

**THE CHANGES IN EDUCATION POLICY IN THE CONTEXT OF EDUCATIONAL INNOVATION IN VIETNAM**

**AS MUDANÇAS NA POLÍTICA DE EDUCAÇÃO NO CONTEXTO DA INOVAÇÃO EDUCACIONAL NO VIETNÃ**

**LOS CAMBIOS EN LA POLÍTICA EDUCATIVA EN EL CONTEXTO DE LA INNOVACIÓN EDUCATIVA EN VIETNAM**

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**ABSTRACT:** The context of educational innovation is showing the need to change education policy. It is an urgent need of the country and also a fundamental solution to comprehensively reform education. Past years of practice show that education policy has not met new education requirements in Vietnam. Studying the educational policies issued in the past as well as the present of the education system, shortcomings can be found. Based on past and present educational policy documents, the assessment of current education policies, the urgent requirements of education reform, and the impact of the world and domestic situation, this study points out the need for political reform on educational policy, thereby recommending necessary solutions to continue innovating education policies in the future, contributing to the development of the education system, meeting the requirements outlined in the context of comprehensive innovation of education in Vietnam.

**KEYWORDS:** Education policy. Educational innovation. Changes. Vietnam.

**RESUMO:** O contexto da inovação educacional está mostrando a necessidade de mudar a política educacional. É uma necessidade urgente do país e também uma solução fundamental para reformar a educação de forma abrangente. Os últimos anos de prática mostram que a política educacional não atendeu aos novos requisitos educacionais no Vietnã. Estudando as políticas educacionais emitidas no passado, bem como o presente do sistema educacional, deficiências podem ser encontradas. Com base em documentos de políticas educacionais passadas e presentes, avaliação das políticas educacionais atuais, as necessidades urgentes da reforma educacional e o impacto da situação mundial e doméstica, este estudo aponta a necessidade de reforma política na política educacional, recomendando as soluções necessárias continuar inovando as políticas educacionais, contribuindo para o desenvolvimento do sistema educacional, atendendo aos requisitos delineados no contexto de inovação abrangente da educação no Vietnã.

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**PALAVRAS-CHAVE:** *Política de educação. Inovação educacional. Mudanças. Vietnã.*

**RESUMEN:** *El contexto de la innovación educativa está mostrando la necesidad de cambiar la política educativa. Es una necesidad urgente del país y también una solución fundamental para reformar integralmente la educación. Los últimos años de práctica muestran que la política educativa no ha cumplido con los nuevos requisitos educativos en Vietnam. Estudiando las políticas educativas emitidas tanto en el pasado como en el presente del sistema educativo, se pueden encontrar falencias. Con base en documentos de política educativa pasados y presentes, la evaluación de las políticas educativas actuales, los requisitos urgentes de la reforma educativa y el impacto de la situación mundial y nacional, este estudio señala la necesidad de reformar políticamente la política educativa, recomendando así las soluciones necesarias para continuar innovando las políticas educativas en el futuro, contribuyendo al desarrollo del sistema educativo, cumpliendo con los requisitos descritos en el contexto de la innovación integral de la educación en Vietnam.*

**PALABRAS CLAVE:** *Política educative. Innovación educative. Cambios. Vietnam.*

## Introduction

Since the Innovation (starting from the 6th congress, 1986), especially in the early years of the 21st century, Vietnamese education has many achievements and results, making an important contribution to the country's victory. benefits of the cause of national construction and defense (COMMUNIST PARTY OF VIETNAM, 2013). However, in the process of development, education has revealed weaknesses and inadequacies, including long-lasting social pressing problems that have not met the requirements of industrialization and modernity, internationalization and integration. Education reforms in recent years are not synchronous and patchy; many policies, mechanisms, and solutions on education that were once effective, now become no longer suitable for the new development stage of the country and need to be adjusted and supplemented.

The Communist Party of Vietnam always considers education and training as the top national policy, the cause of the Party, the State, and the entire people. Investment in education is a development investment, given priority in socio-economic development programs and plans. Resolution No. 29-NQ/TW (2013) on a fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration there is the clearly stated the objective: "Create a fundamental and strong change

in the quality and effectiveness of education and training; better meet the construction and defense of the Fatherland and the people's learning needs”.

The work of national construction and defense in the new situation, especially the need to transform the growth model in depth and restructure the economy towards quality, efficiency, and high competitiveness requires Education must meet the diverse learning needs of the people, quickly contributing to the creation of high-quality human resources (VIETNAM, 2018). If there is no fundamental and comprehensive renovation of education and training, human resources will be a factor hindering the development of the country.

Vietnam is in the process of deepening international integration; The rapid development of science and technology, science education, and fierce competition in many fields between countries require education reform (COMMUNIST PARTY OF VIETNAM, 2016). In essence, the competition between countries today is competition for human resources and science and technology. The general trend of the world when entering the 21st century is to conduct strong innovation or education reform.

Faced with this fact, the Resolution of the 13th NATIONAL PARTY CONGRESS (2021) has determined “Fundamentally and comprehensively renewing education in the direction of standardization, modernization, socialization, democratization and international integration” and “Fast development of human resources, especially high-quality human resources, focusing on fundamentally and comprehensively renewing the national education”.

The fundamental and comprehensive reform of education is a very important task. The Central Committee promulgates a Resolution to unify awareness and action; bring into play the wisdom of the whole Party and people, mobilize resources with the coordination of many agencies, departments, and social organizations for the cause of education. For that reason, many educational policies have been issued to educate the people to promote their role, which is the basic driving force for the development of the country.

## **Literature Review**

After the 1946 Constitution was approved by the National Assembly, the nationwide resistance war against the French broke out, however, the fight against ignorance was still conducted in parallel with the war against hunger and foreign invaders. President Ho Chi Minh proposed the motto: “resistance culture, the culture of resistance”. In July 1951, the National Education Congress was convened in the Viet Bac war zone. The Congress determined that the educational motto was to serve the resistance war, mainly on the front

lines, to serve the people, mainly workers, farmers, and soldiers. The movement of cultural complementarity in the context of the country's war continued to develop widely.

In the early 1950s, the Government implemented an education reform program to strengthen and develop the national education system. The Government has directed the Ministry of National Education to issue the following legal documents to regulate the education and training system.

At the end of 1959, due to many changes in the economic, cultural, and social situation of the country, the 1st National Assembly, 11th session, on 31 December 1959, approved the 1959 Constitution to replace the 1946 Constitution. The education policy embodied in the 1959 Constitution is the continuation of the education policy of the 1946 Constitution.

Unlike the 1959 Constitution, the 1980 Constitution defined education as not only a right but also an obligation of citizens. Deeply influenced by the 1977 Soviet Constitution, the 1980 Constitution stipulates that the State implements a free study regime and a policy of granting scholarships, creating favorable conditions for citizens to study. The regulation of the implementation of the tuition-free learning regime was not suitable with the socio-economic conditions of Vietnam in the early 80s of the last century, so the application of the above provisions of the Constitution has created disadvantages in society. Teachers at any level are still a low-income part of society, a series of teachers quit their jobs, the quality of education degraded, good students do not choose pedagogy, good students with excellent careers refused to stay at the school as lecturers. The above limitations have been overcome by more appropriate educational policy provisions in the 1992 Constitution.

Education reform according to Resolution 14 of the Politburo of the Central Committee, the term 4 (January 1979), was implemented until 1987, mainly in general education. Since the 6th National Congress, this educational reform has been adjusted one step by the Party's reform line and implemented in the education and training system. Over the past 10 years, despite many difficulties, the cause of education has made progress and development, but some important aspects have decreased compared to before.

However, compared with the country's development requirements, our education system is still weak. Education reform according to Resolution 14 of the POLITBURO, term IV (1979) has set out several correct policies that need to be inherited. But the resolution raised some too-high goals, some of which were not appropriate. Since the VI Congress (1986), there have been adjustments, however, up to now, the objectives, contents, methods, and scale of education and training have not met the requirements of the renovation cause. The task of fostering talents has not been given due attention (HOANH, 2010).

The 1992 Constitution was born to meet the requirements of the *doi moi* process in Vietnam. The new constitution marks an important milestone in education policy. The 1992 Constitution (amended and supplemented in 2001) defines the goals of education policy. Then continue to be supplemented and perfected in the 2013 constitution. Since then, there have been many changes in Vietnam's education policy up to now.

## Methodology

Study of the documents of the Communist Party of Vietnam and the State of the Socialist Republic of Vietnam, specifically:

Documents on educational policy of the Communist Party of Vietnam and the State of the Socialist Republic of Vietnam from 1945 to 1986 (Pre-Innovation period);

Documents on educational policies of the Communist Party of Vietnam and the State of the Socialist Republic of Vietnam from 1986 to the present (Innovation period).

Research several documents, articles of colleagues, and previous researchers; inherit, selectively, the previous research results.

Using disciplinary and interdisciplinary methods, namely: Logical method, historical method, analytical method, synthesis method, generalization method, abstraction method, etc.

## Results

### *The context of educational innovation*

After 35 years of implementing the *doi moi* policy (Starting from the 6th Congress of the COMMUNIST PARTY OF VIETNAM, 1986), our country's education has achieved many achievements in improving the quality of human resources, promoting human factors to promote the development of the country. However, besides the achievements, the quality and effectiveness of education and training are still low compared to the requirements of higher education and vocational education; education-training system lacks connection between levels and between modes of education-training, still heavy on theory, light on practice; training is not linked with scientific research, production, business and the needs of the labor market; not paying due attention to ethics education, lifestyle and working skills; educational methods, examination, evaluation and assessment of learning results are still outdated; management of education and training still has many weaknesses; teachers and educational administrators are inadequate in terms of quality, quantity, and structure; a part has not kept

up with the requirements of educational innovation and development, lacks enthusiasm, even violates professional ethics (COMMUNIST PARTY OF VIETNAM, 2013).

Resolution No. 29-NQ/TW (2013) of the Communist Party of Vietnam has set forth the guiding views, goals, tasks, and solutions to orient the development of education in the new period. A comprehensive and synchronous solution system is proposed (COMMUNIST PARTY OF VIETNAM, 2013), including:

Strengthening the leadership of the Party, the management of the State over education and training reform;

Continue to strongly and synchronously renovate the basic elements of education and training in the direction of developing the quality and capacity of learners;

To fundamentally renew the form and method of examination and assessment, to evaluate the results of education and training, to ensure honesty and objectivity;

Completing the national education system according to an open education system, lifelong learning, and building a learning society;

To fundamentally renovate the management of education and training, to ensure democracy and unity, to increase the autonomy and social responsibility of education and training institutions; attach importance to quality management;

Developing a contingent of teachers and administrators, meeting the requirements of education and training reform;

Renovate financial policies and mechanisms, mobilize the participation and contributions of the whole society, improve investment efficiency for the development of education and training;

Improve the quality and efficiency of research and application of science and technology, especially educational science and management science;

Actively integrate and improve the efficiency of international cooperation in education and training.

The above contents are major orientations and are being actively implemented by all levels and sectors to create fundamental and comprehensive changes in Vietnamese education today.

### ***The changes in Vietnam's education policy***

The 1992 Constitution was born to meet the requirements of the *doi moi* process in Vietnam. The new constitution marks an important milestone in education policy.

After the 1992 Constitution was promulgated, the IX National Assembly, the first session (from 20 September 1992, to 8 October 1992) approved the organization of the Government apparatus in the direction of making the state more compact, so the Ministry of Education and the Ministry of Universities and Professional Secondary Schools were merged into the Ministry of Education and Training. During the 1992-1997 period, implementing the Fourth Resolution of the 7th Party Central Committee on culture, education, and training, the Government decided to establish two centers for undergraduate and postgraduate training in major national universities, Hanoi National University and Ho Chi Minh City National University, several private and open universities; established the National Center for Social Sciences and Humanities, the National Center for Natural Science and Technology, upgraded some high schools into colleges, and built three high-quality high schools in Ha Noi, Hue, Ho Chi Minh City. The rearrangement of the system of universities and colleges and the establishment of new private, semi-public and open universities and colleges has affirmed the policy of educational innovation, realizing the goal of diversifying forms of learning, creating conditions for everyone to have lifelong learning in many different forms.

Implementing the Resolution of the Second Conference of the 8th Party Central Committee (1998) on strategic orientations for the development of education and training in the period of industrialization and modernization, the Government issued many documents aimed at improving the quality of education, training, and taking care of the lives of staff engaged in the education, support, and encouragement of poor students to overcome difficulties and study well. That is the Prime Minister's Decision dated 17 November 1997, on preferential allowances for teachers who are directly teaching in public schools; Decision of the Prime Minister dated 23 December 1997, on scholarships and social allowances for pupils and students of public training schools; Decision of 14 January, 1998, of the Prime Minister on the establishment.

Continuing to innovate on education policy, the 2001 constitution defines the goal of education policy as:

The State and society develop education to improve people's knowledge, train human resources and foster talents. The goal of education is to form and foster the personality, qualities, and capabilities of citizens; to train skilled, dynamic, and creative workers who have national pride, morality, and the will to rise to contribute to making the people rich, the country strong, meeting the requirements of the construction and defense of the Fatherland (CONSTITUTION OF THE SOCIALIST REPUBLIC OF VIETNAM, 2001).

Entering the 21st century, Vietnam is facing new opportunities and challenges. Since the beginning of 2007, Vietnam has become a member of the World Trade Organization (WTO), the process of international integration and globalization is happening widely. Vietnam's education policy in that context must aim to create fundamental changes so as not to lag behind other countries in the world and the region. To achieve the above goal, education policy must meet the basic requirements that the 10th National Party Congress Document (2006) that pointed out:

Innovating educational thinking in a consistent manner, from objectives, programs, contents, methods to structure and organize the system, and management mechanism to create a fundamental and comprehensive transformation of education, access to regional and international education levels; overcome patchwork innovation, lack of overall vision, lack of synchronous plan;

Striving to build a modern education of the people, by the people and for the people, ensuring equality of learning opportunities for everyone, creating conditions for the whole society to study and learn for life, meeting the requirements of the industrialization and modernization of the country;

The priority is to improve the quality of teaching and learning. Renovate the curriculum, content, teaching, and learning methods, improve the quality of teachers and strengthen the school's facilities, promote the creativity and independent thinking of students.

Paying attention to fostering students that have a strong desire to build a rich and strong country, attaching themselves to the future of the community and nation, cultivating students' bravery, quality and lifestyle of the modern Vietnamese young generation;

Implement the system of objective and honest accreditation of education and training quality;

Completing and stabilizing the national education system in the long term; focusing on streamlining training after lower secondary school; ensuring communication between training levels. To renovate higher education fundamentally and comprehensively, creating a drastic change in training quality. To promote the construction of several Vietnamese universities of international level, to train talents for the country;

Expand the scale of vocational training and professional secondary schools, ensuring a faster growth rate than university and college training. The scale of enrollment for long-term vocational training increases by 17%/year and professional secondary schools by 15%/year;

Widely develop and improve the quality of community education centers;

Actively deploying forms of distance education;



Promote the socialization of education and training, review and rearrange the network of universities, colleges, professional and vocational schools;

Renovate the management mechanism, improve the quality of public schools; supplement preferential policies to develop non-public schools and community education centers. There is a specific roadmap for the transformation of several public education and training institutions into people-founded and private ones; remove the part-time system. Encourage the establishment and development of new non-public universities, colleges, professional and vocational schools, including foreign-invested schools;

Modifying the tuition fee regime in parallel with renovating the financial mechanism in education and training to fully determine teaching and learning costs, reasonably sharing payment responsibilities among the state, society, and learners. Exemption and reduction of tuition fees and granting scholarships to poor students, policy students, and excellent students;

Prioritize investment in education and training development in remote, isolated and ethnic minority areas;

Continue to complete the school system, physical and technical facilities at all levels, open more boarding and day-boarding schools and adopt policies to ensure enough teachers for disadvantaged areas such as ethnic minorities, highland, deep-lying, remote areas, border areas, islands... To strive to bring education and training development indicators in the Mekong Delta up to the same level as the national average;

Renovate and improve state management capacity in education and training. The State properly performs the function of orienting development, creating a legal framework and inspecting and supervising law enforcement, creating a healthy competitive environment in education and training; anti-disease achievements; focus on overcoming the negatives in tutoring, exams, enrollment, assessment of learning outcomes, and granting of certificates and diplomas;

Renovating organization and operation, promoting and ensuring the autonomy and self-responsibility of schools, especially universities, colleges, professional and vocational schools;

Resolution No: 29-NQ/TW, dated 4 November 2013 “On fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a defined socialist market economy direction and international integration” was approved by the 8th Central Conference (XI session). The guiding point of the Resolution is that education and training are the top national policy and the cause of the Party, State, and the entire people. Investment in

education is a development investment, given priority in socio-economic development programs and plans.

The fundamental and comprehensive reform of education and training is the renewal of major, core, and urgent issues, from viewpoints and guiding ideas to objectives, contents, methods, mechanisms, policies, conditions for performance assurance; innovate from the leadership of the Party, the management of the State to the management of education-training institutions and the participation of families, communities, society and learners themselves; innovation at all levels and disciplines.

During the renovation process, it is necessary to inherit and promote the achievements, develop new factors, and selectively absorb the experiences of the world; resolutely correct erroneous perceptions and actions. Innovation must ensure a systematic, long-term vision, suitable for each type of object and level of education; solutions must be synchronous, feasible, with the appropriate focus, roadmap and steps.

Education and training development is about raising people's knowledge, training human resources, and fostering talents. Strongly change the educational process from mainly equipping knowledge to comprehensively developing learners' capabilities and qualities. Learning with practice; theory associated with the practice; School education combines with family education and social education.

The 13th Congress of The Communist Party of Vietnam (2021) has made fundamental changes in education policy, including many new points, specifically as follows:

First, regarding the title, the documents this time, as in the Political Report focusing on education and training in Section V, compared with the 12th Congress, the title has changed to the phrase "development" with the phrase "improve" the quality of human resources and add the phrase "human development". In the socio-economic development strategy for the period 2021-2030, this issue is mentioned in subsection 3, part V, directions, tasks, and solutions for socio-economic development, with the title: development of human resource, education, and training to meet the requirements of high-quality human resources of the Fourth Industrial Revolution and international integration. This new point directly refers to education and training to meet the requirements of high-quality human resources of the Fourth Industrial Revolution and international integration, previously only emphasizing "rapid development of education and training" (COMMUNIST PARTY OF VIETNAM, 2016).

Second, continuing to affirm the important position and role of education and training, it is required to "build synchronously institutions and policies to effectively implement the policy of education and training together with science and technology". Science and

technology are the leading national policy and the key driving force for the country's development (COMMUNIST PARTY OF VIETNAM, 2021). Previously, only the general direction was mentioned: "education is the first national policy". This document requires clearly defining the goals of education and training in the coming period, to build the Vietnamese people to develop comprehensively, have health, capacity, qualifications, sense, and responsibility. High regard for themselves, their family, society, and the Fatherland and "Focus on educating with quality, creative capacity and core values, especially the education of patriotism, pride and national pride, to arouse the aspiration to develop, build and defend the Fatherland" (COMMUNIST PARTY OF VIETNAM, 2021). Associate education of knowledge, morality, aesthetics, life skills with physical education, raising stature Vietnamese people, meeting the requirements of national construction and defense.

Third, emphasize education and training adapted to the Fourth Industrial Revolution and international integration, so the development of human resources must be promoted, especially high-quality human resources. Developing a team of leading experts and scientists; focus on technical human resources, digital human resources, technology management human resources, management human resources, corporate governance; human resources to manage society and organize life and take care of people. Previously only mentioned: "Focus on discovering, fostering and promoting talents; training human resources for the development of the knowledge-based economy", this new point emphasizes the reform of the mode of recruitment, employment, and recruitment of talents in management, state administration, science, technology, and innovation. creative. Pay attention to discovering, fostering, treating, and attracting talents for socio-economic development. At the same time, innovate and improve the quality of vocational education in the direction of openness and flexibility; ensure consistency with the policy of fundamental and comprehensive reform of education and training. Focus on improving the quality of human resources, rapidly shifting the labor structure, especially in rural areas; reducing the proportion of workers in the informal sector. Forming a skilled workforce, contributing to improving national competitiveness, closely linking training and employment.

Fourth, concretize the requirements of perfecting the national education system, rearranging the school system, harmoniously developing between public and non-public education, between regions, giving priority to disadvantaged areas, ethnic minority areas, borders, islands, and policy beneficiaries. Diversify types of training. Special attention is paid to preschool and primary education in new conditions, creating a premise and ensuring favorable conditions, so that every citizen can equally enjoy the fruits of education. Promote

the building of a learning society, lifelong learning. Consolidate and improve the quality of education universalization.

## Discussion

In order to meet the requirements of human resources as well as educational human resources in the context of educational innovation, which is a decisive factor for the development of the country in the period of industrialization and modernization, and also to create the basic elements for social development, or in other words, the Party and the State of Vietnam must have more decisive policies to really bring Vietnam's education to the development (COMMUNIST PARTY OF VIETNAM, 2013). From these difficulties and challenges, our Party and State have advocated strategic orientations for fundamental and comprehensive reform of education: i) Promoting the positive aspects and limiting the negative aspects of the market mechanism; ii) Ensuring the socialist orientation in the development of education and training (COMMUNIST PARTY OF VIETNAM, 2021). This also raises many issues to discuss, specifically as follows:

Policy on the innovation of educational content and methods, innovation of training organization and management (VIETNAM, 2018), specifically: In the process of educational innovation, it is necessary to renew content and educational methods in the direction of enhancing both knowledge, skills and qualities of learners. Regarding the content, it is necessary to constantly innovate the training program in the direction of standardization, modernization, a combination of theory and application, and practice. In terms of methods, it is necessary to strengthen active teaching methods, combined with modern means to improve the quality of lectures and enhance the activeness and initiative of learners. Teach learners how to learn, self-study. Enhance creativity, enthusiasm, and excitement of learners. Regarding the management of the training process, it is necessary to strongly transform according to the modern training management models in the world.

Policy on developing teachers, attaching importance to pedagogical quality and ethics, and improving remuneration. To basically ensure that the teaching staff meets the national standards and the teacher-to-student ratio according to the requirements of each grade level. There are mechanisms and policies to ensure enough teachers for the mountainous and island areas.

Improve the quality of teachers and educational administrators. Developing a contingent of teachers and administrators, meeting the requirements of education and training

reform; standardizing and ensuring uniformity in the structure of teachers and administrators in schools (COMMUNIST PARTY OF VIETNAM, 2013). Teachers are one of the decisive factors for the success of educational innovation (VIETNAM, 2018). Therefore, it is necessary to focus on fostering and motivating teachers to be enthusiastic about the profession, have wisdom and enthusiasm; create conditions for teachers and staff to visit and learn new teaching models; actively build advanced typical teaching models, innovate methods of fostering pedagogical competence for teachers to meet the requirements of curriculum renewal and replacement of new textbooks. It is necessary to fully implement regimes and policies for teachers and administrators across the country, ensuring the interests of officials, public employees, etc.

Renovation of management: Effectively implementing the renovation of educational management, ensuring democracy, unity, increasing autonomy, self-responsibility, attaching importance to quality management, improving the role, responsibility of the head of the educational institution in management, administration, and performance of tasks. Improve management capacity in educational institutions, meet the requirements of fundamental and comprehensive innovation in education and training.

Renovating the education system in the direction of “open” education, lifelong learning, and building a learning society: Increasing investment, development, and improving the quality and effectiveness of education to build an educational system based on open education, creating learning conditions for everyone. Strengthening facilities and gradually modernizing the school (classrooms, playgrounds, training grounds, laboratories, computers connected to the Internet, modern teaching and learning equipment, libraries, dormitories).

## **Conclusion**

Globalization is an opportunity, an inevitable trend, taking place in all fields of modern social life: Economy, culture, education, etc., directly affecting people. Therefore, investment in the development of high-quality human resources is an investment in human education, bringing high economic efficiency, saving the exploitation and use of other resources. Practical experience shows that investing in education and developing human resources brings the highest and most stable economic growth. On the other hand, the effectiveness of investment in human development has an equal spread, bringing more equality in development opportunities as well as enjoying the benefits of development.

For more than 35 years (starting in 1986), Vietnam education continued to develop and innovate. In the *doi moi* process, Vietnam has created an important stage in the development of the education system, creating educational opportunities for human development. National policies on education and human resource development have contributed to the development of the education system, increasing in quality as well as quantity, ensuring equality in opportunities to receive education, making children happy, in areas of ethnic minority and with special socio-economic difficulties, to have conditions to go to school. Education in Vietnam gradually develops according to the general development trend of the world.

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### **How to reference this article**

HODUC, H.; VOTHANH, H.; VUHONG, V. The changes in education policy in the context of educational innovation in Vietnam. **Revista online de Política e Gestão Educacional**, Araraquara, v. 26, n. esp. 1, e022043, Mar. 2022. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v26iesp.1.16772>

**Submitted:** 07/11/2021

**Required revisions:** 21/12/2021

**Approved:** 17/02/2022

**Published:** 31/03/2022