

**PEOPLE'S COMMITTEE OF HO CHI MINH CITY  
THU DAU MOT UNIVERSITY**

**NGUYEN PHUOC TRONG**

**SOCIALIZATION OF GENERAL EDUCATION IN THE  
SOUTHEAST REGION IN THE PERIOD 1986 - 2018**

*Category: History of Vietnam*

*Code : 9229013*

**SUMMARY OF THE DISSERTATION**

**HO CHI MINH CITY - 2026**

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**SUMMARY OF THE DISSERTATION**

**Scientific supervisor:**

- 1. Assoc. Prof. Ph.D. HUYNH THI GAM**
- 2. Ph.D. NGUYEN PHUONG LAN**

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## **PREAMBLE**

### **1. The necessity of the topic**

#### ***1.1. Scientific Reasons***

First, from a scientific perspective, the topic stems from the need to understand and explain an important historical process in the development of Vietnamese society during the *đổi mới* (renovation) period. Following the Sixth National Congress of the Communist Party of Vietnam, the country entered a period of transition in its development model from a centrally planned economy to a socialist-oriented market economy, leading to fundamental adjustments in management thinking and the organization of social life. In this process, education and training were identified as a top national priority, while simultaneously adapting to new requirements for mobilizing social resources, diversifying participating entities, and reforming management mechanisms.

#### ***1.2. Practical Reasons***

From a practical perspective, the topic stems from the need to summarize and evaluate a major policy with profound impacts on social life in the context of the rapid development and deep integration of the Southeast region. Over the past three decades, this region has become the engine of national growth, strongly attracting domestic and foreign investment, while also receiving a large number of migrant workers, causing rapid changes in population size and social structure. The increase in population due to migration, the expansion of urban areas, and the formation of concentrated industrial zones have created immense pressure on the public general education system, forcing authorities at all levels to seek solutions to mobilize social resources to meet the growing learning needs.

During the period 1986–1997, like other localities, provinces and municipalities in the Southeast region faced numerous difficulties and challenges as the country entered the renew era. The Party Committees and authorities of the Southeast region soon developed policies on educational socialization to mobilize resources from society for education and training. It can be said that the early years of the reform period marked the gradual formation and development of the policy on the socialization of general education in the region.

Transitioning to the period 1998–2018, in line with the Party’s directives and State policies on educational socialization—especially the implementation of Government Resolution No. 90/CP; Resolution No. 29-NQ/TW dated November 4, 2013 of the Eighth Plenum (11th Central Committee) on “Fundamental and comprehensive reform of education and training to meet the requirements of industrialization, modernization, and

international integration”; and the Education Development Strategy 2011–2020—the socialization of general education in the Southeast region recorded initial results but also faced numerous difficulties and inadequacies. Investment in education from the state budget increased but was still insufficient to meet people’s learning needs, while social resources for general education mobilized through socialization remained limited.

From these issues, the author selected the topic “Socialization of General Education in the Southeast Region from 1986 to 2018” with the aim of clarifying the advantages, challenges, and the process of implementing educational socialization in the region during 1986–2018. Based on this, the study draws lessons learned and proposes solutions to improve the quality of educational socialization in the provinces and cities of the Southeast region to meet future socio-economic development needs.

## **2. Research purposes and research tasks**

### ***2.1. Research purposes***

To clarify the application and implementation of the socialization of general education in the Southeast region during the renew period (1986–2018); analyze the actual situation, advantages, and challenges in policy implementation; affirm the significant contributions of educational socialization to local socio-economic development; assess achievements and limitations; and derive lessons learned to propose solutions that improve the effectiveness of policy implementation in localities.

### ***2.2. Research tasks***

Systematize key concepts related to the dissertation topic.

Analyze and assess factors influencing the implementation of general education socialization policies in the Southeast region from 1986 to 2018.

Analyze the actual situation of general education socialization in the region during the two periods: 1986–1997 and 1998–2018.

Evaluate the implementation process, including achievements, limitations, and underlying causes. Identify emerging issues for future implementation.

Draw lessons learned and propose solutions to enhance the effectiveness of general education socialization in the Southeast region 1986-2018.

## **3. Object of study and Scope of research**

### ***3.1. Object of study***

Based on the content of the topic, the thesis focuses on studying the theoretical basis and current status of socialization of education in the Southeast region in the period 1986-2018.

### ***3.2. Scope of research***

Time scope: 1986–2018, divided into two periods: 1986–1997 and 1998–2018. The year 1997 marks the introduction of Government Resolution No. 90/1997/NQ-CP, considered a major starting point for educational socialization.

Geographical scope: The Southeast region, including Ho Chi Minh City, Binh Duong, Dong Nai, Binh Phuoc, Ba Ria–Vung Tau, and Tay Ninh.

Content scope: The dissertation focuses on theoretical foundations, actual conditions, forecasts, and solutions for general education socialization in the region, including: development of private general education in scale and quality; mobilization of non-budget financial resources; and mobilization of non-financial social resources for education.

#### **4. Methodology, research methods, and resource materials**

##### ***4.1. Methodology***

The dissertation is based on the methodology of Marxism–Leninism, Ho Chi Minh’s ideology, and the viewpoints and policies of the Communist Party of Vietnam on educational socialization.

##### ***4.2. Research methods***

In the process of implementing the topic, the thesis mainly uses historical and logical methods. In addition, the thesis also combines with a number of other methods such as: analysis, synthesis, statistics, deduction, induction, comparison, sociological investigation, interview to clarify the main content of the topic.

##### ***4.3. Resource materials***

Viewpoints and thoughts of Marxism-Leninism; Documents, Resolutions, and policies of the Party and the State on Socialization of General Education. Political reports, summaries of the Party Committee, People's Council, People's Committee, and Departments and Branches; statistical documents from the Ho Chi Minh City Statistical Office, Binh Duong Provincial Statistical Office, Binh Phuoc Provincial Statistical Office, Dong Nai Provincial Statistical Office, Ba Ria - Vung Tau Provincial Statistical Office, Tay Ninh Provincial Statistical Office. Research works, monographs, reference books, scientific research articles, theses and data collected from the sociological survey process of graduate students.

#### **5. Contributions of the dissertation**

(1) Supplementing some theoretical issues on the socialization of education in the Southeast region; (2) Sketching a picture of the implementation of the socialization of education in the Southeast region from 1986 to 2018, (3) Pointing out the achievements and limitations in the implementation of the socialization of education in the Southeast region from 1986 to 2018; (4) Contributing to the successful implementation of Resolution No. 90/CP of the Government dated August 21, 1997 and

Resolution No. 29-NQ/TW dated November 4, 2013 of the Eighth Conference (Central Executive Committee, 11th Term) on fundamental and comprehensive innovation of education and training; (5) The thesis is also a reference document, serving the research, teaching and learning of issues related to the scope of the thesis.

#### **6. Layout of the dissertation**

Besides the Preamble, Conclusions, and Bibliography, Annexes, Abstracts in English, the content consists of five chapters

## Chapter 1

### OVERVIEW OF RESEARCH ON SOCIALIZATION OF GENERAL EDUCATION IN THE SOUTHEAST REGION

#### 1.1. Research Works on the Socialization of Education in the World

##### *1.1.1. Studies on the Concept of Educational Socialization and Socialization of General Education*

In modern languages across most countries in the world, the term education is used to refer to the educational system from general to higher education, implying the nurturing of the younger generation by the older generation to maintain and develop society. As an effective method for educational reform, the socialization of education (XHHGD) and its associated components have been studied in many countries.

This context has led academic research—both domestic and international—to focus primarily on academic freedom and university autonomy as central issues related to the socialization of higher education. Some notable studies include Patrick D. Pauken from Bowling Green State University with his work “Academic freedom and Institutional autonomy in American and Australian Universities: A twenty-first century dialogue and a call to leaders” (Australia & New Zealand Journal of Law & Education, Vol. 12, No. 1, pp. 7–27). This study analyzes dialogues among institutions and individuals related to university autonomy and academic freedom to search for, revise, and disseminate key messages in the context of changing roles of universities (Patrick D. Pauken, 2011).

In China, the concept of the socialization of education first appeared in 1985 in the government’s document “Decision on the Reform of the Education System.” It signified the transition from a fully state-subsidized financial model to one in which both the State and citizens share responsibility for educational funding.

In the book “Educational Modernization” (2014), author Wang Bintai analyzed various dimensions of China’s educational modernization goals and approaches. Although the term socialization of education is not explicitly used, his analysis of the characteristics and essence of educational modernization reveals many intersections with mass education and educational socialization. He asserts that educational modernization is characterized by universality, lifelong learning, creativity, internationalization, and informatization. The diverse developmental needs of modern society are said to break the rigid boundaries of schooling, as shown in the coexistence of formal, non-formal, and informal education.

Democracy and Education by John Dewey, translated by Pham Anh Tuan, represents an effort to identify and articulate views associated with democratic society and apply them to educational issues. Dewey articulates the aims and constructive methods of public education from this perspective and offers critical assessments of theories of cognition and moral development.

### ***1.1.2. Studies on the Role of Educational Socialization and Socialization of General Education***

The role of educational socialization has drawn strong research interest. Throughout the twentieth century, it was widely accepted that education is a public good and requires State intervention. This view shifted only after Milton Friedman published his ideas emphasizing the role of market mechanisms in education. According to Friedman, a balance between State and market roles is essential for the development of higher education. The State should subsidize only domains that yield public benefits or for individuals who require financial support, regardless of whether institutions are public or private. The State's role is supervision, reserving intervention only for special cases and otherwise granting institutions autonomy.

In Europe, the 1973 global energy crisis triggered widespread economic, financial, and monetary crises, severely affecting Western European nations. A series of global social problems posed substantial challenges to national governance. As a result, European countries reduced public spending and expanded private-sector participation in public services, especially higher education. In the early 2000s, the European Community recommended that member states grant more autonomy to universities in order to enhance their international competitiveness and modernize education. By the second decade of the twenty-first century, Europe faced enormous challenges—economic crises, unemployment, pressure from emerging economies, and population aging—none of which could be addressed by individual nations alone.

Representative studies include:

- “University autonomy: A matter of political rhetoric?” (Thorsten Nybom, Örebro University, 2005)
- Robert Berdahl’s “Academic Freedom, Autonomy and Accountability in British Universities” (2011)

These works underscore the foundational role of education in development and note that the EU increased investment in education and research in its 2014–2020 budget to promote economic and social recovery.

### ***1.1.3. Studies on Factors Influencing the Socialization of General Education***

In the United States, Pedro Nuno Teixeira's study "Market in higher education: Can we still learn from economics' founding fathers?" (2006) asserts that higher education is profoundly influenced by economists Adam Smith, John Stuart Mill, Alfred Marshall, and Milton Friedman. Mill supported private higher education and competition but argued that the higher education market must be tightly regulated by the State. Marshall highlighted two key features of the higher education market: the length of investment and the asymmetry between those who pay for education (typically parents) and those who benefit (students). He argued that the State must intervene in the education market.

#### ***1.1.4. Representative Studies on the Status of Socialization and Educational Socialization Abroad***

Educational socialization is a broad topic attracting interest from various scholars, scientific disciplines, and socio-political organizations abroad. Numerous studies examine the current state of educational socialization from diverse perspectives. Among them, notable works include publications of the OECD (Organization for Economic Cooperation and Development). The OECD introduced the Higher Education Management and Policy journal, first published in 1977 as the International Journal of Institutional Management in Higher Education before adopting its current name during 1989–2001. The journal, published three times per year in English, focuses on practical issues and solutions for higher education reform across countries under the OECD's Higher Education Program.

### **1.2. Representative Research Works on Educational Socialization and Socialization of General Education in Vietnam**

#### ***1.2.1. Studies on the Concept of Educational Socialization and Socialization of General Education in Vietnam***

The first noteworthy work is the book "Community Education" published by the Educational Materials Center – Ministry of Education in 1971, which asserts that the goal of community education is to balance developmental levels among the population and improve rural and working-class urban communities. Community education also aims to support adults so they can contribute to children's education, helping children understand their locality and its resources and fostering love for their community.

The book "Thoughts on Vietnamese Educational Culture" by Duong Thieu Tong (2000) compiles essays from 1987–1999 addressing traditional educational culture and education during modernization and industrialization. The author argues that an educational culture that does not

stimulate imagination or foster bold thinking cannot contribute to national development.

In 2004 scientific conference in Ho Chi Minh City gathered expert opinions on educational socialization, covering objectives, theoretical foundations, policies, key solutions, opportunities, and challenges. Its papers, later published under the title “Scientific Conference: Educational Socialization,” addressed multiple dimensions of educational socialization and provided valuable insights into the diversity of state management practices across provinces.

Socialization of general education has also been widely studied. Hoang Duc Minh (2009) explored models of public and private high schools and vocational institutions in Quang Ninh Province, showing how these models successfully mobilized substantial resources for education.

Nguyen Huu Khien (2014), in the article “Educational socialization: Benefits and Barriers,” reviewed the evolution of theoretical understanding of educational socialization in Vietnam and clarified historical perspectives and conceptual development.

### ***1.2.2. Studies on the Role of Educational Socialization and Socialization of General Education in Vietnam***

Approaching the topic from a human resource economics perspective, Bui Tien Hanh (2004) argued that educational socialization is crucial for developing human resources to support Vietnam’s industrialization and modernization.

Tran Quang Nhiep (2009) emphasized that globalization makes socialization an objective trend across many sectors. As a deeply social activity, education inevitably undergoes socialization. However, in Vietnam, it remains a relatively new and complex issue requiring further study for societal consensus.

### ***1.2.3. Studies on Factors Influencing Educational Socialization in Vietnam***

Vo Cong Nam (2005), in “In-service Training: A Method of Educational Socialization,” argued that in-service training had long been undervalued, resulting in low effectiveness. He proposed measures to improve its quality to advance educational socialization.

Bui Tien Hanh (2005), in “Educational Socialization: The Need for an Appropriate Tuition Policy,” analyzed tuition as a major factor affecting educational socialization. He emphasized the importance of tuition frameworks aligned with citizens’ abilities and supportive policies for disadvantaged groups.

#### ***1.2.4. Studies on the Current Situation and Solutions for Educational Socialization and the Socialization of General Education in Vietnam and Several Localities***

A work that directly addresses the socialization of education is the book “Socialization of Educational Activities” by the author group Pham Minh Hac (chief editor), Nguyen Mau Banh, Pham Tat Dong, Nguyen Trong Bao, Nguyen Van Bay, and Vo Tan Quang. In this book, the authors present selected teachings and statements by national leaders as well as regulatory documents, and at the same time elaborate on the theoretical and practical foundations of educational socialization, including the experiences of several localities. This is one of the earliest documents evaluating the actual state of educational socialization in Vietnam, laying the foundation for initial awareness of mobilizing societal participation to improve educational quality (Pham Minh Hac, Nguyen Mau Banh, Pham Tat Dong, Nguyen Trong Bao, Nguyen Van Bay, Vo Tan Quang, 1997).

Evaluating the current situation and proposing solutions for educational socialization, Vu Ngoc Hai (2004) published the article “Socialization of Education and Training: Major Solutions in Our Country,” in the Journal of Educational Development. The article approaches educational socialization holistically on the basis of Party and State policies. Assessing the status of the socialization of education and training, the article concludes that, in recent years, educational socialization has closely followed major Party guidelines, has been implemented synchronously across localities, and has achieved significant results by mobilizing social and national resources. However, the application of socialization policies in some localities has been inconsistent and has not fully tapped the potential contributions of families and social organizations (Vu Ngoc Hai, 2004).

In his article “Educational Socialization and Diversification of Articulated Training Models as a Scientific Route to Ensure Sustainable Human Resource Development in Vietnam,” published in the Journal of Labor and Society, Dam Huu Duc (2004) evaluates the status of educational socialization in human resource training in Vietnam. He analyzes in depth specific solutions and proposes several development directions, particularly the diversification of training formats and the implementation of articulated training across educational levels as measures to ensure sustainable human resource development (Dam Huu Duc, 2004).

Discussing the promotion of education and training to implement educational socialization, Tran Thai Hoang (2004) published the article “Distance Education – A Form of Educational Socialization That Needs Expansion” in the Communist Review. He emphasizes that strengthening

distance education is an important direction for implementing educational socialization in Vietnam, especially in the context of limited physical infrastructure for training. Distance education, therefore, is a solution that should be expanded to optimize local resources (Tran Thai Hoang, 2004).

Regarding solutions to enhance educational socialization, Vu Lan Huong (2004) wrote the article “Some Solutions to Strengthen Educational Socialization in District 2, Ho Chi Minh City” in the Journal of Educational Development. Providing an overview of educational socialization in District 2 across all academic levels, the author notes that while significant achievements have been made, various limitations and challenges remain. The fundamental issue lies in the lack of specific mechanisms for mobilizing resources for educational socialization. She then proposes several solutions for improvement in subsequent years (Vu Lan Huong, 2004).

### **1.3. Representative Studies on Educational Socialization and the Socialization of General Education in Provinces of the Southeast Region**

Discussing solutions to enhance educational socialization, Vu Lan Huong’s work “Some Solutions to Strengthen Educational Socialization in District 2, Ho Chi Minh City” evaluates the status of educational socialization in all educational levels in District 2. The author concludes that, although achievements are evident, numerous limitations persist due to the absence of specific mechanisms for mobilizing resources. From this analysis, she proposes several solutions for subsequent implementation (Vu Lan Huong, 2004).

The study “On the Socialization of Education in the Tan Phu Catholic Area, Dong Nai” by Nguyen Tue focuses on the context, realities, and solutions for strengthening educational socialization in the Tan Phu Catholic area of Bien Hoa City, Dong Nai Province. Despite Dong Nai’s rapid economic growth, the management of educational socialization in general education institutions (preschool, primary, lower secondary, and upper secondary) remains limited, even though socialization has been identified as an important strategy to address overcrowding. The socialization of education in Tan Phu has achieved positive results, such as collaboration between teachers and parents in building facilities, contributing to high rates of upper secondary graduation (97.2%) and grade promotion (99.2%) compared to 2000. However, several shortcomings persist. The study proposes various solutions, including enhanced communication, improved public awareness, encouraging contributions from religious organizations and individuals, strengthening democratization,

and applying experiences from other education management models (Nguyen Tue, 2007).

#### **1.4. Overview of Research Findings and Emerging Issues for the Dissertation**

##### ***1.4.1. Overview of Research Findings***

Domestic studies related to educational socialization are mainly published as journal articles, reference books, and doctoral dissertations, focusing primarily on educational socialization in general. Theoretical studies often introduce state institutional frameworks on socialization and propose solutions to improve such frameworks for early childhood education and higher education. However, no research has focused specifically on theoretical issues and practical analysis of educational socialization in general education in the Southeast Region. This constitutes a research gap in educational socialization studies in Vietnam today.

The reviewed studies examine various aspects of educational socialization, including:

- Development of non-public education
- Mobilization of extra-budgetary financial resources for education
- Mobilization of non-financial resources
- Implementation of institutional autonomy in educational establishments
- International cooperation in education

Research on non-public education clarifies its formation, development, strengths, limitations, and management solutions. Studies on mobilizing extra-budgetary financial resources focus mainly on public schools, viewing finance as a prerequisite for institutional autonomy.

Internationally, Socialization of education and the socialization of general education attract significant scholarly interest. Numerous studies have explored definitions, roles, influencing factors, and evaluations of educational socialization from multiple perspectives.

Mobilizing societal participation to enhance educational quality and competitiveness is a global concern. Due to varying historical and social contexts, manifestations of educational socialization differ across countries. In the United States, educational autonomy and a robust public education system offer rich insights. In Europe, researchers focus on autonomy, teaching–learning exchange mechanisms, and large-scale online learning. In China, educational socialization is closely tied to financial contributions and is evolving within broader educational modernization.

Studies on parental and community involvement in school activities worldwide provide valuable reference models for Vietnam's general education system and especially for the Southeast Region.

#### ***1.4.2. Issues Raised for the Dissertation***

These scientific works provide insights into education in general and educational socialization in particular. They serve as essential references that help the author gain an overview of Socialization of education during the research process and provide foundational sources in writing the dissertation. In each work, researchers analyze practical bases and emphasize the necessity of applying proposed solutions to promote educational socialization—forming important premises for subsequent researchers.

In Vietnam, educational socialization has been theoretically studied and implemented in early childhood and general education; however, no study has specifically addressed educational socialization in the Southeast Region during 1986–2018. Although various studies have approached aspects of educational socialization, comprehensive analysis of Socialization of education in general and Socialization of education in the Southeast Region in particular remains absent.

Based on the research overview, it is evident that a research gap exists regarding the socialization of general education in the Southeast Region during 1986–2018. This dissertation aims to clarify the basic theoretical issues of Socialization of education, assess its actual implementation in the region during the specified period, identify achievements, limitations, and underlying causes, and subsequently propose viewpoints and solutions to strengthen Socialization of general education in the Southeast Region in the future.

## Chapter 2

# THEORETICAL AND PRACTICAL FOUNDATIONS OF THE SOCIALIZATION OF GENERAL EDUCATION IN SOUTHEASTERN 1986–2018

### **2.1. Theoretical foundations of educational socialization and the socialization of general education**

#### ***2.1.1. The concept of educational socialization***

The concept of “educational socialization” in educational studies and the social sciences has been interpreted through various approaches, reflecting the multidimensional nature of mobilizing society to participate in educational development. Some common interpretations include: social mobilization for education—emphasizing the mobilization of social resources for education (Bray, 1996); public participation in education—highlighting the direct involvement of citizens and social groups in educational decision-making (Colletta & Perkins, 1995); community involvement in educational development—focusing on the role of local communities in building and improving educational conditions (Hallak & Poisson, 2001); and societal engagement in education governance—referring to the extent of societal involvement in the governance and oversight of the educational system (McGinn & Welsh, 1999).

In addition, from the perspective of public policy, the term policy of educational socialization is often used to refer to state orientations, mechanisms, and instruments aimed at expanding societal participation in education. Thus, “educational socialization” may be approached from two angles:

- (1) as a social process—reflecting substantive participation of communities and non-state actors; and
- (2) as a policy framework—representing the State’s proactive creation of a legal and institutional environment to mobilize social resources for education.

Conversely, in a broader sense, especially in contemporary Vietnam, “educational socialization” is understood as a state policy aimed at mobilizing resources and participation from the entire society—including the public sector, private sector, communities, and individuals—in the development, financing, and management of education (MOET, 2014). This policy seeks to enhance quality, accessibility, and equity in education through a mechanism of shared responsibilities between the State and society.

Thus, in the narrow sense, the concept emphasizes the role of education in shaping and developing human personality; while in the broad

sense, it reflects an innovation in educational governance, viewing education as a cause shared by the entire population.

### **2.1.2. The concept of socialization of general education**

#### **2.1.2.1. Conceptions of general education**

Education is a natural phenomenon of human society, arising from the essential needs of individuals to integrate, develop, and aspire toward self-improvement. Across all eras and social systems, education has always been central to social life because it determines the future of individuals and of society as a whole.

The concept of general education has not yet been explicitly defined in Vietnamese legal documents. Currently, two common interpretations of general education exist, based on different perspectives:

When viewed as an educational stage, general education is understood as the period of learning from preschool to upper secondary school, in which general education constitutes the main and longest phase of a learner's educational journey. In other words, general education is one component of the national education system.

From another perspective, general education is defined as an educational system consisting of primary education, lower secondary education, and upper secondary education (Article 6, Education Law 2019).

Regardless of the interpretation, general education is divided into a basic education stage and a career-oriented education stage. Basic education consists of primary and lower secondary education; career-oriented education corresponds to upper secondary education. In this dissertation, general education encompasses primary, lower secondary, and upper secondary levels.

#### **2.1.2.2. Objectives and tasks of general education**

Education plays an extremely important role in shaping personality, developing intellect, and nurturing emotional and spiritual values in individuals. Therefore, as the longest stage in a learner's educational progression, general education must fully realize its role in accordance with the legally defined objectives.

### **2.1.3. Socialization of general education**

#### **2.1.3.1. The concept of socialization of general education**

Socialization is a broad category that may be understood through various lenses and levels—for example, the socialization of individuals, or processes occurring within different sectors (economics, education, health), regions, or at the level of an entire nation.

At the individual level, in its most common interpretation, socialization is the process by which individuals develop their unique

identities and acquire attitudes, values, norms, behaviors, and social skills necessary to become responsible members of society.

#### *2.1.3.2. Marxist–Leninist views on the socialization of education*

In the theories of Marx and Engels, “socialization” is viewed as an objective historical process in which all spheres of social life—from production to culture and education—shift from individual, private forms to communal, societal forms.

According to Karl Marx in his *Theses on Feuerbach* (1845), education is considered a component of the process of social reproduction, meaning that education not only trains individuals but also reproduces labor forces, spiritual values, and social relations. He asserts: “The essence of man is no abstraction inherent in each single individual. In its reality, it is the ensemble of the social relations” (Thesis VI). This implies that human beings are formed through a process of socialization, in which education plays a central role.

#### *2.1.3.3. Ho Chi Minh’s thought on the socialization of education*

Ho Chi Minh’s thought on educational socialization stems from the synthesis of Marxist–Leninist philosophy on human beings and education, Vietnam’s long-standing tradition of valuing learning, and his own practical revolutionary experience. Throughout his leadership, Ho Chi Minh consistently regarded education as a top national priority and a cause of the entire people.

This thought inherited Marx and Engels’ views on the social role of education while also reflecting the deeply cultural and humanitarian values of the Vietnamese nation:

“Our people must know our history,  
To understand the roots of Vietnam.”

#### *2.1.3.4. The Communist Party of Vietnam’s views on the socialization of education*

The Communist Party of Vietnam’s viewpoint on educational socialization is grounded in Marxism–Leninism and Ho Chi Minh’s thought on education and human development. The Party consistently affirms that education is a top national priority, a crucial driver of socio-economic development, and a prerequisite for the comprehensive development of the Vietnamese people.

Since the Renovation reforms of 1986—when Vietnam transitioned from a centrally planned economy to a socialist-oriented market economy—the need to develop education required diversifying resources and expanding societal participation. Consequently, the Party’s viewpoint on educational

socialization was formalized and continually developed in its congress documents.

## **2.2. Practical foundations of the socialization of general education**

### ***2.2.1. Models of socialization of general education in developed countries***

#### *2.2.1.1. In Western countries*

In the second half of the twentieth century, global education entered a period of profound reform, shaped by globalization, economic liberalization, and advances in science and technology. From the 1980s onward, the concept of “socialization of education” or “community participation in education” became widely used by international organizations such as UNESCO, OECD, and the World Bank.

According to UNESCO (1990, 2000), education is not solely the responsibility of the state; it is the shared undertaking of society—where families, communities, businesses, and non-governmental organizations collectively participate to expand learning opportunities and improve educational quality (World Declaration on Education for All, 1990). This approach was institutionalized in global programs such as Education for All (EFA) and later Sustainable Development Goal 4.

#### *2.2.1.2. In selected Asian countries*

In the context of globalized education and public governance reform, many Asian nations have implemented educational socialization policies at different levels and through diverse approaches, reflecting their cultural characteristics, institutional arrangements, and socio-economic development.

Japan is considered a pioneer in Asia in linking the State, community, and families in general education. After World War II, Japan fundamentally reformed its educational system toward democratization and decentralization. The central government retained policy-making authority but delegated the management of general education to local governments and Boards of Education, which include representatives of communities, parents, experts, and social organizations (Fujita, 2013).

### ***2.2.2. Models of socialization of general education in Vietnam***

In Vietnam, the socialization of general education has evolved alongside the country’s shift to a socialist-oriented market economy, amid urgent demands for comprehensive educational reform. In the context of limited state budgets and increasing public demand for education, mobilizing participation from the whole society became essential.

The Government’s Resolution No. 90/CP (21 August 1997) officially recognized the viewpoint of “socializing educational, healthcare, and cultural activities,” laying the foundation for mobilizing social resources for general education. Subsequently, Resolution No. 05/2005/NQ-CP (18

April 2005) reaffirmed the need to promote socialization to “mobilize the entire society to care for educational development, expand investment resources, and enhance educational quality and efficiency.”

*2.2.2.1. The socialization model in Hanoi*

*2.2.2.2. The socialization model in the South Central Coast and Central Highlands*

*2.2.2.3. The socialization model in the Mekong Delta*

### **2.3. Overview of the Southeastern Region**

#### ***2.3.1. Characteristics of natural, economic, social, and educational conditions in the Southeastern Region in relation to the socialization of education***

The Southeastern Region possesses a unique geo-economic position, with 127 km of coastline, serving as a central hub for national and Southeast Asian regional exchanges. It lies along major transportation corridors and has convenient access points via waterways, railways, seaports, and airports. Ho Chi Minh City is the largest economic, industrial, commercial, service, and science–technology center of the country, as well as a major national traffic hub and international exchange gateway. Vung Tau functions as a port city and industrial-service center, serving as a bridge connecting domestic economic activities with the world. The areas along National Highway 51 have favorable conditions for industrial development.

This region enjoys comparative advantages over many other parts of the country and was among the earliest to receive government policies on industrial zone development and infrastructure construction. Consequently, it has achieved far more advanced socio-economic and technical infrastructure compared to other regions. In addition, the Southeastern Region possesses a relatively comprehensive infrastructure system, concentrated educational and scientific research institutions, major healthcare centers, and an abundant labor force, making it a highly attractive destination for investment and foreign capital.

Topography and geology:

The southern part of the Southeastern Region has an average elevation of 20–200 meters, with slopes generally below 15°, and scattered young mountains ranging from 200–600 meters in height (Ngo Dat Tam & Nguyen Quy Thao, 2018). Overall, the terrain is favorable for agricultural, industrial, and urban development, as well as for transportation infrastructure construction. The region’s geological structure consists of three main layers: The top layer comprises young basalt approximately 100 meters thick, weathered into rich basaltic red soil.

Beneath is an ancient alluvial layer that has undergone strong laterization.

The deepest layer consists of sandstone and shale bedrock dating from the Paleozoic and Mesozoic eras.

### 2.3.2. Economic, social, and educational characteristics

The Southeastern Region has numerous advantages for developing the marine economy, particularly industrial and service sectors. From 1991 to before 2000, although the economic scale was still relatively small, the region had already formed an industrial–service–agriculture economic structure, and continued shifting toward increasing the proportion of services while gradually reducing industry and agriculture.

## **2.4. Overview of the implementation of general education socialization in the Southeastern Region before 1986**

### ***2.4.1. Historical context***

In April 1975, the resistance war against the United States for national salvation achieved complete victory. Immediately after national reunification, the Government focused on two primary tasks in the field of education—both nationwide and in the Southeastern Region:

- (1) restructuring the general education system, and
- (2) implementing literacy campaigns for the population aged 12–50.

Upon reunification, Vietnam inherited two parallel and significantly different educational systems:

The North continued operating a 10-year general education system.

The South continued operating a 12-year general education system.

These differences required the Party, the State, and directly the education sector to promptly implement concrete measures to unify the general education system across the country according to a single national framework (Pham Minh Hac, Nguyen Mau Banh, Pham Tat Dong, Nguyen Trong Bao, Nguyen Van Bay, & Vo Tan Quang, 1997)..

### ***2.4.2. Major policies on the socialization of general education in the Southeastern Region before 1986***

Emerging from decades of war, the newly unified nation faced extremely heavy losses in both human and material resources. As a result, after reunification, the education sector had to take over a school infrastructure system that was severely lacking, impoverished, and outdated.

To prepare for the new academic year with enthusiasm and under the leadership of the Party and the State, the people launched a widespread movement to build temporary classrooms using all available materials—especially in Southern provinces. Many school buildings destroyed by wartime bombing and fighting were repaired or expanded. Within a short

time, thousands of classrooms were erected from materials such as timber, leaves, bamboo, and thatch to meet the learning needs of the population.

#### ***2.4.3. Major achievements in the implementation of general education socialization in the Southeastern Region before 1986***

Achievements can be summarized across several key areas:

- In terms of general education scale in the Southeastern Region before 1986
- In terms of educational facilities and school infrastructure
- In terms of equipment serving educational activities
- In terms of curriculum and educational content
- In terms of educational quality

## **Chapter 3**

### **THE PROCESS OF SOCIALIZATION OF GENERAL EDUCATION IN THE SOUTHEAST REGION 1986–1997**

#### **3.1. Historical Context**

##### ***3.1.1. International Context***

The period 1986–1997 witnessed profound transformations in the global context, exerting direct impacts on educational thinking and policies in general, as well as on the process of socialization of general education in Vietnam in particular. In this period, globalization intensified through trade liberalization, the development of information technology, and the growing trend of international economic integration. Global organizations such as UNESCO, the OECD, the World Bank (WB), and the IMF continuously recommended that countries reform their education systems toward improving human capital quality, increasing competitiveness, and expanding the participation of social actors in education in order to adapt to the emergence of the knowledge economy (UNESCO, 1996; World Bank, 1995; OECD, 1994).

In this context, the idea that “education is an investment of the whole society” gained widespread recognition, emphasizing the shared responsibility of the State, communities, and enterprises in educational development. This provided important practical foundations for Vietnam to access and apply models of socialization in general education from the beginning of the Renovation period. Alongside globalization, internationally oriented educational governance reforms also expanded during this phase.

##### ***3.1.2. National Context Vietnam***

The period 1986–1997 marked a fundamental turning point in Vietnam’s development history, initiating the Renovation process aimed at transitioning from a centrally planned economy to a socialist-oriented market economy. This transformation extended far beyond economic reforms, influencing various social sectors, especially education and training, which the Party and the State identified as a “top national policy” (Central Executive Committee of the Communist Party of Vietnam, 1991).

Before 1986, Vietnam’s general education system operated under a fully subsidized model characterized by centralized state funding, a unified curriculum, and heavy administrative control. Although some achievements were made—such as universal primary education and raising general literacy levels after the war—the model exhibited several limitations: deteriorating facilities, insufficient budgets, teacher shortages, poor living conditions for educators, and an overall decline in educational quality, which no longer met socio-economic development demands (Pham Minh Hac, 1992).

After the Sixth National Party Congress (1986), educational perspectives underwent major reform, shifting toward mobilizing social resources and encouraging contributions from individuals, organizations, and communities. Resolution of the 7th Party Central Committee, Session VII (1993) clearly stated:

This perspective laid the ideological foundation for the establishment of socialization policies in Vietnam.

### ***3.1.3. Context of the Southeast Region***

Between 1986 and 1997, the Southeast Region underwent significant transformation alongside the national Renovation process. As the most dynamic economic region of Vietnam, including major industrial–service centers such as Ho Chi Minh City, Đông Nai, Binh Duong, and Ba Ria–Vung Tau, the region quickly adopted and implemented socialization policies in various fields, including education.

Faced with the urgent demand for human resources to support industrialization and modernization, local authorities expanded school networks, diversified educational types, and mobilized the participation of social organizations, religious groups, enterprises, and individuals in the development of general education (Tran Van Chinh, 2005; Ministry of Education and Training, 2000).

#### **3.1.4. Socio-economic Conditions in the Southeast Region (1986–1997)**

Following the 1986 Renovation, the Southeast region rapidly became the most dynamic area in the country, serving as an economic locomotive in socio-economic development and international integration. Thanks to its strategic geographical position, relatively advanced infrastructure, and a tradition of dynamic production, the region attracted substantial domestic and foreign investment especially after the promulgation of the Law on Foreign Investment (1987) (Nguyen Van Suu, 2003).

The emergence of concentrated industrial zones in Ho Chi Minh City, Đông Nai, Binh Duong, and Ba Ria–Vung Tau led to substantial labor migration from other regions, reshaping demographic structures and creating urgent demands for expanding the general education system (Le Du Phong, 1999).

## **3.2. Current Status of the Socialization of General Education in the Southeast Region (1986–1997)**

### ***3.2.1. Models of Socialization in General Education in the Southeast Region (1986–1997)***

Before Renovation, the general education system in the Southeast region still operated under a centrally planned, subsidized model, with

limited school networks, degraded infrastructure, and inadequate capacity to meet the growing educational needs of an urbanizing population.

After 1986, along with economic recovery and development, general education in the region began to transform significantly. Many localities boldly piloted various models of socialized education. Semi-public, community-based, and private schools were established and began operating, making substantial contributions to reducing pressure on public schools.

*3.2.1.1. The “State and People Working Together” Model*

*3.2.1.2. The “Enterprises Accompany Education” Model in the Socialization Process (1986–1997)*

*3.2.1.3. Development of Private Schools in the Southeast Region (1986–1997)*

*3.2.1.4. Socialization Models within Military Units*

*3.2.2. Mechanisms for Mobilizing Social Resources for General Education (1986–1997)*

*3.2.2.1. Policy Mechanisms and Legal Framework*

*3.2.2.2. Mechanisms for Mobilizing Financial and Material Resources*

*3.2.2.3. Coordination and Management Mechanisms*

*3.2.2.4. Social Impacts and Effectiveness*

### **3.3. Evaluation of Achievements, Limitations, and Causes of Socialization Outcomes (1986–1997)**

#### **3.3.1. Achievements**

*3.3.1.1. Socialization Helped Renovate the Educational Structure and Strengthen School Infrastructure*

*3.3.1.2. Socialization Contributed to Quantitative and Qualitative Improvements in the Teacher and Management Workforce*

*3.3.1.3. Socialization Created Positive Changes in the Quality of General Education*

#### **3.3.2. Limitations in Implementing Socialization Policies (1986–1997)**

*3.3.2.1. Socialization Did Not Fully Achieve Infrastructure Development Goals*

*3.3.2.2. Teacher Quantity and Quality Were Still Insufficient Under Socialization Policies*

*3.3.2.3. Educational Quality and Effectiveness Remained Low*

#### **3.3.3. Causes of Achievements and Limitations**

*3.3.3.1. Causes of Success*

*3.3.3.2. Causes of Limitations*

## **Chapter 4**

### **THE PROCESS OF SOCIALIZATION OF GENERAL EDUCATION IN THE SOUTHEAST REGION 1998–2018**

#### **4.1. International and Domestic Historical Contexts Affecting the Process of Socialization of General Education in the Southeast Region, 1998–2018**

##### *4.1.1. International Context*

The period 1998–2018 unfolded amid profound economic, political, and socio-cultural transformations worldwide. Education became one of the sectors most directly shaped by globalization and the scientific–technological revolution. At the international level, the rise of the knowledge economy, coupled with breakthroughs in information and communication technology (ICT), fundamentally changed how societies produced, managed, and learned.

International organizations such as UNESCO, UNICEF, and the World Bank emphasized education as the key driver of sustainable development. They launched several global initiatives—including Education for All (EFA) (1990), the Millennium Development Goals (MDGs) (2000), and the Sustainable Development Goals (SDGs) (2015)—all of which underscored the message that “education is a shared responsibility of the whole society” (UNESCO, 2000; World Bank, 2003).

These orientations laid the foundation for the development of educational socialization, encouraging the mobilization of all societal actors to participate in educational development through financial support, infrastructure investment, and administrative collaboration.

##### *4.1.2. Domestic Context*

After the 1986 Renovation (Đổi mới), Vietnam transitioned to a socialist-oriented market economy, creating an urgent need to expand the scale and improve the quality of general education despite limited state budgets. In this context, socialization (XHH) was identified by the Communist Party and the Government as an essential pathway toward sustainable educational development.

Resolution of the 2nd Plenum of the 8th Party Central Committee (1996) affirmed education as a top national priority and called for mobilizing the entire society to support educational development. Subsequently, Government Resolution 90/CP (August 21, 1997) created the first legal framework for educational socialization, allowing enterprises, social organizations, and individuals to invest in, finance, and assist schools (Government of Vietnam, 1997).

Between 2000 and 2010, the 2005 Education Law (amended in 2009) and the Education Development Strategy 2011–2020 further institutionalized

the principle of “the State and the people working together”, expanding the role of the non-public sector in general education.

## **4.2. Party Guidelines and State Policies on the Socialization of General Education, 1998–2018**

Throughout the Renovation period, the Party and the State consistently viewed education and training as the foremost national policy and a decisive driving force for industrialization, modernization, and international integration. The policy of socializing general education emerged and evolved within this broader reform context, especially after the Resolution of the 2nd Plenum of the 8th Party Central Committee (1996) entitled: “Strategic Orientations for the Development of Education and Training During the Period of Industrialization and Modernization and Tasks Through 2000.”

### ***4.2.1. The Party’s guidelines and policies on the socialization of general education during the period 1998 - 2018***

### ***4.2.2. State policies and laws on the socialization of general education during the period 1998 - 2018***

## **4.3. Socio-economic, Demographic, and Cultural Context of the Southeast Region, 1998–2018**

### ***4.3.1. Economic Transformation and Expansion of Industrial Space***

### ***4.3.2. Demographic Change and Emerging Social Structures***

### ***4.3.3. Socio-cultural Characteristics of Southeast Region Residents***

### ***4.3.4. Institutional Context and Reforms in Educational Governance***

## **4.4. The Actual Process of Socializing General Education in the Southeast Region (1998–2018)**

### ***4.4.1. Mobilizing Resources and Developing Educational Infrastructure***

### ***4.4.2. Participation of Enterprises in the Socialization of General Education in the Southeast Region***

### ***4.4.3. Participation of Religious Organizations in the Socialization of General Education***

### ***4.4.4. Participation of Armed Forces in the Socialization of General Education***

### ***4.4.5. The “School–Society Partnership” Model in General Education***

### ***4.4.6. The Role and Adaptability of Teachers in the Process of Socialization***

### ***4.4.7. Mobilization of Financial Resources for Educational Socialization in the Southeast Region***

## **4.5. Outcomes of Socialization Policies in General Education in the Southeast Region (1998–2018)**

### ***4.5.1. Achievements***

*4.5.1.1. Mobilizing Social Resources and Strengthening Educational Infrastructure*

*4.5.1.2. Contributions of Socialization to the Development of the Managerial and Teaching Workforce*

*4.5.1.3. Expansion of Educational Scale and Diversification of School Models*

*4.5.1.4. Curriculum Reform, Teaching Method Innovation, and Quality Improvement*

#### **4.5.2. Limitations**

*4.5.2.1. Investment in Facilities and Equipment Remained Incomplete and Insufficient*

*4.5.2.2. Socialization Did Not Fully Resolve the Shortage and Weaknesses in Teacher Development*

*4.5.2.3. Socialization Did Not Generate Adequate Innovation in Curriculum and Pedagogy*

### **4.6. Causes of Achievements and Limitations in Implementing Socialization Policies (1998–2018)**

#### **4.6.1. Causes of Achievements**

*4.6.1.1. Objective Causes*

*4.6.1.2. Subjective Causes*

#### **4.6.2. Causes of Limitations**

*4.6.2.1. Objective Causes*

*4.6.2.2. Subjective Causes*

## **Chapter 5**

### **ASSESSMENT OF THE PROCESS OF IMPLEMENTING THE SOCIALIZATION OF GENERAL EDUCATION IN THE SOUTHEAST REGION IN THE PERIOD 1986 - 2018**

#### **5.1. General assessment of achievements, limitations and causes**

##### **5.1.1. Assessment of achievements**

###### *5.1.1.1. Outstanding achievements of the process of socialization of general education in the Southeast in the period 1986 - 2018*

The process of socialization of general education in the Southeast in the period 1986 - 2018 has achieved many important results, reflecting the flexible and creative application of the Party's educational innovation policy in the context of the region with the fastest urbanization and industrialization in the country. Firstly, the most important achievement of the process of socialization of education in the Southeast in the period of 1986 - 2018 is the concretization and relatively synchronous implementation of the system of mechanisms and policies from the central to local levels, creating a solid legal foundation for mobilizing social resources for education.

Secondly, the physical facilities and equipment of schools in the Southeast region have been significantly improved, becoming one of the most convincing evidences for the effectiveness of socialization of education in the period of 1986 - 2018. The mobilization of diverse resources - from the state budget, enterprises inside and outside industrial parks, social and religious organizations to the contributions of the people - has created a strong change in the scale and quality of investment in schools.

Thirdly, the participation of enterprises and social organizations in the process of socialization of education in the Southeast has been expanded and professionalized, becoming one of the most outstanding features of the region compared to the general level of the whole country.

Fourth, the movement to encourage learning, encourage talents and build a learning society in the Southeast has developed strongly, becoming an important driving force to promote equality in access to education and improve the quality of human resources.

Fifth, the quality of general education in the Southeast has been improved in a sustainable direction, reflecting the direct results of the harmonious combination of state investment and contributions from the community, businesses and social organizations.

Sixth, the quality of teachers in the Southeast has been significantly improved, becoming one of the most important achievements of the process of general education socialization in the period 1986 - 2018.

### *5.1.1.2. Causes of achievements in the process of socializing general education in the Southeast in the period of 1986 - 2018*

The outstanding achievements of the process of socializing general education in the Southeast in the period of 1986 - 2018 stem from many comprehensive causes, associated with historical - economic - social conditions and the flexible application of the Party and State's policies to the region's reality. First of all, the fast and stable economic growth rate of the

Southeast is an important foundation to promote socialization of general education.

### *5.1.2. Limitations of the process of socializing general education in the Southeast in the period of 1986 - 2018*

Firstly, the difference in resource mobilization between localities is still large. Provinces and cities with strong economic conditions such as Ho Chi Minh City, Binh Duong, Dong Nai have mobilized abundant social resources, while provinces with less advantages such as Tay Ninh, Binh Phuoc have had difficulty attracting businesses and mobilizing people to contribute. This has increased the gap in facilities, teaching equipment and education quality between localities in the same region.

Secondly, although the policy mechanism on socialization of education has been gradually improved, there are still many points that are not consistent, even causing confusion for the grassroots.

Thirdly, socialization in some localities is still formalistic, focusing on financial mobilization, not paying attention to promoting the role of the community in management, supervision and participation in the education process.

Fourthly, the participation of businesses and social organizations is not stable and lacks sustainability.

Fifthly, the situation of school overload in rapidly urbanizing areas has not been completely resolved, although socialization has contributed to increasing the number of schools.

## **5.2. Impact of the process of socialization of general education in the Southeast region in the period 1986 - 2018**

The process of socialization of general education in the Southeast region in the period 1986 - 2018 has created profound and multi-dimensional impacts on the development of education and social life in the region. These impacts not only change the appearance of the general education system but also affect the process of economic development, community building and strengthening the effectiveness of state management.

Firstly, it has a positive impact on the expansion of the scale and upgrading of the material and technical facilities of general education.

Secondly, it has a clear impact on the quality of teaching and learning. Socialized resources help schools improve technological equipment, learning materials, laboratory equipment and supplementary education programs.

Thirdly, it has an impact on narrowing inequality in access to education.

Fourth, the impact on changing social awareness of responsibility for education.

Fifth, the impact on innovation in state management of education.

Sixth, the impact on the socio-economic development of the region.

Seventh, the impact on the structure and diversification of the school system.

### **5.3. Characteristics of the process of socialization of general education in the Southeast in the period 1986 - 2018**

The process of socialization of general education in the Southeast in the period 1986 - 2018 has outstanding characteristics, reflecting the movement of the most dynamic socio-economic region in the country during the renew period.

The second characteristic is the nature of a “dynamic economic region”. Socialization of general education in the Southeast region developed earlier, more diversely and professionally than many other regions. In Ho Chi Minh City, Dong Nai, and Binh Duong, models such as “Enterprises accompanying education”, “Fund for encouraging learning and talent”, “Community for basic education” or socialization of building national standard schools have been widely deployed, helping to mobilize large and stable resources.

Another prominent feature is the social diversity of the region. The Southeast is a convergence region with a high migration density, a rich religious community, and a large working class; therefore, educational needs are very diverse.

### **5.4. Lessons learned in the process of implementing socialization of general education in the Southeast region in the period 1986 - 2018**

*5.4.1. Linking socialization of education with the socio-economic development strategy and regional planning*

*5.4.2. Promoting the State's role in creating, coordinating and leading the process of socialization of education*

*5.4.3. Diversifying the subjects and methods of participation in socialization, in which enterprises, social organizations and religions play a key role*

***5.4.4. Strengthening the coordination mechanism between the State - School - society and developing a social foundation to support education***

***5.4.5. Developing the teaching staff and innovating educational models and content to meet the needs of industrialization and modernization***

**5.5. Some solutions to contribute to improving the effectiveness of implementing the policy of socialization of general education in the Southeast region in the coming time**

***5.5.1. Raising awareness among management subjects and the whole society about the importance of socialization of education***

***5.5.2. Perfecting the system of mechanisms and policies regulating the functions, tasks and powers of state management agencies in the process of socialization of education***

***5.5.3. Mobilizing and effectively using social resources to promote the socialization of education in the Southeast region***

***5.5.4. Enhancing the role of state management agencies in the socialization of general education***

***5.5.5. Mobilizing sectors, organizations, social forces and communities to participate in the socialization of education***

**5.6. Some recommendations and proposals for the socialization of general education in the Southeast region to meet the development needs of the country's education**

***5.6.1. Recommendations to the Central Government***

On perfecting mechanisms and policies on socialization of education

On promulgating special incentive mechanisms for the Southeast region

On increasing budget investment and balancing resources for education

***5.6.2. Recommendations to the Ministry of Education and Training***

On innovating state management on socialization of education

On adjusting programs and quality standards to suit the regional context

On developing a team of teachers to meet the requirements of socialization

***5.6.3. Recommendations for the provinces and cities in the Southeast***

On building a comprehensive socialization strategy that is appropriate to the characteristics of each locality

On enhancing financial transparency and community supervision  
On promoting the participation of businesses and social organizations

***5.6.4. Recommendations for general education institutions***

***5.6.5. Recommendations for the community, parents and social organizations***

## **CONCLUSIONS**

Socialization of education is considered one of the support measures to mobilize resources to contribute to the development of the country's education. This is a humane policy, aiming to mobilize social forces to join hands to contribute to the development of education with two resources: Material resources (financial resources, material resources, human resources, land...) and non-material resources (supporting educational policies, creating a unified educational environment, spiritual factors supporting education, educational consulting, exchanging information and educational experiences...). For provinces and cities in the Southeast, in the process of innovation and development, the budget capacity of localities has not been able to promptly meet the educational activities of all classes of people, while the needs for facilities, human resources and finance... have not met the process of fundamental and comprehensive innovation of education and training. The provinces and cities here are still under great pressure from mechanical migration, especially in big cities, urban areas and concentrated industrial zones, leading to the education sector here being under great pressure in the context of insufficient budget. The policy of socialization of general education has helped the provinces and cities in the Southeast gradually solve these difficulties, meet the learning needs of the people, improve the intellectual level of the people, provide human resources for development needs, and at the same time develop rapidly to shorten the lag compared to other countries in the region in the period of international integration. Those important results leave many valuable lessons not only for the provinces and cities in the Southeast but also for localities with similar conditions and characteristics. However, the process of implementing socialization of general education in the Southeast still has limitations due to many different subjective and objective reasons, along with factors that create both opportunities and challenges for implementing the policy of socialization of general education in the region. This requires feasible solutions to improve the effectiveness of the socialization of education in the Southeast in the coming time. The proposed solutions all come from the achievements, limitations, causes and lessons learned from the socialization of education in the Southeast in the period of

1986 - 2018. If the political system, organizations, forces and people pay attention to implementing them, they will contribute to improving the effectiveness of implementing this policy in the coming time.

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