

Original Research Article
Evaluation of education policy implementation in Vietnam

Abstract: *This original research article clarifies the education policy problem, the point of views of the Communist Party of Vietnam (CPV) and the objectives of education policy in Vietnam in accordance with policy paper named after the Resolution 29-NQ/TW. The research is represented by an evaluation of education policy in Vietnam, and it clarified the educational policy goal is education policy to ensure the education service deliveries with efficient and equal for high quality education with quality human resources. As a result of the policy implementation evaluation, it is shown that the policy outcome is quite modest and there are many limitations in the implementation of education policy in Vietnam. It is recommended to have a change of education policy objective and some policy solutions and more appropriate policy instruments.*

Key word: Education policy, policy evaluation, education policy solution.

Comment [CK1]: Please check and rephrase if necessary

1. Introduction

Education in Vietnam is on urgent need to address the requirements of development, industrialization and modernization in conditions of socialist-oriented market economy and international integration. The Resolution of the 12th National Party Congress of Communist Party of Vietnam (*Resolution No. 29-NQ/TW*) has evaluated the situation and indicated the reasons for the shortcomings and weaknesses in education. The resolution deals with policy problem and different point of views, education policy objectives and education policy solutions for fundamental and inclusive renewal of education in the spirit of fundamental, inclusive and inclusive education in Vietnam for coming decade. This is appropriate, because that the overall objective of education

policy is substantively directed to improve quality and efficiency of education system for sustainable development. The education system is sustainable [1] which is the most concerned of the education policy reform. Further the education policy will need to be re-formulated in the context that arising some problems in high school and higher education in Vietnam which currently exists fluctuating and unfinished [2], thus making it necessary to monitor regularly and evaluate the implementation of education policy in Vietnam during this period in order to make the most appropriate adjustments for education policy in a coming decade.

Results of the evaluative research are analyzed, presented by the respective sessions, the first one, we will discuss about the theoretical framework; the 2nd session we will background information about Vietnam case study; the 3rd session, we will discuss about the research methods which were used in this evaluative research; the 4th session, we will show all research results including the evaluation of policy solutions, policy objectives and policy instruments which are evaluated for the education policy reform in Vietnam's context.

Comment [CK2]: The result

2. Theoretical framework

There is an argument that the policy evaluation is an indispensable tool for feedback, learning, and thus improvement. We see that the need to address a public problem is perceived by all in consensus pattern. And then there are various possible policy solutions have been analyzed and considered around, finally some policy solutions are selected, and bring them into practice. A government often evaluates them how the policy solutions are working. There are many policy stakeholders expected to participate into policy evaluation in order to express their support or opposition to the existing policy. The public policy evaluation thus refers to all policy stages of the policy process. Gerston (1997) defined that "policy evaluation assesses the effectiveness of public policy in terms of its perceived intentions and results". Here, the policy

objectives and policy solutions and policy instruments related to policy problems solving are important to evaluate. After the policy evaluation, the policy problem and policy solutions may be re-thought completely, the public policy recycles with new phase of agenda setting or termination (Howlett, 2003).

Areas of education reform are included: Access, equity, quality, relevance of curriculum, internal efficiency, external efficiency, cost/ financing (*Buchert 1998; William and Cummings 2005*);

Education indicators to examine the policy making process in the education sector of developing countries Kitamura¹ Y. (2009).

Evaluation of public policy implementation focuses on how are the policy solutions and policy instruments used (*M.Hollette and Ramesh 2015*);

The cause-effect and mean-end in public policy logic was discussed by author in a period of time (*Hai P. Do 2017*);

The clarification of importance of policies and objectives they represent and the analysis of past and present data and situations are indispensable (*Davis, 1990; Ross and Mählch, 1990*).

3. Background information

3.1. Education policy problem in Vietnam

Vietnam 's case study in education policy implementation with annual income per head 2500 USD, the population reached 95 Mil. under the challenge of quality and equitable development;

Up to now, the quality and effectiveness of education in Vietnam has been lower than required, especially in higher education. The quality of human resources has not been satisfied in the labor market; the education inequality has

¹ Kitamura¹ Y. (2009). Education indicators to examine the policy making process in the education sector of developing countries. Discussion paper 170. Graduate School of International Development. Nagoya University.

not been fully achieved [3]. The education system is lacking in communication among levels and between modes of education. The education is evaluated too heavy theory, but light practice. The education is not linked to scientific research, production, business and labor market needs. It has not yet paid much attention to the moral education, lifestyle and work skills. The method of education, examinations, tests and evaluation of results are backward, lack of substance.

Management of education is still weak, namely the teachers and lecturers and educational managers are often shortcomings in quality, quantity and structure. Some of them do not keep up with the demand for innovation and education development. Some of them are lack of enthusiasm, even having violations of professional ethics.

Some studies indicated that investment in education is still ineffective. The financial mechanisms for education are not appropriate. The material and technical facilities are lacking and backward, especially in deep-lying, remote areas and areas with special difficulties in mountain and islands.

There are also numbers of qualitative replies to the guiding questions of in-depth interview sessions which are described as follows:

- “Quality and effectiveness of education and training has been lower than required, especially in higher education” Mr. A said.
- “Quality of human resources has not been met the requirement, inequality education has not been solved somewhere” Mrs. B.
- “Education and training system is lacking in communication; also heavy theory, light practice. Training is not linked to scientific research, production, business and labor market needs” Mr. C.
- “We have not paid much attention to the moral education, lifestyle and work skills. The method of education, examinations, tests and evaluation of results are backward, lack of substance” Mrs.D

- “Management of education and training is still weak, education managers are shortcomings in competent quality; ones do not keep up with the demand for innovation and education development, lack of enthusiasm, even not compliance with professional ethics” Mr.E
- “Investment in education and training is ineffective and financial mechanisms for education and training are not appropriate. The material and technical facilities are lacking and backward” Mr.F.

3.2. *The cause of the policy problem*

The implementation of the CPV’s Resolution and national policy on education and training development, especially the point of view on principle that "education is the top priority of national policy" is slow and confusing. The development and implementation of strategies, plans and programs for the development of education have not met the requirements of society [4].

Apparently, the awareness of comprehensive education goal is not understood and properly implemented. At present, the formal and nominal policy instruments followed by the degree are slow to be implemented making the present situation became more serious. Thus, thinking subsidized heavily in education longer, limiting the ability to mobilize social resources invested in education and training.

The state management of education is still limited in terms of the distinction between state management and administrative activities in educational establishments. Quality management, inspection, supervision have not been properly respected in educational management. The coordination among state agencies is still loose. Also, the cooperation among educational management agencies and educational organizations with social organizations and families is not tight enough. At the same time, national efforts and the capacity of the majority of families to invest in education are lower than required.

Besides, there are demand – supply side reasons, Vietnam's economy is still in the middle income subject to low resources and weak conditions for higher education that did not meet requirements to compete in terms of educational quality compared with the higher economic growth [5].

3.3. Viewpoints, objectives of education policy

The educational viewpoint of the Communist Party of Vietnam on the Resolution No. 29-NQ/TW defined as follows: (i) Education is the leading on the top priority of national policy. All types of investment in education can be considered as a developmental investment, which is prioritized in socio-economic development programs and policy planning (ii) Basic and comprehensive renovation of education is required for policy solutions and policy instruments. From the point of view, based on guiding socialism ideology to the objectives, policy solutions and policy instruments and conditions for implementation, education policy innovation all must be original from the leadership of the CPV. The state management to the administration of education and educational organizations and the participation of families, communities, society and learners themselves must be innovative in all levels. In the process of innovation, it is necessary to inherit and promote achievements, develop new policy instruments, selectively absorb world experiences; resolutely correct the perceptions, the deviation. The renovation must ensure systematic, long-term vision toward equitable socialism, suitable for each type of subjects and levels. The solutions must be synchronous, feasible, with focus on roadmap with appropriate steps (iii) Education development is to improve people's knowledge, quality human resources and foster talents. It must transform the education process from the predominantly knowledge-based to the comprehensive development of the learner's capacity and qualities. Learning with practice, reasoning with practice, school education in a combination with family education and social education (iv) Education development must be linked to the need for socio-economic development and

national defense as well as with scientific and technological advances; consistent with objective rules. The education development is to focus on quality and efficiency while meeting the requirements (v) Renew education systems towards open, flexible among different levels and modes of education. It requires standardization and modernization by educational internationalization (vi) Actively promote positive aspects, limit the negative side of market mechanism, ensure socialist orientation in education as well as harmonious development model, support between public and non-public education, among regions north – central - south. It must prioritize investment in the education development in the areas with exceptional difficulties, ethnic minority, border, island, remote areas. The education investment must go with democratization, socialization in education system (vii) Active internationalization in education development which must meet the requirements of national integration.

3.4. *Objectives of education policy*

The overall objective of education policy was set up in Resolution No. 29-NQ/TW) such as follows: - *"Create new fundamental changes, strong quality and efficiency of education and training to meet the needs of nation development, nation defense, studying needs of the people. Educating the Vietnamese people to develop comprehensively and bring into full play of the potentials and creativity of each individual; love the family, love the country, love the people; live well and work efficiently. Develop an open education system, practical, good teaching, good study, good management to have a rational structure and mode of education in association with the development of a learning society; Ensure quality improvement conditions; standardization, modernization, democratization, socialization and international integration of the education and training system; Maintaining the socialist orientation and national identity, strive to 2030, education in Vietnam reached the advanced level in region"*. In an assessment, the overall goal of education policy must be

broader and clarify that education is actually the provision of educational services rather than to the social actors.

Based on the EU and the OECD model, the overall objective of education policy should be: “The provision of education services in efficient and equitable manner with high quality for all people of Vietnam”. It is a high-quality, equitable and effective and efficient education characterized by the efficient use of resources as well as efficient allocation of educational resources. The service can build a high-quality workforce with good knowledge and human skills that contribute positively to form a strong competitive national economy [6].

There are specific policy objectives of education such as:

- (i) For preschool education, help children develop physically, emotionally, intellectually, aesthetically, shape the first element of personality, prepare children for entry graduation of pre-school education for 5-year-old children. Gradually standardize the system of preschools as well as development of preschool education under 5 years of quality suitable with the conditions of each locality and educational institutions.
- (ii) For general education, focusing on intellectual development, physical and quality formation, capacity of citizens, discover and foster talents, career orientation for students as well as raise the quality of comprehensive education, attaching importance to education on ideals, traditions, ethics, lifestyles, foreign languages, informatics, skills and practical skills, applying knowledge into practice. Develop creativity, self-study, encourage lifelong learning. It must complete the elaboration of the program of general education in the post-2015 period. To ensure that students of lower secondary education level have the basic knowledge to meet the requirements of the post-secondary education, junior high school, upper secondary education must approach the profession and prepare for high quality post

secondary school. Improving the quality of universal education, implementing compulsory education for 9 years by 2020, 80% of young people in the age group attaining upper secondary school education and equivalent.

- (iii) For vocational education, focus on training human resources with knowledge, skills and responsibility. professional career. To set up a vocational education system with a number of modes and levels of professional skill training in the direction of applying and practicing to meet the technical and technological human resources requirements of the domestic and national labor markets. International (iii) For higher education, focused on training highly qualified human resources, fostering talents, development capabilities qualities and self-learning, self-enrichment of the knowledge and creativity of learners. To perfect the network of tertiary education institutions, vocational training structures and training levels in line with the national human resource development plan; Among them, there are some universities and training branches on the regional and international level. To diversify educational institutions in line with the demands for technological development and the fields and trades; required construction, national defense and international integration.
- (iv) For continuing education, ensuring opportunities for all people, especially in rural areas, disadvantaged areas, the policy object studied Improving knowledge, qualifications, professional skills and quality of life; to create favorable conditions for laborers to change jobs; Ensure sustainable literacy eradication. To perfect the network of regular education establishments and various forms of study and practice, to practice self-learning and distance education.
- (v) To teach Vietnamese language and propagate ethnic cultures. For overseas Vietnamese, there is a program to actively support the

teaching of Vietnamese and the dissemination of ethnic culture to the overseas Vietnamese community, contributing to promoting the strength of Vietnamese culture, attaching bundle with the homeland, while building solidarity and friendship with the people of other countries.

4. Research methods

The mixed qualitative and quantitative methods are applied for this evaluative research including case studies and multi - regression analysis. The linear regression equation has the relation of dependent variable (Y) and independent variable (X) as follows: $Y = \alpha + \beta x$. The multivariate linear regression model can be generalized as follows:

- $Y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \dots + \beta_k x_k + \epsilon_i$.

The data collection was done by studying education policy on the spirit of *Resolution No. 29-NQ/TW*, the evaluative survey was conducted with 265 lecturers (78 people) and educational management (187) for evaluating the implementation of the education policy in the period 2013-2018. The questionnaires were surveyed in two locations: Hanoi and Danang. The number of education administrators is 78, accounting for 29.4%, of which 05 are employed by the Ministry of Education and Training, 21 by the DoET, 52 by the Universities in Hanoi and Da Nang city. The number of lecturers is 187, accounting for 70.6% at universities in Hanoi and Da Nang. Research conducted in-depth interview and questionnaire survey was administered by a civil servant in this assessment.

5. Results of evaluation

5.1. Evaluation of the implementation of education policy solution

To accomplish this educational policy objective, concrete policy solutions and education policy outcomes are done as follows:

1st Education policy solution: Strengthening leadership for education reform

It aggregates thoroughly to implement the views, goals, tasks and innovative solutions basic, comprehensive education and training in the political system, education and training and the whole society, creating the high attention regarding to education and training as the top national policy. At the same time, policy advocates have raised awareness about the decisive role of the quality of education and training of teachers and educational administrators. Especially learners are the central subject of the educational process. The family has the responsibility to coordinate with the school and society in the education of personality and lifestyle of their children. The policy dissemination to unify awareness, create consensus and mobilize participation in the assessment, supervision and criticism of the whole society for the renewal, development of education.

The in-depth interview showed that the importance of education development toward political and ideological work in the educational institutions was important. the total bout between members to The virtual party , the academy and the university have a party. Party committees in education and educational institutions are really innovative, exemplary and accountable to the Party and people for organizing the successful implementation of the objectives and tasks of education and training. The results of the interview show that: The leaders of the school promote democracy, rely on lecturers and students, it promotes the role of mass organizations and local people to build training facilities. Ministries, sectors and localities need to develop long-term planning for human resource development, forecasting the demand for quantity and quality of human resources and the structure of occupations and qualifications. Based on that, order and coordinate with the educational institutions, training organizations. It also enhances the combined strength of the whole political

system, resolutely solve the negative phenomenon lasting, causing urgent in the field of education and training.

According to preliminary report on the implementation of Resolution No. 29-NQ/TW [7] And the MPC's Congressional reports, this policy solution has performed relatively well in the past. The reports affirmed the need for continued good policy communication to ensure increased awareness at all levels of the industry.

2nd Education policy solution: A new education and training in the direction of respected development qualities and capabilities of the learner.

Training facilities are openly defined by objectives and outcomes of individual grades and subjects, programs, departments and specialized training and should improve that is committed to ensuring the quality of the whole system and each institution and training. It is the basis for supervising and evaluating the quality of education and training. To date, on the websites of higher education institutions, the objectives and standards of each level of study, subjects, programs and branches have been publicized.

Active institutions have actively promoted new programs to develop the capacity and quality of learners, harmonious moral, intellectual, physical and aesthetic; teaching people, teaching words and vocational training. It renovated the contents of education in the direction of streamlining, modern and practical, suited to the age, level and trades; Increase more practice, apply knowledge into practice. Through interviews, there are many opinions that there are still not enough active institutions to innovate the training program. It is suggested that this is a limitation on the capacity of the trainer and the organizational capacity of the training institution.

The training is needed to focus on personality education, ethics, lifestyle, legal knowledge and awareness of citizens also have limitations. Also educational organizations have not yet played as incubation fully in the fundamental values of the culture, traditions and national morality, elite human culture, core values

and humanity of Marxism-Leninism and Ho Chi Minh thought. The Ministry of Education and Training (MOET) has instructed educational institutions to perform well this task, from the beginning of the school year, students have a week of civic life.

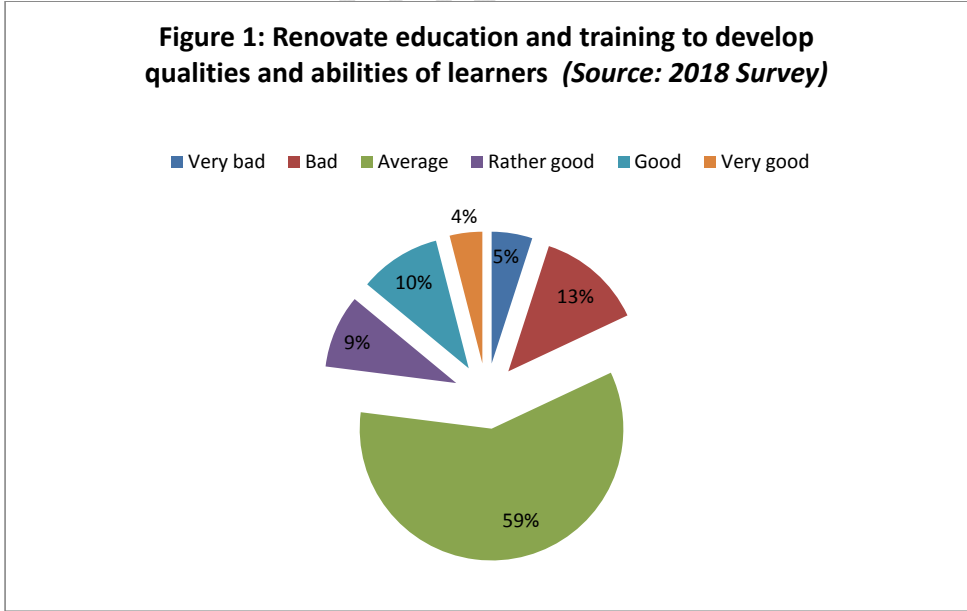
Through research, its report was summarizing the university operation and in-depth interviews showed that many educational institutions have an attention with intensity on physical education, knowledge of defense and security, and vocational, language and information technology standardization, ensuring the ability to use the learner. It helps to diversify content, learning materials, meet the requirements of all levels, education, training and lifelong learning needs. It requires, continue strongly renovating the teaching and learning methods in the direction of modernity and promoting activeness, initiative, creativity and application of knowledge and skills of learners. Overcoming one-way imposed transmission, remembering machines, and focus on learning how to think, encourage self-learning, create a basis for learners to update themselves and renew knowledge, skills, capacity development. There is a transition from primary school to class organization of diverse learning, then the attention to social activities, extracurricular, scientific research. It also promotes the application of information and communication technology in teaching and learning.

In order to renovate and standardize the contents of preschool education, attaching importance to combining care and nurture with education suited to the psychological and physiological characteristics, requirements for physical development and personality formation. It is necessary to develop and standardize the contents of general education in the direction of modernity, streamlining, quality assurance, high integration in the lower classes and gradual division in the above classes; reduce the number of subjects required; increased subjectivity, subject matter and elective education. There are compiling textbooks, teaching aids and learning materials suitable for each

subject, paying attention to ethnic minority students and students with disabilities. Professional education content is built in the direction of integrating knowledge, skills and professional working style in order to form professional capacity for learners.

Educational institutions should be active and innovative to the content of tertiary and postgraduate education in the direction of modernity, suitable for each branch, training group and stratification of the major education system. In order to attach importance to the development of creative capacity, there are practical skills, professional ethics and social understanding, step by step approaching the advanced science and technology level of the world.

According to the final report on the implementation of Resolution No. 29-NQ/TW [7] and the National Assembly reported, this policy solution is being implemented at educational institutions throughout the country. The outcomes are shown in recent survey represented for the results of implementation of this policy solutions at fairly moderate with 49%, the average level is 13%.



3rd Education policy solution: Innovative evaluation on educational outcomes.

The in-depth interviews show that its examining, evaluating and evaluating the results of education and training need to be step by step done in accordance with the advanced criteria recognized by the society and the world education community. It coordinates the use of assessment results in the course of study with the end-of-year evaluation; evaluation of the teacher with self-assessment of the learner; evaluation of the school with the assessment of the family and of the society.

In one side, it renovates the examination mode and recognition of high-school graduation in the direction of reducing pressure and costly for the society while on the other side, there is still ensuring the reliability, truthfulness and properly assessing pupils' capacity as basis for the recruitment on vocational education and higher education.

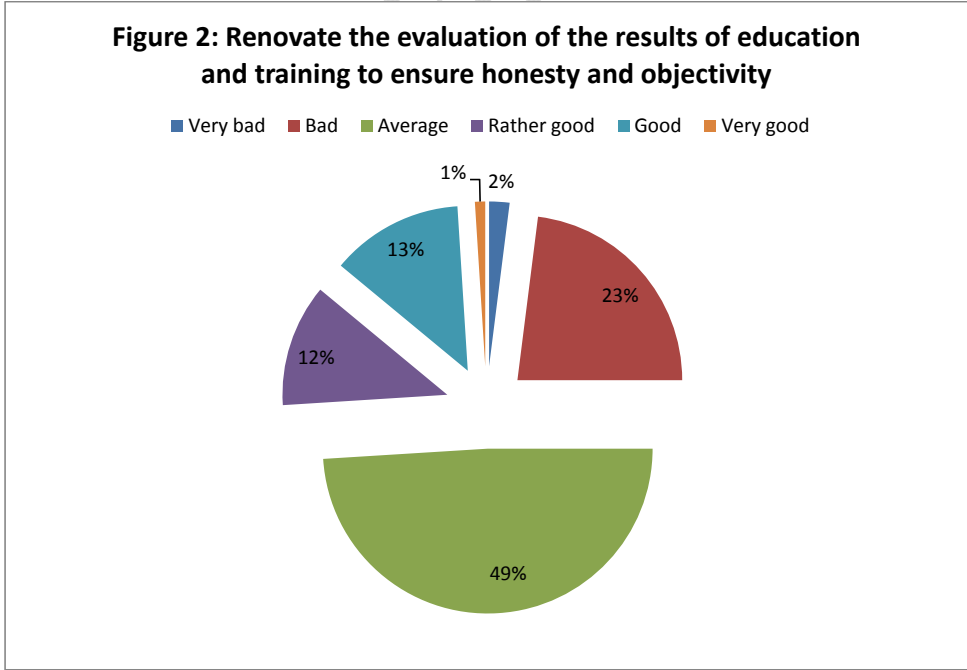
Research on text reports and in-depth interviews revealed that the new method of evaluating and recognizing vocational education graduates was based on knowledge, practical ability, discipline and ethics. There is a mechanism for organizations and individuals to participate in evaluating the quality of educational institutions.

Admissions in recent years have shown that there has been a new way of applying for universities and colleges in the direction of combining the use of academic results and the requirements of the training sector. Through in-depth interviews, the evaluation of university training results in the direction of attaching importance to analyzing, creating, updating and renewing knowledge shows their professional ethics; Research and application capacity of science and technology; the capacity for organizing and experimenting with the working environment has strengthened the autonomy for admission to tertiary institutions.

The in-depth interviews show that there has been an evaluation of the quality of education and training at the national and local levels in many educational,

training and evaluation institutions according to international programs as a basis. It proposes policies and their solution measures to improve the quality of education and training.

Many educational institutions have improved the quality assurance system such as periodically inspect the quality of education and educational institutions and training programs; disclosure of test results. It attaches importance to the inspection, evaluation and control of the quality of education and training for non-public establishments and establishments involving foreign elements. In order to formulate the method of examination and evaluation suitable to various types of community education, the political system employed the innovation focus towards capability, quality and efficiency of the actual work and creative energy. The job market is a measure of learner capacity, which is an important criterion for evaluating the prestige and quality of higher education institutions and occupations and the basis for orienting the development of educational institutions. , training and training.

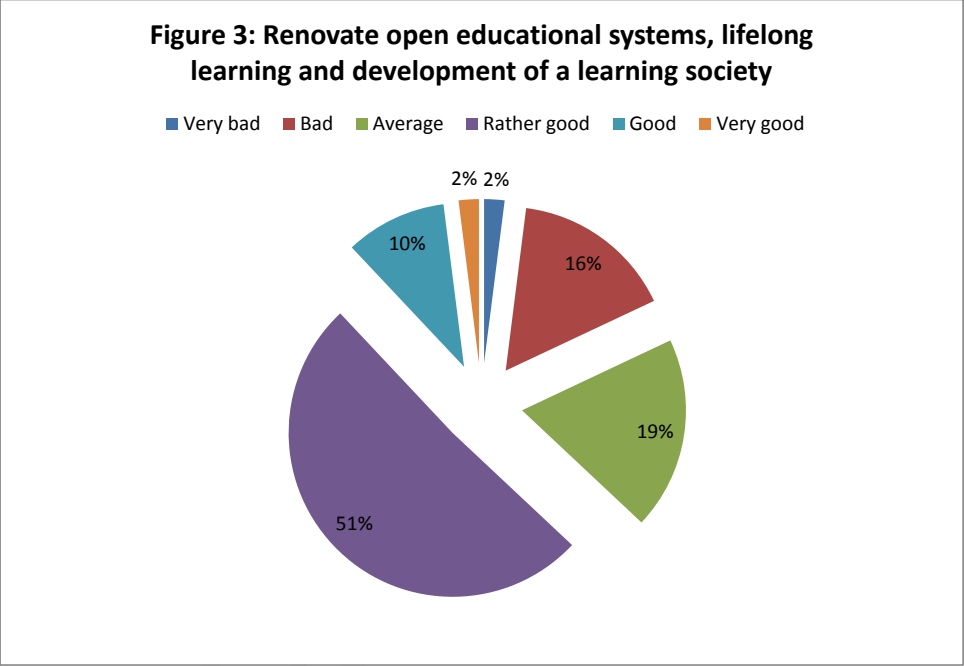


According to the final report on the implementation of *Resolution No. 29-NQ/TW* [7] and the reports of the National Assembly, this policy solution is being implemented at educational institutions throughout the country. However, recent survey results showed that the bad policy performance was 23% and the average was 49% .

4th Education policy solution: Reform of the open educational system, lifelong learning and the building of a learning society.

Through in-depth interviews show that it has strongly driven by the system of general education and ramification after junior high school and career orientation in high school. However, it is not good to re-plan the network of vocational education institutions, higher education in line with socio-economic development planning and human resource development planning. It promotes post-secondary and higher education, linkage between vocational education and higher education. It organized and adjusted the network of universities, colleges and research institutes in the direction of linking training with scientific research. In carrying out the stratified tertiary education institutions in the direction of research and application and practice, it is not to perfect the model of national universities and universities at present. It consolidates and develops a number of higher-quality tertiary education and vocational educational institutions up to the regional and world advanced levels. Therefore, it encourages socialization to invest in the construction and development of high quality schools at all levels of education and training. It may increase the proportion of non-public schools for vocational education and higher education. Aiming at a target of the type of institution invested by the community, there is a diversification of training methods and training by credit, and to promote training and retraining of professional capacity and skills at production and business establishments and to have mechanisms for organizations and individuals to participate in the formulation, adjustment and implementation of training programs and assessment of trainees' capacity.

According to the final report on the implementation of *Resolution No. 29-NQ / TW* [7] and the reports of the National Assembly, this policy solution is being implemented at educational institutions throughout the country. Evaluative survey results show that the policy implementation level is quite good at 51% and the average level is 19% .



5th Education policy solution: Reform education management to ensure democracy and increase autonomy and social responsibility of education and training establishment.

In-depth interviews show that responsibilities of state management agencies in charge of education, training and management responsibilities by branches and territories of ministries, branches and localities are clearly defined. It is not clear, however, how the state management of the education and educational institutions is managed. It may promote decentralization, raise responsibility, may create motivation and initiative and initiative of educational and educational institutions.

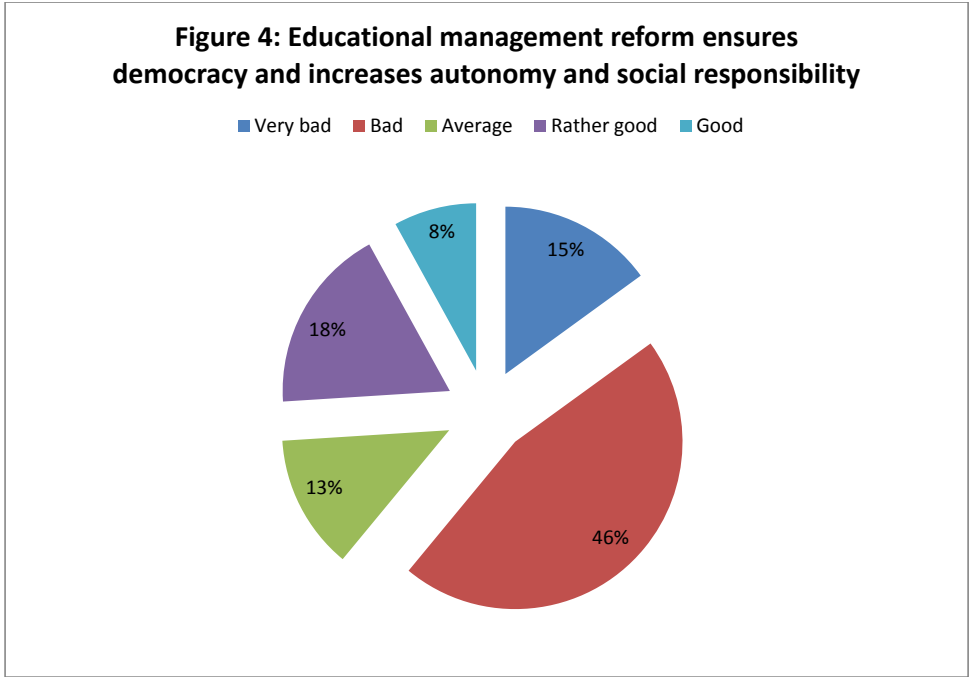
Comment [CK3]: The in-depth

The effectiveness of state management is over the curriculum, content and quality of education and training of foreign educational and educational institutions in Vietnam has been strengthened. Many educational institutions have played the vital role of information technology and modern scientific and technological achievements in the state management of education and training. The local education and training management agencies may take part in the decision on human resource and financial management together with the management of the professional tasks of pre-school education, general education and vocational education. The measures are such standardization of quality assurance conditions and management of the training process as well as focus on output quality management. There is an establishment of an independent accreditation system for the quality of education and training. It renews the mechanism of receiving and processing information in the management of education and training. It may implement the mechanism of learners' participation in assessing educational and training activities, so teachers can participate in assessment of management staff. Off course, the education and educational institutions may participate in evaluating state management agencies; it may perfect the mechanism for management of foreign-based educational and educational institutions in Vietnam as that it helps manage Vietnamese students and pupils to study abroad with state budget funds and State agreements.

However, it is unrealized that the autonomy and self-responsibility for the educational institutions and training; not promote the role of the school board. It may carry out monitoring by school and social actors in order to intensify the inspection and examination by the managing agencies at all levels; ensuring democracy, openness and transparency.

According to the final report on the implementation of *Resolution No. 29-NQ / TW* [7] and the reports of the National Assembly, this policy solution is being implemented at educational institutions throughout the country. The evaluative

survey results show that the average level of policy implementation was 46%, with 15% of the respondents rated poor.



6th Education policy solution: Developing trainers and managers to enhance the quality of education and training.

The in-depth interviews showed that many educational institutions have set up plans for training and retraining of trainers and educational administrators in line with the demand for business development and society, ensuring peace and security in the country defense as well as for international integration. It may standardize the contingent of teachers at each educational level. It may reach all primary, secondary, high school teachers and lecturers of vocational education institutions, which must have a university or higher degree and pedagogical capacity. Colleges and universities with a master's degree or higher and must be trained and fostered in pedagogy. Educational administrators at all levels must be trained in management skills. It may help to develop the system of

pedagogical schools to meet the objectives and requirements of training and fostering the contingent of teachers and educational administrators. It may prioritize the investment in the construction of a number of pedagogical schools, key technical pedagogical schools to overcome the dispersion in the system of teacher educational institutions. There is a having a mechanism for recruitment and selection to recruit qualified people in the pedagogic field.

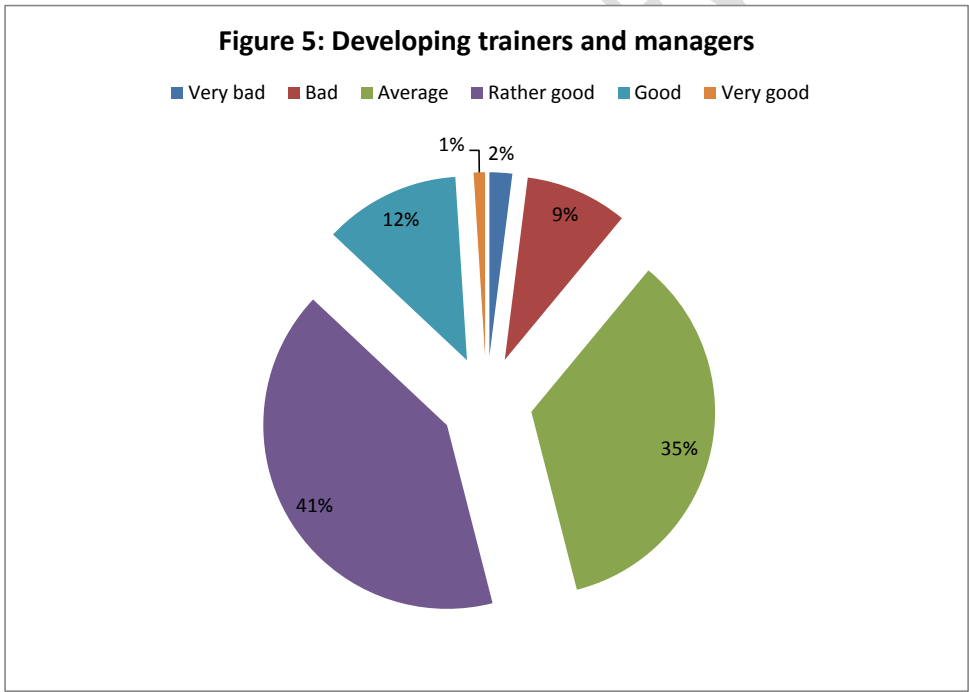
As a results, there are many educational institutions have strongly reformed their objectives, contents, methods of training, retraining, fostering and evaluation of teachers' learning results as required for quality improvement, ethics and professional competence.

Many educational institutions have developed and applied preferential treatment for teachers and educational administrators. However, the activities of recruiting, using, treating and honoring teachers and educational administrators are not based on the assessment of professional ethics, morals and performance. Many educational institutions have offered preferential treatment and set reasonable retirement age for highly qualified teachers. It is unclear about the mechanism of dismissal, placement of other jobs or resolutely bringing out of the industry for people who do not have the qualities and capabilities, do not meet the requirements and tasks. So far the teacher's priority is ranked highest in the system of administrative salary scale career and additional allowances depending on the nature of work, by region.

Through in-depth interviews showed that many facilities have been used to stimulate the contingent of teachers and managers improve their professional skills. There is a having policies to support young teachers on accommodation, education and scientific research. It may ensure equality between public school teachers and non-public school teachers on honor and opportunities for professional training and fostering ... that creates conditions for international experts and overseas Vietnamese to participate in teaching and research in domestic educational and educational institutions. Many facilities have

deployed for solutions, interconnected models and linkages between educational institutions, especially universities with scientific and technological organizations, especially research institutes.

According to the final report on the implementation of *Resolution No. 29-NQ / TW* [7] and the reports of the National Assembly, this policy solution is being implemented at educational institutions throughout the country. The evaluative survey results show that the results of the policy implementation are only moderately and fairly, and 35% of the respondents rated the average level as good, 41% said it was quite good.



7th Education policy solution: Innovation management financing, involvement of social contribution, raising the efficiency of investment in the development of education and training.

According to the evaluative survey, thereby state still plays the leading role in investment in development of education and training; the state budget for education and training is at least 20% of the total budget; so efforts have focused on improving the efficiency of using budget capital. The funding of professional activities for public education and educational institutions has not yet been adequately ensured. However, it is unclear how to improve the tuition as an initiative policy solution.

For pre-school and general education, in the past few years, the priority has been given to investment in the construction and development of public educational institutions and support mechanisms to ensure the gradual completion of the universal target and statutory. It is unclear about solutions how to encourage the development of non-public schools in order to meet the social demands for high-quality education in urban areas.

As for higher education and vocational training, in recent years has focused on investment in building a number of universities, majors in education, teacher education. However, the ordering mechanism has not yet been implemented on the basis of the economic-technical norms system and the quality standards of some types of training services (regardless of the type of educational institutions), the payment is not corresponding to the quality, suitable for industry and training level. It has never transparency code for sharing operations, joint training, use of public resources and yet guarantees the harmony between the benefits to accrue rollover investment.

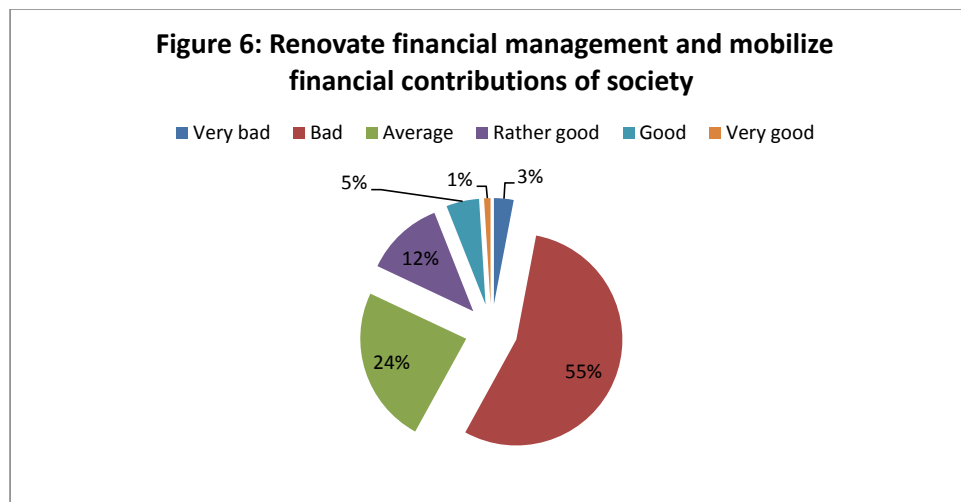
In the past few years, socialization has been strongly promoted, first of all for vocational education and higher education, encouraging links with prestigious foreign educational institutions. However, there is no solution to encourage healthy competition in education and training on the basis of ensuring the interests of learners, employers and educational institutions. For highly socialized training disciplines, the state budget only supports policy beneficiaries, ethnic minorities and promotes talents. It may equalize the right to

receive state support for learners in public and non-public schools. There is no policy solution in support for policy beneficiaries, ethnic minorities and credit mechanism for disadvantaged students to borrow money to study. It may need to encourage the formation of scholarship funds, study encouragement, financial incentives, help students, poor students study well. It may commend and reward both individuals and collectives with excellent achievements and outstanding contributions to the cause of education and training.

Through in-depth interviews showed that there is no solution for encouraging businesses and individuals to use employee participation in support of training activities. It may establish appropriate financial mechanisms and policies for different types of schools so that adopt preferential credit mechanisms for educational and educational institutions and carries out periodical auditing of educational and educational institutions.

Over the past years, the goal has been to consolidate schools and classrooms; a policy support for building projects for infrastructure, especially technical infrastructure and information technology infrastructure. The budget for pre-school education, general education, vocational education and higher education has been clearly defined with the budget allocated to the training and educational institutions belonging to the political system and the armed forces. However, the in-depth interviews showed that they are not close, open and transparent with the use of funds in these institutions.

According to the final report on the implementation of *Resolution No. 29-NQ / TW* [7] and the reports of the National Assembly, this policy solution is being implemented at educational institutions throughout the country. The evaluative survey results show that the policy implementation results are quite good and quite good, while 55% of the respondents rated the average, 24% said that the average is quite good.



8th Education policy solution: Improving the research and application of science and technology in education.

In-depth interviews showed that there is a great deal of interest in research in science education and management science, focusing on improving the capacity, quality and effectiveness of the National Academic Scientific for enhancing quality research staff and education experts. There are, however, limitations in implementing the national research program in education science still existed.

It is evidenced that many universities have not strengthened their capacity; improve the quality and efficiency of scientific research and technology transfer of higher education institutions. There is no close connection between training and research, between educational institutions and production and businesses. There is no investment in the development of basic science, spearhead science, key laboratories, specialized laboratories, hi-tech centers, modern experimental production facilities in some fields. But, there are some higher education institutions, so some universities have policies to encourage students to study scientific research into their education.

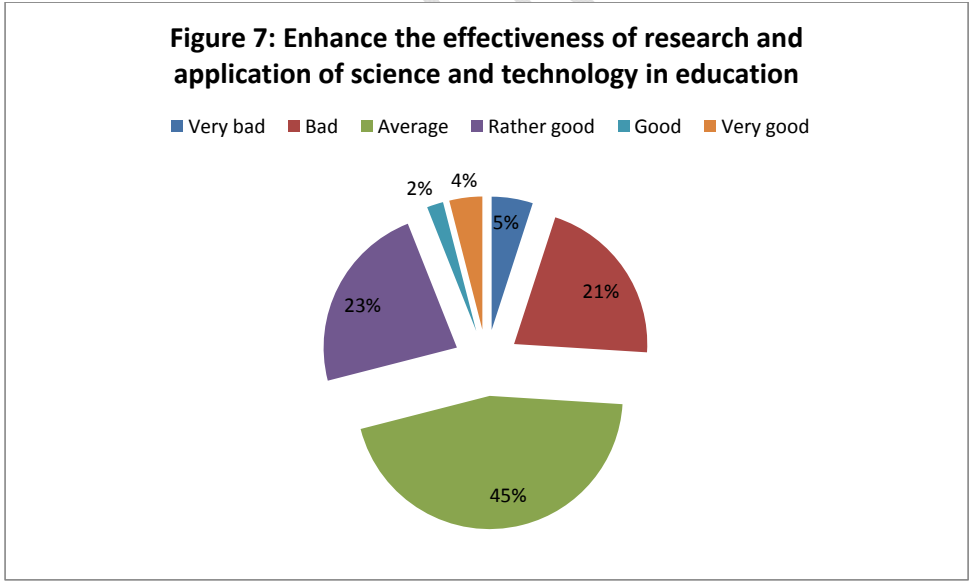
There is no incentive to establish research institutes, research and technology transfer centers, science and technology enterprises, support for registration and exploitation of inventions and inventions in educational institutions. It is not to

Comment [CK4]: The in-depth

improve the mechanism of ordering and allocation of scientific and technological non-business expenditures for tertiary education institutions. Therefore, there is no merger of several scientific research institutions and technology deployment with public universities.

Over the past few years, there has been a sense of prioritized resources, focused investment and special mechanisms to develop a number of multidisciplinary researches in universities that soon reached regional and international levels on high expectation of raising capacity to cooperate and compete with the world's leading training and research institutions.

According to the final report on the implementation of *Resolution No. 29-NQ / TW* [7] and the reports of the National Assembly, this policy solution is being implemented at educational institutions throughout the country. Survey results show that the policy implementation results are relatively good and 4 5% of the respondents rated the average level as good, 23 % said it was quite good.

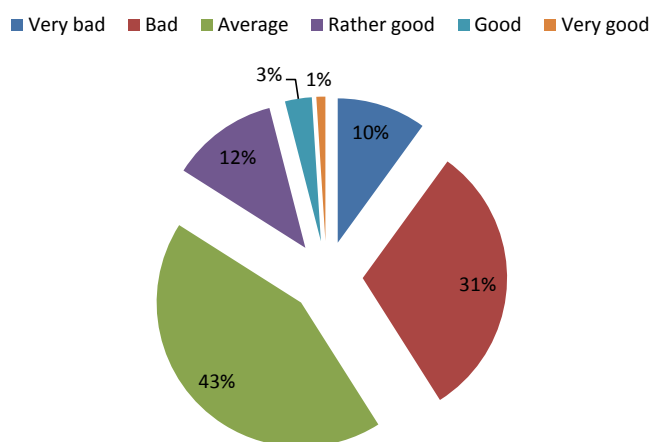


9th Education policy solution: Enhancing the effectiveness of internationalization for education.

In-depth interviews showed that many tertiary education institutions have implemented international integration in education and training on the basis of maintaining their independence, self-reliance, ensuring socialist orientation. It may promote the good cultural values of the nation, to selectively select the cultural quintessence and the achievements of science and technology of mankind. It may improve bilateral and multilateral cooperation mechanisms, implementation of international commitments on education and training.

Comment [CK5]: The in-depth

Figure 8: Effectiveness of international cooperation in education and training



However, the scale of training abroad has not been financed by the state budget for lecturers of basic and spearhead sciences. It is not encouraged to study abroad with funds outside the state budget. There are not many extensive training linking with prestigious overseas educational institutions, primarily in higher education and vocational education at the same time in strict management of training quality. There are no mechanisms to encourage international organizations, individuals and overseas Vietnamese to participate in training, research, application and transfer of science and technology in Vietnam. It may strengthen communication for cultural and international academic, but it may not support policies, manage the learning and training of

students, students from Vietnam are studying abroad and at the Education and Training Department with foreign elements in Vietnam.

According to the final report on the implementation of Resolution No. 29-NQ / TW [7] and the reports of the National Assembly, this policy solution is being implemented at educational institutions throughout the country. Survey results show that the results of the policy implementation are only average, with 43% of the respondents rated the average good, 31% said that the average.

5.2. Model of regression analysis of education policy implementation in Vietnam

5.2.1. Policy solutions and modeling

Policy solutions	Variables coded
<i>Leadership in policy implementation</i>	C1.Leadership
<i>Renovate education and training to develop qualities and abilities of learners</i>	C2.CompententDevelopment
<i>Renovate the evaluation of the results of education and training to ensure honesty and objectivity</i>	C3.ReformExamination
<i>Renovate open educational systems, lifelong learning and development of a learning society</i>	C4.OpenEducation
<i>Educational management reform ensures democracy and increases autonomy and social responsibility</i>	C5.AutonomyUniversity
<i>Developing trainers and managers</i>	C6.LecturerDevelopment
<i>Renovate financial management and mobilize financial contributions of society</i>	C7.ReformFinance
<i>Enhance the effectiveness of research and application of science and technology in education</i>	C8.ResearchForEducation

<i>Effectiveness of international cooperation in education and training</i>	C9.Internationalisation
---	--------------------------------

5.2.2. Single models

We established the model as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763 ^a	.582	.580	6.74812

a. Predictors: (Constant), C1.Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16652.070	1	16652.070	365.681	.000 ^b
	Residual	11976.270	263	45.537		
	Total	28628.340	264			

a. Dependent Variable: B1.ObjectiveEvaluation

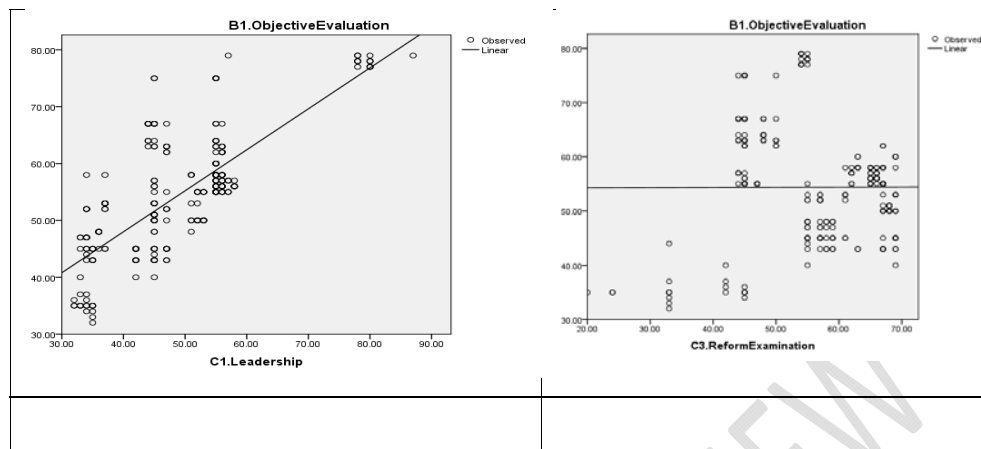
b. Predictors: (Constant), C1.Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.179	1.889		10.155	.000
	C1.Leadership	.721	.038	.763	19.123	.000

a. Dependent Variable: B1.ObjectiveEvaluation

The allocation of points shown, we have:



And then, we can formulate: $Y = 0.721 X_1 + 19,179$

Table 1: Summary of single model analysis

Variables	β	α	R	R ²	p
Leadership in policy implementation	0.721	19.179	0.763	0.582	.000
Educational focus on competency	0.457	28.285	0.566	0.321	.000
Reform in examination	0.03	54.232	0.003	0.000	.959
Open education	-0.602	85.196	0.436	0.190	.000
Autonomy of universities	-0.05	54.694	0.006	0.000	.923
Lecturer development	0.183	44.751	0.201	0.041	.001
Reform of financial management	0.170	45.965	0.143	0.021	.019
Research for education	0.279	41.028	0.355	0.126	.000
Internationalization	0.349	37.548	0.246	0.061	.000

Comment [CK6]: Kindly make bold the insignificant outcome instead of coloring them

$Y = 19.179 + 0.721 \times \text{"Leadership in policy implementation"}$, and then we can formulate the equation $\rightarrow Y = 19.179 + 0.721 X_1$

$Y = 28.285 + 0.457 \times \text{"Educational focus on competency"}$,

and then we can formulate the equation $\rightarrow Y = 28.285 + 0.457 X_2$

$Y = 85.196 - 0.602 \times \text{"Open education"}$, and then we can formulate the

equation $\rightarrow Y = 85.196 - 0.602 * X_4$

$Y = 44.751 + 0.183 * \text{"Lecturer development"}$, and then we can formulate the equation $\rightarrow Y = 44.751 + 0.183 X_6$

$Y = 45.965 + 0.170 * \text{"Reform of financial management"}$, and then we can formulate the equation $\rightarrow Y = 45.965 + 0.170 X_7$

$Y = 41.028 + 0.279 * \text{"Research for education"}$, and then we can formulate the equation $\rightarrow Y = 41.028 + 0.279 X_8$

$Y = 37.548 + 0.349 * \text{"Internationalization"}$, and then we can formulate the equation $\rightarrow Y = 37.548 + 0.349 X_9$

We can conclude that:

C1.Leadership ($R^2 = 0.582$) > C2.CompententDevelopment ($R^2 = 0.321$) > C4.OpenEducation ($R^2 = 0.190$) > C8.ResearchForEducation ($R^2 = 0.126$) > C9.Internationalisation ($R^2 = 0.061$) > C7.ReformFinance ($R^2 = 0.021$)

5.2.3. Multi-regression model analysis

We established the multivariate regression model as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 ^a	.819	.814	4.49089

a. Predictors: (Constant), C4.OpenEducation, C7.ReformFinance, C6.LecturerDevelopment, C8.ResearchForEducation, C9.Internationalisation, C1.Leadership, C2.CompententDevelopment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23445.149	7	3349.307	166.070	.000 ^b
	Residual	5183.190	257	20.168		
	Total	28628.340	264			

a. Dependent Variable: B1.ObjectiveEvaluation

b. Predictors: (Constant), C4.OpenEducation, C7.ReformFinance, C6.LecturerDevelopment, C8.ResearchForEducation, C9.Internationalisation, C1.Leadership, C2.CompententDevelopment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-15.600	4.625		-3.373	.001
	C1.Leadership	.627	.032	.663	19.636	.000
	C2.CompententDevelopment	.079	.031	.098	2.561	.011
	C6.LecturerDevelopment	.275	.026	.302	10.622	.000
	C7.ReformFinance	.189	.044	.160	4.313	.000
	C8.ResearchForEducation	.148	.024	.189	6.064	.000
	C9.Internationalisation	.277	.046	.195	6.002	.000
	C4.OpenEducation	-.186	.044	-.135	-4.234	.000

a. Dependent Variable: B1.ObjectiveEvaluation

$$Y = .627 * \text{'Leadership'} + .079 * \text{'CompententDevelopment'} + .275 * \text{'LecturerDevelopment'} + .189 * \text{'ReformFinance'} + .148 * \text{'Research for Education'} + .277 * \text{'Internationalisation'} - 0.186 * \text{'Open Education'}$$

5.3. Evaluation of policy objectives

Areas of education	Contents (by a set of indicators adopted from UNESCO)	Evaluation
Access	<i>Admission rate, enrolment rate, attendance rate</i>	Good
Equity	<i>Admission rate, enrolment rate, attendance rate / ethnic minority groups</i>	Rather good
Quality	<i>Test score /students; cost per pupil; teachers qualification; pupil/teacher ratio; classroom ratio; quality of teaching and learning process; adequacy of teaching content</i>	Not so good

Relevance of curriculum	<i>Employment and unemployment rate; graduate tracer studies; admission of university graduates to graduate studies abroad; labor market feedback on job opportunities of graduate by field</i>	Not so good
Internal efficiency	<i>Promotion rate, repetition rate, drop out rate, survival rate, completion and graduate rate</i>	Average
External efficiency	<i>Rate of return to ratio</i>	Not so good
Cost/ financing	<i>Cost per pupil and per student, cost of educational inputs, education expenditure as % of GDP or government budget, public versus private cost</i>	Low

(Sources: Evaluation done by in-depth interviews and discussions with reference to the annual reports and statistical data from a period of 2000-2018)

We can re-define the education policy objective as follows:

- Policy objective is not relevant to the policy problem:
 - Lacking of quality dimension;
 - Lacking of relevance curriculum;
 - Not focus on internal and external efficiency;
 - Not mention about the cost/ financing;
 - Meanwhile the equity in education is still missing....

We can re-define it that “overall education policy objective is to delivers high-quality, equitable and efficient education and training”.

- Government’s education policy facilitates high-quality learning for everyone with the most efficient allocation of resources between the different education systems (pre-school, schools, universities etc).
- Irrespective of the education system’s organization: the contribution of education policy towards providing a skilled labor force, the graduate

output of upper secondary and tertiary education, and equitable access to education.

- While the latter pertains to issues of fairness and distributive justice, it also has implications for a country's international competitiveness as unequal education implies a waste of human potential.

6. Discussions and conclusions.

First of all, education policy has been under poor design, top national priority “National book” is meaningless. There is a rising a need of re-defining the education policy objective. Thus, Policy Objective should be: “education policy objective is to deliver high-quality, equitable and efficient education and training”;

As a result of survey, some of policy solutions are not well done and not effective and efficient and relevant in policy implementation.

Sound regression analysis, C1.Leadership ($R^2 = 0.582$) > C2.CompetentDevelopment ($R^2 = 0.321$) > C4.OpenEducation ($R^2 = 0.190$) > C8.ResearchForEducation ($R^2 = 0.126$) > C9.Internationalisation ($R^2 = 0.061$) > C7.ReformFinance ($R^2 = 0.021$). Leadership can explain 58.2% of the policy objective was completed while competency development play important role in education policy solutions.

We can conclude that these policy solutions of C3.ReformExamination & C5.AutonomyUniversity are not well done, especially the autonomy of universities are still very weak.

From multi-regression analysis, we can see this model is very good to explain 81.9 % of the policy objective completion and their independent variables.

Leadership, lecturer development, financial reform, research for education, internationalization, open education, competency development are all important.
($Y = .627 * \text{'Leadership'} + .079 * \text{'CompetentDevelopment'} + .275 *$

“LecturerDevelopment” + .189 * “ReformFinance” + .148 * “Research for Education” + .277 * “Internationalisation” - 0.186 * “Open Education”).

Thus, education policy defined in Resolution No. 29-NQ/TW is comprehensive and covering the education policy problem before. The point of views of the Communist Party of Vietnam is to locate education and training as the top national policy, as the inquiry of the CPV and the State and the entire people which determined strongly to develop education system in Vietnam. However, as a result of research, it should be able to redefine the overall goal of education policy up to year 2030 as the education of Vietnam must be reached to the advanced level in the ASEAN region. As that the specific objectives are identified as the education must ensure the effective and efficient and equitable provisions of educational services to serve the high-quality human resources toward sustainable development in Vietnam. In order to achieve this overall goal, the education policy solutions should change, on the one side it must strengthen the leadership for educational innovation and training, one the other side, it must ensure education and training in the direction of respected development qualities and capacities of learners. From a results of education policy evaluation, the outcomes of education and training should ensure truthfulness and objectivity to renew the open educational system, to study for the whole life and to build a learning society to renovate the educational management. The change should increase autonomy and social responsibility of educational institutions, training organizations, development of trainers and managers to improve the quality education and training including the improvement in management finance. It requires mobilize the participation and contribution of the society to improve the efficiency of investment in the development of education and training. Also, the research findings show that it should focus on application of science and technology in education for enhancing the effectiveness of international cooperation in education and training.

So far, the initial report on implementation of Resolution No. 29-NQ/TW of the local report of MOET on Parliament has confirmed the policy solutions being implemented. However, the level of achievement of policy solutions is rather modest at medium and medium level [8]. As that results of such evaluation set out to promote better implementation of policy measures for the education policy implementation in the future. The research also calls for continued research on policy solutions to strengthen the implementation of policy instruments as well as the need to clarify effective educational policy instruments with eliminating ineffective policy ones at the right time.

References

- [1] Viennet, Romane, and Beatriz Pont. "Education Policy Implementation: A Literature Review and Proposed Framework." OECD Education Working Paper, No. 162. " OECD Publishing, 2017 .
- [2] Pham Dinh Long, "The cycle of higher education policy : the role of higher education institutions in Vietnam". *Journal of International Studies, Hanoi University of Science and Technology: Nghi nucu odc*, vol. 34, 3 (2018) 1-10 .
- [3] Le Quoc Hoi. "Education and training policy in Vietnam: current situation and recommendations". *TC Economics & Development 2016*. Trg 70-76.
- [4] Education Strategy 2011-2020 (Decision 711 / QD-TTg) .
- [5] My Anh. " The policy mechanism on education and training remains inadequate " . *Vietnamese communist sentiment*. <http://dangcongsan.vn/khoa-giao/co-che-chinh-sach-ve-giao-duc-dao-tao-con-nhieu-bat-cap-486251.html>
- [6] . Do Phu Hai. " EU and OECD Sustainable Development Models and Implications for Policy for Sustainable Development in Vietnam ". *Communist Review* 2018 <http://www.tapchiconsan.org.vn/Home/Doi-ngoai-va-hoi-nhap/2018/51503/Mo-hinh-phat-trien-ben-vung-cua-EU-va- OECD-va-ham.aspx>

[7] Preliminary Report on the Five Year Implementation of Resolution No. 29-NQ / TW of the 11th Central Committee on "Basic and comprehensive reform of education and training to meet the requirements of industrialization and modernization in the context of socialist-oriented market economy and international integration " .

[8] Vietnam Union of Science and Technology Associations, The proposal proposes a number of measures to progressively and thoroughly reform Vietnam's education system , 2005.

UNDER PEER REVIEW