

RENOVATION OF HIGHER EDUCATION IN VIETNAM TODAY

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1. Introduction

In the current context in Vietnam, higher education is of particular importance and is the driving force of socio-economic development. The renovation of higher education is very important in the process of comprehensively and synchronously promoting the renovation of the country. Highlights of the important achievements of higher education that we can mention in the past are: (i) Almost all higher education institutions of Vietnam have had a unit in charge of quality assurance; education quality accreditation centers have been established and licensed to operate. Vietnam's education quality accreditation has been oriented according to the standard criteria of the region and the world. In recent years, accreditation activities have achieved many important results, especially at educational management levels, and schools have access to modern and advanced management models. (ii) breakthroughs and changes in quality. International publication, the quality of lecturers, and the quality of learners at undergraduate and postgraduate levels have made great leaps and bounds compared to previous period. (iii) The care of training and fostering talents has a strong and timely shift in the structure of professions to meet the requirements of the industrial revolution 4.0. In addition to standard training programs, the Ministry of Education and Training has directed universities to actively implement talented, advanced, and high-quality training programs to train and foster talents. Adapting to the change and preparing human resources and digital human resources for Vietnam to enter a new era – the era of national development- the continued transformation of Vietnamese education in Vietnam is now an urgent issue.

Research questions

- Question 1: What are the specific contents of the implementation of Resolution No. 29-NQ/TW dated November 4, 2013, related to higher education?
- Question 2: What are the basic solutions to innovate higher education in Vietnam before the new era of development?

Research purposes

The purpose of the article is to analyze and clarify the basic content related to the theory and practice of Vietnamese higher education in the current period.

Research methods

Theoretical research methods: using analytical methods, synthesis, and theoretical chemistry systems to identify tool concepts and develop theoretical frameworks for articles. The article also uses practical research methods (Pedagogical observation methods; in-depth interview methods). In addition, the article also uses a combination of specific research methods such as deduction and induction, logic and history, and comparison of theory with practice.

2. Contents

Proud results after the implementation of Resolution No. 29-NQ/TW dated November 4, 2013, of the 8th Plenum of the 11th Party Central Committee on the fundamental and comprehensive renovation of education and training

Higher education is also one of the factors that promote the development of people's intellects. With the attention of the government and the state, higher education is increasingly promoting the role and ability of the sector, training young generations and abundant human resources for the country's development. In the process of leading the country, the State and the Government of Vietnam has always paid attention to education and training, identifying education and training as the leading national policy. Since the Party's establishment, there have been many Resolutions and Directives on education and training issued and put into life, in which, Resolution No. 29 "On 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" plays a particularly important role. Resolution 29-NQ/TW marked a new development of the Party's strategic thinking for the development of education and training. The resolution shows the vision, determination, and strategic orientation for education, as well as the vision for sustainable development of the country both in the immediate and long-term. Recognizing that importance, the whole political system, in which the core role is that the Education sector has drastically and synchronously implemented the tasks and solutions stated in Resolution 29, striving to basically fulfill the set goals. Details are as follows:

Firstly, the system of documents on leadership, direction and guidance for the organization of implementation has been issued relatively comprehensively; institutions and policies continue to be improved, creating an important legal corridor for education and training innovation; The management of education and school governance has made positive changes in the direction of strengthening the decentralization of management and granting autonomy associated with accountability.

Secondly, implementing a program of many textbooks and socialization in compiling and distributing textbooks to initially create positive changes, creating initiative and creativity for teachers, students and schools; the quality of both general and spearhead general education is increasingly improved and recognized by the world. Continuing education develops a variety of contents and forms, contributing to building lifelong learning and a learning society. In general, the quality of vocational education has improved, and vocational training for workers and rural workers has been paid attention to. The renovation of higher education associated with increased autonomy has created a new impetus, contributing to improving the quality of human resource training; scientific research, especially international scientific publications, has increased sharply; several higher education institutions are ranked among the best universities in Asia and the world.

Thirdly, in addition, participating in these programs are elite lecturers of Vietnam and some foreign lecturers, aiming to develop internationalized training programs to meet global human resources. The Ministry of Education and Training has issued a new Regulation on undergraduate, master's, and doctoral training, which completely transforms from institutional year training to credit and requires the determination of output standards of each training program. Political and ideological education, ethics, lifestyle, life skills, and physical education for students are increasingly in order, substantive, and effective; the coordination between the school, family, and society in educating students is strengthened. Teachers and educational administrators are

standardized, step by step ensuring the quantity; facilities and teaching equipment are improved, initially meeting the requirements of education and training innovation; actively implementing digital transformation in the whole education sector; educational socialization has achieved important results, recognized by society.

Solutions to renovate Vietnamese higher education before the new era of development, the era of self-reliance of the Vietnamese nation

The Party and the Government of Vietnam determine that, from the 14th Congress (2026) onward, Vietnam will officially enter a new era of development, the era of the development of the Vietnamese people. Accordingly, the new era requires a fundamental change in the awareness and actions of the whole Party and the whole society in preserving, nurturing, and using the most effective resources of the country.

First, identify the three main issues in the process of continuing to implement innovation: Awareness; institutions, and resources.

In terms of awareness, Resolution 29 itself is a new perspective on education, but awareness at all levels and sectors in education is still a big problem. In addition to a complete and thorough awareness, it is more important to take proportionate action and to take action to the end. In terms of institutions, it is necessary to continue to review documents and laws, develop a new Law on Teachers and review legal documents to pave the way for socialization in education, autonomy in education and pave the way for other innovations. In terms of resources, they include education finance, investment in education, and human resources. The Ministry of Education said that we are becoming more and more deeply and comprehensively aware of the decisive role of teachers in this renovation, and we will certainly have to do more to develop the teaching workforce to complete the educational renovation goals in the coming time. We believe that cognitive and thinking innovation is the most important. Innovating the higher education development mindset is difficult.

Second, focus on training according to social needs and the quality of lecturers.

To align with social needs, higher education needs to better engage with business. It is necessary to gradually expand the training model according to the mechanism of sharing training funds between the State and enterprises, closely coordinating vocational education, training and vocational training institutions, and scientific and technological organizations. Coordinate career counseling activities at training and vocational training institutions in enterprises, create conditions for students, trainees, and workers to choose appropriate occupations right from the time they enter the university and have much necessary information when they are about to graduate. The State should encourage enterprises to link and invest in support for universities in the form of "ordering". Overcoming the scattering of teacher training institutions nationwide; focusing on building several pedagogical schools and key technical pedagogical schools; coordinating the pedagogical school system according to the objectives and plans for training and retraining teachers and educational managers nationwide. On the other hand, it is necessary to have a separate enrollment and recruitment mechanism to recruit people with real qualities and competencies suitable to the pedagogical sector and strongly innovate the objectives, content, training methods, retraining and evaluation of learning and training results of teachers according to

the requirements of improving the quality, responsibility, ethics of teachers and professional capacity. In addition, there should be preferential regimes for teachers and educational managers. The recruitment, use, remuneration, and honor of teachers and educational managers must be based on the actual assessment of their capacity, professional ethics, and work efficiency. There are preferential regimes and reasonable regulations on the retirement age for highly qualified teachers, and at the same time, there is a mechanism for screening, dismissing, arranging other work or resolutely taking out of the industry for people who do not meet the quality, capacity, do not meet the requirements and tasks. Adopt policies to support young lecturers in accommodation, learning, and scientific research; encourage teachers and managers to improve their professional qualifications. Ensuring equality in honoring and training and fostering opportunities between public and non-public school teachers. Create conditions for overseas Vietnamese and international experts to participate in domestic teaching and research.

Thirdly, increasing autonomy and socialization of education.

In addition, it is necessary to encourage and create favorable conditions for leading international universities to open training institutions in Vietnam, especially those operating for not-for-profit purposes. Encourage investment from non-state budget sources to build high-quality education and training institutions in urban areas with developed socio-economic conditions. In particular, it is necessary to organize forums and seminars to introduce priority education and training and vocational training sectors that the Government of Vietnam needs to attract ODA and concessional loans from donors, and at the same time, it is an opportunity to approach and create close relationships with strategic donors.

Conclusion

The new era - the era of self-reliance of the Vietnamese people is the great ideology of the Party and Government of Vietnam, which implies creating a strong, decisive, drastic, positive movement, effort, internal strength and confidence to overcome challenges, overcome themselves, fulfill aspirations, reach goals, achieve great achievements. To achieve that, education and training is the leading national policy, it is necessary to take a pioneering step in this special development period of the nation. The unified and cross-cutting direction of the Party and State of Vietnam for the education sector in general, including higher education in particular, is to always promote and prioritize policies to develop education one step ahead. Vietnam is transforming, and digital transformation has gradually penetrated the economy, opening up good opportunities to promote labor productivity and improve service quality. An industry based on technology has initially developed, and the startup ecosystem has also formed, which has much potential to help Vietnam transform itself. The article presents and analyzes general issues related to the theory and practice of Vietnamese higher education in the new period – entering the new era of Vietnam in the current period. Accordingly, the implementation time of Resolution No. 29-NQ/TW from 2023 up to now (2025), Vietnam's higher education has achieved specific and proud results, reflected in aspects related to: innovation, examination, evaluation, organizational work; the promulgation of legal documents; the development of lecturers and education managers. The article also proposed basic solutions to renovate Vietnamese higher education before the new era of development - the era of Vietnamese national development. The

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