



Welfare policies for learners in preschool, high school, college and university in Vietnam

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Abstract

The Ministry of Education and Training is drafting the Prime Minister's Decision approving the education development strategy for the period 2021–2030, with a vision for 2045. Some goals and orientations for educational development in 2021–2030 are given as follows: to improve the quality of comprehensive education, especially the quality of physical education, culture, ethics, life skills, law, foreign languages, information technology, and the qualities of global citizens. The article explores the current status of student welfare policies in preschool, high school, college, and university educational establishments in Vietnam. The article points out the results achieved in the process of implementing these policies. Student welfare policies also present limitations and propose solutions to overcome limitations in student welfare policies in preschool, high school, college, and university educational institutions. study in Vietnam.

Keywords: security policy, learners, preschool, high school, college, university, Vietnam.

1. Introduction

Education is a way of learning human knowledge, habits, and skills that are transmitted from one generation to the next through training, research, and teaching. Education can be guided by others, or it can be taught by each person on their own. That is, people's personal experiences with thoughts, actions, and feelings will be considered education. For a person, education will go through many different corresponding stages, such as preschool education, primary education, secondary education, and university.

The national education system is an open, interconnected education system, including formal education and continuing education. While the welfare policies for learners are mostly aimed at those participating in formal training forms, some policies apply to short-term and continuing vocational training subjects. Education levels and training levels of the national education system include: (i) preschool education, which includes kindergarten education; (ii) general education, which includes primary education, lower secondary education, and high school education; (iii) vocational education training at the primary level, intermediate level, college level, and other vocational training programs; (iv) higher education, which provides undergraduate, master's, and doctoral

degrees. These educational levels and training levels are taught mostly at schools in the national education system, including: (i) kindergartens; (ii) high schools (junior high schools, high schools, and high schools with many levels of education); (iii) vocational education establishments; and (iv) university education establishments. Based on the educational level, training level, and form of teaching organization at schools in the national education system mentioned above, the article explores welfare policies for learners in educational establishments. preschool, high school, college, and university in Vietnam

2. Theoretical basis

Education concept

The word education appeared in human society a long time ago, helping humans develop better than other animals. Education helps humans have intelligence as well as reduce the species' instinctive nature, so they are more evolved than other animals on Earth. Today, many governments recognize each person's right to education. The United Nations enacted the International Covenant on Economic, Social, and Cultural Rights (Article 13) in 1966, recognizing the right to education for all.

In fact, in most countries, children of a certain age are often required to go to school. Nowadays, the form of education has changed a lot compared to before, especially in developed countries. Parents can choose to let their children study at home, through distance learning, online learning, etc., all of which are accepted as valid qualifications. achieve the same. Education has the goal of providing and equipping people with knowledge and skills, as well as training ethics, personalities, and lifestyles to integrate into their community. It can be said that educational goals correspond to each certain era in the process of social development, including a system of specific social requirements and standards for a personality model that needs to be formed in school. a person with a certain education. During stages of social development, educational goals also change.

Forms of education

Form of preschool education: This level of education applies to students under 6 years old so that they have basic knowledge and prepare to enter elementary school. These school years are very important for the formation of children's thinking and personalities.

Form of Primary Education: Primary education applies to children from 5 to 6 years old with grades 1, 2, 3, 4, or more, depending on the regulations of each country. This is the next level of education in the preschool system, with the role of helping to form children's intellectual, physical, and personality abilities. This is a lower level than junior high school, which in the North used to be called junior high school level I. In our country, the primary school system will last 5 years, and at the end there is a graduation exam. But from 2005 to 2006, this exam was abolished.

Form of Secondary Education: Secondary education is the next educational system of primary education. This is a period of study that is often compulsory in most countries. Others only require primary and basic education. Secondary education includes middle school (called middle school) and high school (called high school). In particular, junior high school education lasts 4 years, from grade 6 to grade 9. Students must complete the program to continue in secondary school. High school education lasts 3 years, from grade 10 to grade 12. Students must graduate from middle school to study in high school.

Form of Higher Education: Higher education is higher education in universities, colleges, and for students. Students must graduate from high school. At the university level, students are taught both theory and practical skills or professional education with many different majors and are awarded a degree or certificate upon completion of the course.

Form of Vocational Education: Vocational education is courses on specific occupations so that learners can practice and work after graduation. Learners will receive practical and theoretical training in a certain profession, usually non-academic. Vocational education has a wide variety of professions to choose from, including accounting, nursing, engineering, crafts, and law. This system can be applied at the secondary, post-secondary, etc. level.

3. Current status of student welfare policies in preschool, high school, college, and university educational establishments

Overview of the number of schools and learners at all educational levels

* **Preschool education:** As of May 2022, the whole country has 15,501 preschools (public 12,465 accounting for 80.4%, non-public 3,037 accounting for 19.6%); there are 5,473,223 preschool children going to school (accounting for 67.7% of preschool-aged children), of which 897,811 are preschool children (accounting for 28.9% of kindergarten-aged children). 4,575,412 (accounting for 91.9% of children of preschool age).

* **General education:**

Table 1: Statistics on the number of schools and students at all levels of general education

No	Content	total	Divide	
			Public	Private
	School number	26.459	26.034	425
	Number of students	16.388.765	16.028.357	360.408
1	Elementary			
	School number	13.970	13.852	118
	Number of students	8.506.562	8.402.000	104.562
2	Junior high school			
	School number	10.091	10.068	23
	Number of students	5,373,639	5,313,042	60,597
3	General Secondary Education			
	Number of Schools	2,398	2.114	284
	Number of students	2,508,564	2,313,315	195,249

Source: Compiled by the authors

* **Job education:**

As of June 2022, Vietnam has 1,917 vocational education institutions, of which:

400 colleges (public: 312 schools; private: 84 schools; foreign-invested schools: 4 schools);

492 intermediate schools (public: 256 schools; private: 235 schools; foreign invested capital: 1 school);

1,025 vocational education centers (public: 690 centers; private: 346 centers; foreign invested capital: 2 centers)

The enrollment scale and training scale in vocational education are as follows:

Table 2: Statistics on the number of pupils, students, elementary learners, and other vocational training programs

Level of education	Year 2020	Year 2021	Year 2022
Enrollment scale			
College level	230.400	219.800	220.000
Intermediate level	310.000	325200	341.500

Basic and other vocational training programs	1.664.000	1.665.000	1.750.000
Training scale			
College level	411.959	541.759	670.200
Intermediate level	457.096	635.200	666.700
Primary and other vocational training programs	1.664.000	1.665.000	1.750.000

Currently, there are 237 universities and academies (including 172 public schools, 60 private and people-founded schools, 5 schools with 100% foreign capital), and 37 scientific research institutes assigned to train doctoral degrees. The total number of university students in the country is 1,617,857 (of which 1,448,840 have regular university degrees).

The current status of welfare policies being implemented

This article has conducted statistics and reviewed welfare policies in Vietnam that stipulate welfare policies for learners. These are all policies currently in effect. A summary of statistics on welfare policies for learners at schools in the national education system is shown in the following table:

Source: Compiled by the authors

* University education:

Table 3: Summary of welfare policies for learners

Serial Number	Policy Name	Kindergarten	General Education	Profession	University	Regulatory document	Notes
	Total policy count	11	19	25	18		
1	Lunch allowance support	1					
2	Allowance for preschool children of workers and laborers working in industrial zones	1				Decree number 105/2020/ND-CP	
3	Support policy for students in particularly difficult villages and communes						
	Providing meal support		1			Decree number 116/2016/ND-CP	This includes boarding students.
	Offering housing support		1				
	Providing rice support		One				
Four	Tuition policy						
	No tuition fees are collected.		1	1	1		
	Tuition fee waiver	1	1	1	1	Decree number 86/2015/ND-CP;	
	Reduce tuition fees.	1	1	1	1	Decree number 145/2018/ND-CP	
	Support tuition fees for primary school students in private education institutions.		1				
5	Support for study costs and educational support	1	1	1	1	Decree number 86/2015/ND-CP;	If subjects overlap, receive the higher amount once.

						57/2017/ND-CP	
					1	Decision No. 66/2013/QD-TTg; Decree No. 57/2017/ND-CP	If the subjects overlap, receive the higher amount once.
			1			Decision No. 356/QD-TTg, dated March 10, 2014	Children are victims of landmines and explosives left over from the war.
6	Support for primary-level training and training under 3 months					10 policy documents and 4 circulars guided by the BTC (*)	This includes vocational training by card.
	We offer tuition support.			1			
	We provide support for food, accommodation, and transportation.			1			
7	Support for vocational training costs, foreign language learning, necessary knowledge enhancement, and procedure costs for working abroad			1		Circular No. 15/2017/TT-BTC	Includes 8 cost items (training, enhancement, accommodation, equipment, transportation, procedure costs, visa fees, health check).
8	Policy to support tuition fees for lawyer training courses.			1		Joint Circular No. 24/2014/TTLT-BTC-BTP	
9	Support for short-term training course fees to assist organizations and units employing ethnic minorities residing in mountainous areas and particularly difficult regions			1		Decision No. 42/2012/QD-TTg, Decision No. 64/2015/QD-TTg, Circular No. 52/2013/TT-BTC	
10	Policy scholarships for college students			1		Decision No. 53/2015/QD-TTg; Decree No. 84/2020/ND-CP	2 regulations with the same name, overlapping some subjects
11	Encouragement scholarships for studying			1	1	Decree number 84/2020/ND-CP	
12	Priority in admissions	1	1	1	1	Decree number: 57/2017/ND-CP	

RESULTS ACHIEVED

* For preschool education

The scale, quantity, and quality of child care and education are increasingly increasing, and quality assurance conditions are strengthened. The rate of mobilizing children to go to school has achieved very positive results. From 2015 to present, the number of children in early childhood education facilities has increased rapidly. Increased by over 1.2 million children; correspondingly, it increased by over 41 thousand groups or classes. In particular, the lunch support policy has contributed to helping Vietnam complete the target of universalizing 5-year-old kindergarten by 2015.

* For general education

The number of students in primary and secondary schools is gradually stabilizing, consistent with the population structure by age, mobilizing students to go to class, and maintaining and consolidating universalization results (primary school: 98.08%; middle school: 98.57%; high school: 92.02%). The results and quality of primary education continue to be improved, and the quality of secondary education is maintained sustainably. 63/63 provinces and cities meet the standard of universal primary education level 2, of which 15 provinces and cities meet the standard. universalize primary education, level 3. As of June 2019, 63/63 provinces met the secondary education standard level 1, reaching a rate of 100%. Among them, 3 provinces have been tested and recognized to meet level 3 secondary school standards.

* For vocational education

On November 27, 2014, the National Assembly passed the Law on Vocational Education. This law takes effect on July 1, 2015. The Law on Vocational Education has shown the State's policy on developing vocational education, with specific contents such as supporting beneficiaries of preferential treatment for people with meritorious services to the revolution and demobilized soldiers, ethnic minorities, people from poor households, near-poor households, people with disabilities, orphans without support, offshore fishermen, rural workers who directly work in households agricultural exports have their farmland and other social policy subjects confiscated in order to create opportunities for them to study to find jobs, create their own jobs, establish themselves, and start a business; Implement gender equality in vocational education. Support policies in vocational education have met the needs of the industrial economy, requiring the development of a workforce with knowledge, high vocational skills, and the ability to master the means, machinery, and technology, demonstrating the strategic role of vocational training in the country's development, viewed from both an economic and social security perspective.

* For higher education and pedagogy

Support policies and preferential credit loans have helped millions of students complete their university education programs, reaching the target of 240 students with university and college degrees per 10,000 people. (This goal has been achieved since 2017). The government has issued policies to support ethnic minorities in ethnic groups with low human resources to pursue graduate studies and graduate students with free tuition, textbooks, study materials, and support for food and accommodation. monthly equal to the base salary; research to amend, supplement, and increase the level of support for ethnic minority students studying at higher education institutions.

The system of documents regulating welfare policies has been fully issued.

Up to now, welfare policies in education targeting pupils and students from disadvantaged groups to increase opportunities to access education have been fully promulgated at all levels of education, occupations, and professions. covers all subjects belonging to disadvantaged groups. It can be said that Vietnam has almost no gaps in welfare policies for learners. The promulgation of welfare policies in education receives attention not only from the Ministry of Education and Training but also from many other ministries and agencies. Beneficiaries of educational welfare policies are specified in the Law on People with Disabilities, the Law on Children, the Ordinance on Preferential Merit, the Law on Execution of Civil Judgments, the Law on Amnesty, and the Law on Execution of Criminal Judgments,... and projects in the fields of agriculture, industry and trade, justice, defense, etc. issued by different competent levels. Some localities have also developed and issued their own security policies suitable to their local socio-economic conditions, such as Bac Ninh and Hai Phong. This has helped fill the rare gaps that the government's welfare policies have not yet addressed.

EXISTENCES

* Policies are spread out and overlap in names and objects.

There are up to 17 cash support policies. Most of these policies provide support based on a percentage of the base salary. One subject is entitled to many policies at the same time. These policies overlap both in name and support content.

Currently, there is absolutely no mechanism to control whether the supported money is actually used to enhance learners' access or not. Even the management agencies do not have instructions to direct learners and their families on what this money should be used for.

There is no mechanism to evaluate the effectiveness of policies. Support policies aim to increase the level of access (in both quantity and accessibility) for disadvantaged groups. However, for many years, there has not been any quantitative assessment of how a support policy helps increase access. There are even no assessments of how much learners' families invest in their students' learning before and after receiving support.

* Inadequacies in tuition policies and other educational service revenues

For preschool education, one shortcoming in the tuition policy is the mismatch between the principle—the tuition framework—and the income of the children's parents. Regarding the tuition framework, preschool and general education are regulated within the same framework. However, in reality, there is a huge difference between the specific tuition fees for preschool education and general education. This comes from the fact that preschool education costs more than general education. so many. The tuition fees collected from preschool education through field surveys are mainly reserved for the tasks of (1) paying income for contract teachers and (2) supporting school cooking activities. This situation has led to the proposed policies and principles, such as tuition exemption, affordability, etc., becoming formal and inconsistent with reality.

For general education: The shortcomings do not lie in tuition fees but in other contributions. Because there are currently no regulations on other contributions, contribution contents, fees, or

subjects eligible for exemptions, public opinion largely disagrees with these contributions.

For higher education and vocational education: University students are entitled to the policy of not having to pay tuition, as stipulated in the documents. Current guiding documents only have regulations on "specialized" industries. The concept of "specific expertise" fields is currently not regulated in the Law on Higher Education, Vocational Education, and other related documents. Thus, in fact, although there are regulations on not collecting tuition fees for students studying specific specialized fields, up to now there has been no document specifically regulating what this subject is.

4. Conclusion and recommendations

The Constitution of the Socialist Republic of Vietnam affirms that the state prioritizes investment and attracts other investment sources for education; takes care of preschool education; ensures that primary education is compulsory; does not collect tuition fees; gradually universalizes secondary education; develops higher education and vocational education; and implements reasonable scholarship and tuition policies. To be able to achieve the goals set by our party and state for education, the article proposes a number of solutions to improve welfare policies for learners in Vietnam, including:

Develop a master plan on welfare policies in accordance with the party's orientation and the state's education development strategy.

Consolidate and unify the names of welfare policies: build a database system on policy subjects; consolidate cash support policies; eliminate support policies for in-kind purchases of money; and add a mechanism to monitor and evaluate the spending of supported money.

Complete policies on tuition and other revenues for preschool education, general education, university education, and vocational education

Improve capacity and quality in the development of legal documents on welfare policies for learners in the field of education.

Supplement welfare policies for learners to remove white areas and blank policy areas; address current policy gaps.

Expand the authority of local authorities at all levels in issuing welfare policies.

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