", the Party considers this to be the second most urgent task following defeating foreign invaders. In order to maintain national independence as well as freedom and happiness for people, the urgent task of education is "eliminating ignorance". This work is addressed very specifically in decrees, such as: Decree No. 17 dated 8 September 1945 on eradicating illiteracy; Decree No. 20 dated 8 September 1945 which stipulated that learning the script of national language is compulsory and free of charge; and Decree No. 146 dated 10 August 1945 on the basic principles of the new education. Obviously, very early on,

the State of Vietnam has concretized its views and policies on education into legal issues. This is fully reflected in the Constitutions of Vietnam.

### **Constitutions of Vietnam in 1946, 1959, 1980, 1992 and 2013 as political and legal guarantee for the development of national education**

After the Democratic Republic of Vietnam was established, one of the most critical and urgent tasks of the people's government was holding a free general election and drafting the constitution. On 20 September 1945, President Ho Chi Minh signed Decree No. 34-SL to establish the Constitution Drafting Commission consisting of 7 members: Ho Chi Minh, Vinh Thuy (former Emperor Bao Dai), Dang Thai Mai, Vu Trong Khanh, Le Van Hien, Nguyen Luong Bang, and Dang Xuan Khu (TRUONG CHINH, 2016).

On 2 March 1946, in the first session of the 1<sup>st</sup> National Assembly, the Constitution Drafting Committee (Constitution Committee) in charge of drafting the constitution was established with 11 members. On 29 October 1946, 10 more members represented groups, regions and ethnic minorities were added to the Committee to amend the constitution draft, which was then presented to the National Assembly on 2 November 1946 for discussion, adjustment and approval.

The Constitution of 7 chapters and 70 articles was approved by the National Assembly on 9 November 1946 in the 2<sup>nd</sup> session, with 240 out of 242 votes in favor of it. The 1946 Constitution - the first constitution of Vietnam stipulates the basic rights of citizens; in which, Article 15 specifies "the right to primary education without paying tuition fees, the right for ethnic minorities to study their own languages in the localities and for poor students to be helped by the Government; private schools are free to be established but must teach in accordance with the State curriculum" (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, 1946). In the period when the country's fate was hanging by a thread, these are strategic policies to help people escape illiteracy and remarkably improve their intellectual level as well as their spirit, thus contribute to defeating the invaders. Not stopping here, the Party realized that the assets of a country in general consists of human resources, talent and material resources. Human resources include knowledge and spirit. To make full use of this power, the role of education is very important. Specifically, the Government has defined the goal of education as "Respect human dignity, cultivate character and develop talents", and affirmed the basic nature of education as "national, scientific, universal, on the principle of serving the national and democratic ideal". To build a new education revolving around patriotism to train people who will directly serve in the resistance

war against the French invasion, a force must be prepared for the national construction once the war ends. This is considered the first step in the cause of training resources for our country in the stage of reclaiming independence and moving towards democracy-based socialism. With the goal of educating and training young generations to be loyal to the Fatherland, the motto of education is practice makes perfect and theory goes hand in hand with practice. The education reform in 1950 once again reaffirmed the national, scientific and popular characters of education in training the "future working citizens" for the country.

In 1950, the Party's Central Committee and the Government decided to carry out an education reform. This reform dictated the implementation of nine-year education and a new curriculum. This period also marked the establishment of the Vietnam Education Union (July 1951). During the nine-year resistance war against the French, the cause of education from primary to secondary and tertiary level was not only maintained and constantly developed, but also had qualitative changes. Schools from general education to higher education all teach in Vietnamese. Despite still having limitations, the education reform from 1950 to 1954 fundamentally changed the old colonial education and built the foundation for a new, national, scientific and universal education.

After years of developing education in peace, illiteracy had been eradicated throughout the Northern region. Also, during this period, the "Two Goods" emolument movement grew widely with typical models such as Bac Ly Secondary School (Ha Nam), Cam Binh Primary School (HA TINH, 2016), or education movement of Ngo Luong Commune (HA DONG; HANOI, 2018). The system of schools for continuing education of workers and farmers was also strongly expanded. In the North, everyday, millions of students and teachers wore straw hats and overcame many difficulties to go to school. A series of new vocational schools were established at both central and local levels. The network of universities as well as their training scale were constantly expanded.

The 1946 Constitution had fulfilled its duties, but compared to the new revolutionary situation and tasks, it needed to be supplemented and changed. Thus, in the 6<sup>th</sup> session, the 1<sup>st</sup> National Assembly of the Democratic Republic of Vietnam decided to amend the 1946 Constitution and established the Amended Constitution Drafting Committee. After the first draft was finished, in July 1958, it was presented for discussion among mid- and senior-level cadres of military agencies, people's institutions, the Government and the Party. After this discussion, the draft was revised, and on 1 April 1959, it was released to the public for discussion and constructive comments. This discussion lasted 4 months with the lively and active participation of the working class. On 31 December 1959, the National Assembly



unanimously approved the amended Constitution and on 1 January 1960, President Ho Chi Minh signed a decree to promulgate the new Constitution. The 1959 Constitution consists of a preamble and 112 articles, divided into 10 chapters. The preamble affirms that Vietnam is a unified country stretching from Lang Son to Ca Mau, and that Vietnamese nation has many precious traditions. It acknowledges the leadership of the Vietnamese Workers' Party (now the Communist Party of Vietnam) and identifies the nature of the State as a people's democratic state built on the alliance of workers and farmers and led by the working class.

The Constitution was developed in accordance with the model of the first socialist constitution of Vietnam. To serve the struggle for national liberation in the midst of the rising revolution, policies to train people - the revolutionary force - are very important. Education is considered as both right and obligation of citizens: "Citizens of the Democratic Republic of Vietnam have the right to study. The State gradually implements the compulsory education along with develops schools and cultural agencies as well as forms of continuing education, etc." (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, CONSTITUTION OF VIETNAM, 1959). In addition, the Party and the State also pay attention to the youth - the future pillars of the country: "The State pays special attention to educating young people in terms of morality, knowledge and physique" (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, CONSTITUTION OF VIETNAM, 1959). In the context of new, tough and drastic revolutionary developments, the education reform in 1956 further emphasized the crucial role of education in our country. These factors helped to create outstanding people and cadres who have contributed to the liberation of the South and the reunification of the country.

In the process of national construction after reclaiming independence, the "national, scientific and universal" education of Vietnam started with eliminating ignorance and eradicating illiteracy, then universalizing education towards the goal of comprehensive education of virtue, intelligence, physique and aesthetics (HAC, 2011) with the principles of "practice makes perfect, education in association with productive labor, schools go hand in hand with society and family" (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, 1980). The duties of the national education were also determined: "The cause of education is under the uniform management of the State" (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, 1980). In order to perform well right from this period, the idea of continuing education and the role of non-formal education have been emphasized. The 1980 Constitution is the constitution of the transition to Socialism across the

country. Although still having many shortcomings, the 1980 Constitution is an important milestone in the constitutional history of our country.

A relatively complete education system was built across the unified country. Throughout this journey, documents of the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Congresses set out the important philosophy of Vietnamese education, and, despite years of extremely fierce resistance war, persistently and continuously built a people's democracy education system, making a positive contribution to the construction and defense of the Fatherland.

After decades of war, our country fell into a state of crisis for 10 consecutive years (1975-1985). Life was very miserable, and education in many places was quite difficult (schools were demolished, teachers quit teaching, students stopped learning). Therefore, at the 6<sup>th</sup> Congress (1986), the Party decided to enter a period of national renovation, starting with the reform of thinking, including educational one. At the 6<sup>th</sup> National Congress in 1986, the Party advocated looking directly at the truth, detecting the mistakes of the Party and the State, expanding socialist democracy, promoting independent and creative thinking of the working class; based on that, having new and proper perceptions of socialism and draw up new policies to build a rich people, a strong country, an equal, democratic and civilized society.

The new development period of our country's education started at the 6<sup>th</sup> National Congress: education is renovated following the socioeconomic renovation initiated and led by the Party. The basic feature of this renovation is the shift from education to serve the planned economy to education under the conditions of the market economy on the basis of ensuring the socialist nature of state education. This is an unprecedented education model which has neither been seen in history nor designed and implemented. This is also the basis for the compilation of the 1992 Constitution - the constitution of Vietnam in its early days of the Renovation, which was proposed in the new context with many important policies and solutions to maintain political stability and continue socioeconomic and educational development.

In the spirit of the Resolution of the 6<sup>th</sup> Congress, the 8<sup>th</sup> National Assembly at the 3<sup>rd</sup> session on 22 December 1988 issued a resolution to amend the preamble of the 1980 Constitution. On 30 June 1989, at the 5<sup>th</sup> session of the 8<sup>th</sup> National Assembly, another Resolution was issued to amend articles 57, 115, 116, 118, 122, 123 and 125 to further determine the right of citizens to stand for election to the National Assembly and the People's Council, and to establish the standing committee of the People's Council in provinces and centrally-run cities as well as in districts and cities under provinces and townships; at the same time to strengthen the operations of People's Council and People's Committee. During



this session, the National Assembly issued a resolution to establish the Constitution Amending Committee for the fundamental and comprehensive amendment of the Constitution to meet requirements of the new socioeconomic situation, especially in the economic sector. The Constitution Amending Committee consisted of 28 members and was chaired by Vo Chi Cong, Chairman of the State. The Committee had many meetings to revise, supplement and approve the draft of the amended Constitution.

In late 1991 and early 1992, the third draft of the Constitution was put to public referendum. On the basis of consolidating the opinions of people as well as of the Politburo and the Central Executive Committee, the 4<sup>th</sup> Constitution draft was completed and submitted to the 11<sup>th</sup> session of the 8<sup>th</sup> National Assembly for consideration. After days of lively discussion with certain amendments and supplements made, on 15 April 1992, the National Assembly agreed to approve the new Constitution. The drafting and promulgation of the 1992 Constitution was a process of democratic discussion and serious distillation of opinions from citizens of all social classes regarding both general and specific issues. This Constitution is the constitution of Vietnam in its renovation period and the intellectual product of the entire people, which reflects the will and aspirations of citizens across the country.

The 1992 Constitution consists of a preamble and 147 articles, divided into 12 chapters. The preamble of the 1992 Constitution is, in essence, the same as that of the previous constitutions, which recognizes the achievements of Vietnamese revolution and defines tasks in the new revolutionary period. The preamble also identifies the basic issues which will be provided by the Constitution.

The 1992 Constitution affirmed the guiding viewpoints of the Party on education. The Party asserted that "Education and training are considered top national policies" (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, 1992). The education policy of Vietnam has always consistently reflected the view and idea of liberating people and creating conditions for each individual to actively be the master of themselves as well as of society by their own capabilities and intelligence. Clearly defining the purpose of education in the Constitution will create the basis for well implementing the all-for-people goal. In order to more comprehensively and profoundly institutionalize the view of the Party and the State on education, the focus is on upholding popular sovereignty, promoting socialist democracy and ensuring all state power belongs to the people.

Based on the 1991 Credo of national construction in the transition to socialism by the Communist Party of Vietnam, together with the review of 25 years of practically and comprehensively reforming the country, it is required to amend and supplement to the 1992

Constitution in order to more comprehensively and profoundly institutionalize the view of the Party and the State on upholding popular sovereignty, promoting socialist democracy and ensuring all state power belongs to the people.

On 6 August 2011, at the 1<sup>st</sup> session of the 13<sup>th</sup> National Assembly, Resolution No. 06/2011/QH13 was approved to establish a committee for amendment of the 1992 Constitution, consisting of 30 members led by Chairman of the National Assembly - Nguyen Sinh Hung. After 9 months (from January to September 2013) of collecting comments from people nationwide as well as from overseas Vietnamese, on 28 November 2013, at the 6<sup>th</sup> session of the 13<sup>th</sup> National Assembly, the 2013 Constitution of the Socialist Republic of Vietnam was adopted. On 8 December 2013, the President signed the Order to promulgate the Constitution. The 2013 Constitution took effect from 1 January 2014. This is the constitution of a comprehensive renovation period to meet the requirements of country building, protection and development as well as international integration in the new era; at the same time, it marks a new development in the constitutional history of Vietnam.

The 2013 Constitution consists of a preamble and 11 chapters with 120 articles. Compared to the 1992 Constitution, the 2013 Constitution is 1 chapter and 27 articles less; 12 new articles are added; 7 remain unchanged, and the remaining 101 articles are amended and supplemented. This Constitution represents the period of continuing to renovate the country for the cause of homeland construction and protection as well as international integration in many fields, including education. Among the key provisions of the 2013 Constitution are those concerning education and training, which are reflected in the following statement: "Citizens have the right and obligation to study" (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, 2013). Education development is the top national policy to improve people's intelligence, develop human resources and foster talents. The State prioritizes investment and attracts other sources of investment for education and takes care of early childhood education. To ensure that primary education is compulsory, the State does not charge tuition fees. Secondary education is gradually made universal, while higher education and vocational education are developed, with reasonable scholarship and tuition fee policies. The State prioritizes the development of education in mountainous areas, islands, ethnic minority areas and areas with particularly difficult socioeconomic conditions, as well as the use and development of talented people; conditions are created for people with disability and the poor to study (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, 2013).

These regulations have reflected the viewpoint and guideline of the Party and the State as well as the people's will for fundamental and comprehensive renovation of education. This is the constitutional foundation, the political and legal guarantee for the development of national education. Education is a socially practical activity that plays a role in promoting and increasing national endogenous capacity. National endogenous capacity is expressed through the productive power of society and is assessed through the quality of the labor resources, both physically and mentally. When people are properly educated, they have the conditions to comprehensively develop in terms of physique, intelligence and competence, and thus become an important factor of the productive force.

The fact that the 2013 Constitution continues to emphasize learning as both the right and obligation of citizens has affirmed the great role of education in social life, where all citizens regardless of ethnicity, religion, belief, gender, family background, social status and economic circumstances have the right to attend school and are equal in terms of learning opportunities. The State promotes social equality in education and creates conditions for everyone to study.

To implement the above provisions, the State needs to develop a lifelong learning strategy where everyone has the opportunity to study; types of learning for each type of subjects are developed and closely managed according to uniform standards corresponding to level of education. The education is renovated towards developing learners' competency and personality and building a practical and modern education.

### **Political and legal breakthroughs for the development of national education, reflected in Constitutions of Vietnam**

The study of the 1946, 1959, 1980, 1992 and 2013 Constitutions of Vietnam proves the progresses in ensuring political and legal aspects for the development of national education.

In the 1946 Constitution, Article 15 said: "private schools can be established freely and must teach in accordance with the State curriculum". Article 41 of the 1980 Constitution said: "the cause of education is under the uniform management of the State". Thus, the pre-1992 Constitutions did not specify the state's education policy. However, in the 1992 and 2013 Constitutions, education policies have been recognized in a specific and thorough manner regarding issues that need to be managed uniformly, such as objectives, curricula, contents, plans, teacher standards, exam regulations, degrees and qualifications, etc. These issues have been concretized in the 2005 Education Law and other legal documents.

The importance of education is determined in the provisions of the Constitution. Education is the activity that forms citizen's personality and trains skilled, dynamic and creative workers, which serve as the premises for economic and social development of the country. Education also aims at training human resources for the country. A large population with abundant human resources is a strength of our country. However, to best promote this strength, it is important to train human resources - new workers who have not only good health but also knowledge and ethics, because there is no investment with greater benefits than investment in human resources, especially in education.

Education development is affirmed by the Constitution as the top national policy with the aim of "improving people's intelligence, develop human resources and fostering talents". Its purpose is first and foremost to improve people's level of awareness and intellectual capacity, including academic, technical and scientific levels. The level of people's intelligence includes not only their awareness, but also the spirit of the nation, the mental strength and the passionate patriotism of Vietnamese people with thousands of years of civilization. Improving people's intelligence is the first purpose of Vietnamese education, because educational background is the root of culture. In the spirit of the 11<sup>th</sup> Congress with the task of "Fundamentally and comprehensively renovate the national education", education must meet the following basic requirements: Overcome the recent patchwork renovation of education; Implement one of the strategic breakthroughs, which is quickly develop human resources, especially high-quality ones; Develop in line with the requirement for transformation of growth model and restructure of the economy; Meet the requirement of associating quick development to sustainable development; Renovate towards standardization, modernization, socialization, democratization and international integration (TIEN, 2011). Along with that, many legal documents on people's education were promulgated, notably the 1991 Law on Universal Primary Education, Resolution No. 41 of the National Assembly on universal lower secondary education in 2010, the 2005 Education Law, etc.

Today, the leading factor demonstrating a country's power and strength is intelligence. Countries around the world understand that education is an important lever for economic and social development. For third world countries to get out of the new economic and technological slavery, human development strategy is the only way. General Secretary Do Muoi once said:

*Humans are the most valuable resource and the most noble goal. All is done by people and for people's happiness; in which, intelligence is the greatest resource of the nation. Therefore, training human resources, fostering and*

*employing talents are matters of strategic importance and factors that decide the future of our country.*

In other words, education and training play a vital role for every country. The State and the Party pay attention to “the development of education in mountainous areas, islands, ethnic minority areas and areas with particularly difficult socioeconomic conditions; prioritizing the use and development of talented people; creating conditions for people with disability and the poor to study” (NATIONAL ASSEMBLY OF THE SOCIALIST REPUBLIC OF VIETNAM, 2013).

People armed with modern knowledge will become the basic driving force of socioeconomic development. Therefore, education and training play a big role for each country; and education development must precede economic development. The view of education as the top national policy is reflected in Article 35 of the 1992 Constitution: "education and training are the top national policies". The 2001 amendment of the 1992 Constitution in 2001 said that: “Education development is the top national policy”; and Article 61 of the 2013 Constitution also said: "Education development is the top national policy to improve people's intelligence, develop human resources and foster talents". All these changes and additions have great significance for our country development, which clearly reflect the policies and views of the Party on "cultivating people" for the industrialization and modernization of the country in accordance with the new trends. At the 10<sup>th</sup> National Congress (2006), the direction for renovation of education was affirmed: "Gradually transform the current educational model to an open one towards a learning society with lifelong learning system, continuous training and connection between levels of education and disciplines; build and develop a lifelong learning system for everyone, etc." By the 11<sup>th</sup> Congress (2011), the development direction of education was clearly stated as follows: "Fundamentally and comprehensively renovate education and training according to the development needs of society".

The progress and effectiveness of education leads to recognizing, evaluating and identifying a breakthrough to “liberate creative capacity” of education in the future, thus contributing to create labor resources for society that commensurate with modern development requirements. It is necessary to consider education policy in Constitutions from a systematic perspective.

Developing the education system in a balanced way is a reasonable and strategic policy, especially in the current period. The Party has timely, proactively and flexibly

integrated this to the 1992 Constitution and later the 2013 Constitution, along with other regulatory documents.

To build and develop the country, first of all, education - the source of all strengths - must be developed. To well accomplish this goal, the important task now is to organize the implementation of the Constitution, ensuring that each constitutional provision in general and the educational institution in particular come into life. Based on the Constitution, it is necessary to develop a strategy for reforming and developing education in a comprehensive and systematic way. At the same time, it is also required to effectively implement education policy in practice; strictly handle breaches of law in the field of education; build a healthy pedagogical environment; and step by step help Vietnamese education to keep pace with the development of region and the world.

## Conclusion

In the cause of national construction and defense, the human factor needs to be further promoted in order to realize the goal of "rich people, strong country, equitable, democratic and civilized society".

In the current trend of knowledge economy development and international integration, more than ever, the Party and the State are paying great attention to building and promoting the nation's intellectual resources, identifying national intelligence and qualities as the solid foundation for high-speed and sustainable development. In the Resolution of the 8<sup>th</sup> Plenum of the 11<sup>th</sup> Party Central Committee "On fundamental and comprehensive renovation of education and training to meet requirements of industrialization and modernization in the context of socialist-oriented market economy and international integration", the Communist Party of Vietnam determined education and training as top national policies and the cause of the Party, the State and the entire people. Investment in education and training means investing in development and is given priority in socioeconomic development programs and plans. The 11<sup>th</sup> Congress of the Communist Party of Vietnam continued to affirm: "Developing and improving high quality human resources are among the decisive factors for the country's rapid and sustainable development" (COMMUNIST PARTY OF VIETNAM, 2011, p. 41). The 13<sup>th</sup> Party Congress continued to affirm the important position and role of education and training, requiring to "synchronously develop institutions and policies to effectively turn education and training, together with science and technology into the top



national policies and the key driving forces for the country's development” (COMMUNIST PARTY OF VIETNAM, 2021, p. 136).

Thus, to meet the socioeconomic development and international integration requirements of the country, a standardized, modernized, socialized, democratized and internationally integrated education must be in place. These requirements are reflected very clearly in the education development strategy of the country through the Constitutions. The contents of education mentioned in the Constitutions provide the political and legal guarantee to develop the national education. Later Constitutions further reflect appropriate and quality contents, creating motivation for strengthening endogenous capacity in science and technology as well as knowledge labor to adapt to the current development. It is required to propagate and disseminate the contents of Constitutions for people to be aware of and understand. Institutionalizing basic contents of the Constitutions by legal documents to create foundation for full and proper implementation is a requirement of the cause of education development in Vietnam today.

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