

## POSTGRADUATE EDUCATION AND TRAINING IN VIETNAM

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### ABSTRACT

Education - training has the mission of training Vietnamese people for comprehensive development, contributing to building the country's advanced culture in the context of globalization, creating a foundation and driving force for industrialization, at present modernization and development country. In the context of the current development of the knowledge economy, which requires highly qualified human resources, it is necessary to have the participation of higher education institutions, especially graduate training, to contribute to the supply of highly qualified human resources for the country. Within the framework of this article, the authors have mentioned the role of education, the factors affecting education and training, and especially postgraduate training, from which to offer some solutions to develop education and training, above all, to promote the effectiveness of postgraduate education.

**Keywords:** Education, Training, Postgraduate Training.

### 1. INTRODUCTION

In recent times, the vigorous development of information technology, coupled with the interplay between computer science, microelectronics, and biology, has generated remarkable advancements in the economy. This relentless progress has given rise to a new productive force within society, where knowledge acts as the primary driver, leading to the formation of a novel economic paradigm: the knowledge economy. It can be understood that "the knowledge economy takes knowledge as the most decisive resource of production, the most significant driving force for development." Developed nations worldwide have recognized this trend and promptly revamped their policies, vigorously expanded knowledge-based industries, and heavily invested in information technology. These most advanced economies have thus transformed into predominantly knowledge-driven economies. Therefore, it is essential to focus on, invest in, and innovate education, particularly postgraduate education, to provide society with a highly skilled workforce that meets the nation's developmental requirements.

Furthermore, Vietnam's higher education system is fragmented across numerous ministries, each overseeing a range of academies, universities, colleges, vocational schools, and specialized secondary schools. The Ministry of Education does not directly administer the entire university system but rather establishes guidelines for university operations, while personnel and financial matters for educational institutions under other ministries are determined by their respective governing bodies. Consequently, postgraduate education remains a subject of widespread societal concern.

## 2. THE ROLE OF POSTGRADUATE EDUCATION IN NATIONAL DEVELOPMENT

Education is the process of equipping and enhancing knowledge and understanding of the objective world, science, technology, skills, and techniques in professional activities, as well as shaping and developing human personality. Education and training occur regularly and continuously in various human activity environments (within the family, workplace, school, social interactions, etc.), with the school environment playing a decisive role. Education is closely linked to the development of society, subject to the impact and regulation of other processes such as economy, politics, society, and culture. Therefore, in each stage of social development, education has appropriate characteristics, corresponding to the level of socio-economic development, with goals and content relevant to that stage. This section of the article addresses postgraduate education in universities in our country today.

The era of the knowledge economy is characterized by a shift from an economy primarily based on capital and natural resources to one primarily based on human knowledge. Postgraduate education plays a crucial role in creating high-level knowledge and promoting it. It can be said that postgraduate education is the fundamental development mode of the knowledge economy. In this economy, each individual must know how to translate knowledge into skills, absorb, and transform general knowledge into their own. Therefore, postgraduate education plays a significant role in national development:

*Firstly*, postgraduate education is a crucial factor in developing a highly skilled human resource. Human resources are the decisive factor in organizing and effectively utilizing other resources. Today, human intellect plays a decisive role in the strength of each nation. Humans are the subjects who create technical technologies to serve human interests. The level of human intellect development determines the corresponding level of technical technology. To effectively utilize other resources in society, it is necessary to rely on human capacity and intellect because other resources cannot function independently without human intervention. Education is the process of accumulating human capital, a long-term process in which it is difficult to make precise economic calculations, but it is certain that education has significantly contributed to developing a skilled workforce with the necessary qualities. Through education, each individual possesses crucial factors: intellect, qualities, and physical strength.

Economist Joseph Stiglitz, when discussing development perspectives in the new millennium, asserted that education is a crucial factor in human resource development. According to him, “education plays a vital role not only because it increases human capital but also because it enables people to accept and adapt to changes. Education provides individuals with scientific methods and new forms of thinking that are profoundly different from old thinking.” (Joseph Stiglitz; Greenwald, Bruce C. 2014).

*Secondly*, postgraduate education contributes to economic growth through the application and promotion of technological progress. Postgraduate education contributes to economic growth by increasing individual labor productivity through enhancing qualifications and accumulating knowledge. The role of postgraduate education can be measured by comparing the difference between an individual's output in the same unit of time before and after completing a training course. For countries with advanced technology, postgraduate education increases the supply of potential researchers and developers, thereby reducing research and development costs. For countries with lower levels of technology, education facilitates the application of previously deployed technologies in more developed countries and adjusts these technologies to suit the geographical and economic conditions of each country, thereby creating higher labor productivity.

In this way, postgraduate education has a positive impact, contributing to promoting economic growth in technologically lagging countries.

### 3. KEY FACTORS AFFECTING EDUCATIONAL DEVELOPMENT

Overall, educational development depends on many factors that interact simultaneously and intertwine within the education and training processes. The following are some of the key factors:

*Firstly*, the state's education and training policies are overarching factors that play a decisive role in the development of education and training. In Vietnam, the Party and State have always paid attention to the cause of education and training and have continuously improved policies to promote and encourage its development. Thanks to the Party's wise leadership and the State's sound education and training policies throughout the country's defense and construction, our education and training have achieved significant successes, contributing worthily to the victories of our revolution since the nation's founding. However, alongside these achievements, Vietnamese higher education, particularly postgraduate education, still has limitations and lags behind other countries in the region and the world (Trần Thị Minh Tuyết. 2022). Education in Vietnam has not developed commensurately with requirements and tasks and has not met the learning needs of the people. The 13th Party Congress stated: "The training of high-quality human resources has not met the requirements of socio-economic development." (Communist Party of Vietnam. 2021. vol. I, pp. 82 - 83)

The current issue is that these limitations and weaknesses need to be deeply understood to find solutions to elevate Vietnamese higher education in general and postgraduate education in particular to a new level.

*Secondly*, the material and technical infrastructure for education, the system of schools and classes that meet the human resource development goals of each period and increasingly meet the public's demand for education and training; teaching equipment and facilities, the system of programs, textbooks, libraries, and materials... also need to be innovated to meet the general development requirements of society.

*Thirdly*, the team of lecturers and education managers, this is the team that plays a decisive role in the quality and development of education. In Vietnam, although a large team of lecturers and education managers has been established, and their quality has significantly improved compared to the past, there are still many challenges that need to be addressed: quality has not kept pace with the general development of society; quantity has not met requirements (in recent years, there has been a shortage due to lecturers leaving the public sector)...

*Fourthly*, the quality and effectiveness of education in training institutions are still low, lacking connection with the labor market. Many training institutions only provide what they have, not what society needs. In 2020, Vietnam had 225,000 bachelors, engineers, and masters who graduated but could not find jobs, or they accepted jobs outside their trained specialties, causing significant waste (Hà Bình. 2014).

### 4. SOLUTIONS TO ENHANCE THE EFFECTIVENESS OF POSTGRADUATE EDUCATION

*Firstly*, timely policies are needed to ensure that Vietnamese education, especially postgraduate education, meets the general development of society and contributes to the development of Vietnam's knowledge economy. In particular, specific policies should prioritize

the development of postgraduate education, and there should be specific preferential policies to enable learners and researchers to connect and apply research results to real-life situations.

*Secondly*, the socialization of education should be promoted to allow private sector investment in training institutions, building a system of training facilities that meets the society's development requirements in terms of material infrastructure and equipment for teaching and learning.

*Thirdly*, the quality of lecturers and postgraduate education management staff should be improved. The quality of the education system is always closely linked to the quality of the teaching staff. Therefore, appropriate training and development planning are needed, along with policies to attract excellent students to stay at the school, creating conditions for Vietnamese scientists abroad and international experts to participate in teaching and research at domestic training institutions. Additionally, there is a need for education managers with sufficient vision, talent, and dedication to contribute to the development of education. Good managers will use the right people, solve problems arising in education democratically and transparently, and care about the lives and incomes of lecturers and education management staff.

*Fourthly*, postgraduate training programs should be innovated to ensure quality output standards. Because the training program is an indicator of the quality of a training institution. Moreover, the quality of a higher education institution needs to meet the goals set by that institution, ensure the requirements of the Law on Higher Education, and be consistent with the human resource training requirements for the socio-economic development of the locality and the country. Currently, the Minister of Education and Training issues a set of criteria for evaluating the quality of training institutions, both self-assessment and external assessment (external assessment is the process of surveying and evaluating by a quality accreditation organization based on the standards issued by the Minister of Education and Training) to determine the level at which the educational institution meets educational quality standards (Ministry of Education and Training. 2017).

## 5. CONCLUSION

In summary, education and training contribute to creating a generation of workers with knowledge, ethics, integrity, critical and creative thinking, life skills, problem-solving skills, and professional skills to work effectively in a globalized environment that is both cooperative and competitive. In the current context of globalization and international integration, we need a highly qualified workforce. Therefore, the assistance of postgraduate training institutions is required, and there is a need for innovation in education, including philosophy, educational perspectives, and the methods and quality of education at training institutions. Training institutions must ensure the effective implementation of Decision No. 78/QĐ-TTg of the Prime Minister approving the "Program for Developing the System of Quality Assurance and Accreditation of Higher Education and Teacher Training Colleges in the Period 2022-2030." Training institutions need to complete an internal quality assurance system with clearly defined goals, policies, resources, tasks, plans, quality assurance processes, and a quality assurance information system that are consistent with the mission, goals, and actual conditions of each stage, based on domestic and foreign quality assessment standards.

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