

**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**

**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**

**Scientific supervisor:**

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

**HO CHI MINH CITY - 2026**

## **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.

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**

This thesis evaluates the implementation of the policy on socializing general education in the Southeast region from 1986 to 2018, noting the achievements, limitations, and shortcomings, and clarifying the causes of these achievements and limitations. From this, the thesis identifies the challenges facing the region in implementing the socialization of general education in the future.

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**

- Research on the theoretical and practical foundations of the socialization of general education in the Southeast region from 1986 to 2018:

- Studying the process of socialization of general education in the Southeast region from 1986 to 2018.

- Analyzing the lessons learned from the process of socialization of general education in the Southeast region from 1986 to 2018 and proposing solutions for this issue in the Southeast region in the future.

### **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**

Since this is a historical research dissertation, the methods we used in the research process were primarily historical and logical methods, alongside general methods of social sciences such as analysis, synthesis, statistics, deduction,

induction, comparison, etc. In addition, I also used interdisciplinary sociological methods such as surveys, sociological investigations, and in-depth interviews to clarify the objectives and 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 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.

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.

Case studies by Örebro, Sweden, “University autonomy: a matter of political rhetoric?”, Thorsten Nybom<sup>1</sup> Örebro University, SE-701 82, (University autonomy, a matter of political rhetoric) (Örebro, Sweden,

2005); Robert Berdahl, “Academic Freedom, Autonomy and Accountability in British Universities” (Robert Berdahl, 2011) indicate: Recognizing the fundamental role of education in development, while conducting the allocation of the European budget for the period 2014 - 2020, EU governments decided to increase investment in education and research with the expectation of promoting 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.

### ***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.

## **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.

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, a conference held in Ho Chi Minh City gathered many

opinions on the socialization of education and training, outlining the objectives, theoretical foundations, policy guidelines, key solutions, opportunities, and challenges for the socialization of education in Vietnam. The conference papers were published in the book "Scientific Conference: Socialization of Education and Training" by authors Trinh Quang Phu, Vu Tuyen Hoang, Le Thanh Hai, Nghiem Dinh Vy, and Tran Ngoc Hien.

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.

Author Nguyen Huu Khien (2014) has an article: "Socialization of Education: Benefits and Barriers" published in the Vietnam Journal of Social Sciences. The article shows the development process of understanding the theoretical issues of the socialization of education, especially regarding the conceptual content.

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

Approaching from the perspective of human resource economics, author Bui Tien Hanh (2004) wrote: "Developing human resource education - implementing the policy of socializing education". The issue of developing human resources for the cause of industrialization and modernization of the country is one of the major policies of the Party and the State. To implement this policy, various levels, sectors, and localities have implemented many solutions to promote human resource training.

In his article "Reflections on the Socialization of Education Today," published in the Journal of State Organization, author Tran Quang Nhiep pointed out that: In the current process of globalization, socialization is an objective trend for many areas of social life. Education is a broad and profound social activity.

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

Author Vo Cong Nam (2005) wrote an article titled "In-service training - a method of socializing education," which pointed out the need to re-evaluate and correctly understand the role of in-service training to promote the socialization of education in Vietnam. For a long time, the issue of in-service training has not received attention from all levels and sectors. At the same time, the general mindset of society has not highly valued in-service training, leading to low quality and effectiveness of education and training.

Author Bui Tien Hanh (2005) wrote an article titled "Socialization of education: the need for an appropriate tuition fee system," approaching the

issue of implementing the socialization of education in Vietnam from the perspective of establishing a tuition fee system. Accordingly, many factors affect the implementation of the socialization of education in Vietnam. One of these factors is the issue of tuition fees.

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

Directly addressing the socialization of education is the book: "Socialization of Education" by the group of authors Pham Minh Hac (General Editor), Nguyen Mau Banh, Pham Tat Dong, Nguyen Trong Bao, Nguyen Van Bay, and Vo Tan Quang. In this book, the authors have quoted and introduced some teachings and statements of Party and State leaders and legal documents; at the same time, they present the theoretical and practical basis of the socialization of education as well as the experience of implementing socialization of education in some localities.

Assessing the current situation and proposing solutions for the socialization of education, author Vu Ngoc Hai (2004) has an article: "Socialization of education and training: Main solutions in our country," Journal of Educational Development. The article approaches the overall work of socializing education in Vietnam based on the policies and guidelines of the Party and State. Assessing the current state of socialization of education and training in Vietnam, this article concludes: In recent years, the socialization of education and training has closely followed the major policies of the Party, been implemented synchronously in localities, and achieved many important results, mobilizing social and national resources.

The author Dam Huu Dac (2004) in his article: "Socialization of education, diversification of interconnected training types is a scientific roadmap ensuring the sustainable development of Vietnam's human resources," Labor and Social Affairs Magazine. The author approaches the issue by assessing the current state of socialization of education in human resource training in Vietnam, and then analyzes in depth a specific solution, offering many suggestions on development directions proposed regarding the diversification of training forms and interconnected training at various levels and grades to ensure the sustainable development of human resources in Vietnam (Dam Huu Dac, 2004).

Discussing the issue of promoting training to implement the socialization of education in Vietnam, author Tran Thai Hoang (2004) wrote an article: "Distance learning - a type of educational socialization that needs to be widely adopted," Communist Magazine. The author emphasized that promoting distance learning is one of the important directions for implementing the socialization of education in Vietnam.

Regarding solutions to promote the implementation of the socialization of education, author Vu Lan Huong (2004) wrote an article: "Some solutions to strengthen the socialization of education in District 2, Ho Chi Minh City," Education Development Magazine. Providing a general assessment of the current state of the socialization of education at all levels in District 2, Ho Chi Minh City, the author concluded: The socialization of education in the District has achieved many successes, but there are still many limitations, inadequacies, and difficulties.

### **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.

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

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

Regarding domestic research, an overview of scientific works related to the sociology of education reveals that most works are published in the form of scientific articles, reference books, and doctoral dissertations, primarily focusing on the sociology of education in general. Theoretical studies on the sociology of education mainly introduce the state institutions for sociology and propose solutions to improve these institutions, specifically for early childhood and higher education. However, no research has focused on examining and clarifying the theoretical issues and practical

analysis of the sociology of education in general secondary education in the Southeast region. This represents a gap in current research on the sociology of education in Vietnam.

The studies presented in this overview are viewed from the perspective of specific aspects of the sociology of education, including: the development of private education; attracting non-budgetary funding for education; receiving non-financial resources for education; and implementing the autonomy of educational institutions. and international cooperation in education. Studies on private education have shed light on the formation and development process, analyzed the advantages and limitations of private education in Vietnam today, and pointed out solutions from practical management. Studies on attracting non-budgetary funding for education are mainly conducted on public schools and considered as a prerequisite for achieving educational autonomy.

Through the study of documents, research, and models of parent and community participation in school education worldwide, some experiences in organizing and managing the social participation in education have been implemented in several countries that can serve as a reference for general education in Vietnam in general and the Southeast region in particular.

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

These scientific works have studied education in general and the sociology of education in particular. They serve as reference materials, contributing to the author's overall understanding of education and the sociology of education during the research process, and also as a source of information for the author in writing the dissertation. In each article, the researchers analyze the practical basis and point out the necessity of applying the proposed solutions to promote the sociology of education. These are important prerequisites for shaping the basis and developing solutions for subsequent researchers.

In Vietnam, the socio-educational model has been studied theoretically and implemented in practice at the preschool and general education levels. However, no research has focused on the socio-educational model in the Southeast region during the period 1986 - 2018. Although many studies have approached each aspect of socio-educational model as individual components, a holistic examination of the socio-educational model in general, and specifically in the Southeast region, remains neglected.

Based on an overview of the research situation, it can be affirmed that there is currently a gap in research on the socio-educational development of general education in the Southeast region during the period 1986 - 2018. This thesis aims to clarify the basic theoretical issues of socio-educational development of general education, assess the current state of

socio-educational development of general education in the Southeast region during the period 1986 - 2018, identify achievements, limitations, and causes of the current situation, and thereby develop perspectives and solutions to promote socio-educational development 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 Southeast region has a unique geoeconomic position with 127 km of coastline, serving as a center for exchange for the entire country and the Southeast Asian region; it lies on important transportation axes with many convenient entry and exit points, including river, rail, sea, and air routes; it includes Ho Chi Minh City, the largest center in the country for economy, industry, trade, services, science and technology, and a major international transportation and exchange hub; Vung Tau is a port city and industrial service center, a bridge for economic exchange with the world; the area along National Highway 51 has favorable conditions for industrial development.

**Topography and geology:** The southern part of the Southeast region has an average elevation of 20-200m, scattered with some young mountains, with elevations varying from 200-600m (Ngo Dat Tam, Nguyen Quy Thao, 2018). Overall, the topography of the area is favorable for agricultural development, industrial and urban development, and the construction of transportation systems, etc. The basic geological structure of the area consists of three layers: The top layer is a young basalt layer about 100m thick, with a weathered surface forming a thick layer of red basalt soil; the bottom layer is ancient alluvial soil, heavily laterized; and the bottom layer consists of sandstone and schist bedrock of Paleozoic and Mesozoic age.

#### ***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. The main achievements in implementing the socialization of general education in the Southeast 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.

## **Chapter 3**

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

#### **3.1. Factors influencing the process of socializing general education in the Southeast region of Vietnam during the period 1986-1997**

### ***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).

### ***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).

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, Dong 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, Dong 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. The process of implementing the socialization of general education in the Southeast region of Vietnam during the period 1986 - 1997**

### ***3.2.1. Models of socialization of general education in the Southeast region of Vietnam during the period 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 Success*

*3.3.3.2. Causes Limitations*

## **Chapter 4**

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

#### **4.1. Factors influencing the implementation of the socialization of general education in the Southeast region of Vietnam during the period 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).

#### ***4.1.2. Domestic Context***

After the 1986 Renovation, 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 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. Policies and guidelines of the Vietnamese Party and State on the socialization of general education during the period 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 process of implementing the socialization of general education in the Southeast region of Vietnam from 1998 to 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. Achievements and limitations of the implementation of the policy on socializing general education in the Southeast region from 1998 to 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. An assessment of the limitations of the process of socializing general education in the Southeast region of Vietnam during the period 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**

*5.3.1. Organically linked to the human resource development strategy of the leading economic region*

*5.3.2. High, diverse, and professional level of participation of social actors*

*5.3.3. The scope of socialization is expanded in depth, from financial mobilization to participation in governance*

*5.3.4. Clear regional differentiation due to differences in socio-economic development levels*

*5.3.5. Proactive coordinating and institutionalizing role of local authorities*

*5.3.6. Strongly affected by migration processes and diverse population structure*

**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.

## **LIST OF SCIENTIFIC RESEARCH WORKS BY THE AUTHOR**

1. Nguyen Phuoc Trong; Socialization of education in Dong Nai province; Journal of State Management - National Academy of Public Administration; pp. 1-6; 5-2024
2. Nguyen Phuoc Trong; Promoting the role of the political system in implementing the policy of socialization of general education in the Southeast region from 1996 to present; Journal of State Management - National Academy of Public Administration; pp. 1-8; 10-2024
3. Nguyen Phuoc Trong; Socialization of general education in Ho Chi Minh City from 1997 to 2010 - some lessons learned; Education and Society - Association of Vietnamese Universities and Colleges; 147 (208); pp. 265-269, 275; 6-2023
4. Nguyen Phuoc Trong; Policy of socialization of education and training in Tay Ninh province during the integration period; Journal of Education and Society - Association of Vietnamese Universities and Colleges; Special Issue, 11; pp. 128-133; 12-2023
5. Nguyen Phuoc Trong, Socialization Of University Education Contributes To The Development Of High Quality Human Resources In Vietnam, Res Militaris; Q4, 12,2; 7094-7104; 9-2022
6. Nguyen Phuoc Trong; Education socialization contributes to international integration in Vietnam; European Modern Studies Journal; 6,5; 44-51; 11-2022
7. Nguyen Phuoc Trong, Key Economic Development Policies Southeast in Vietnam from 2000 to 2020; European Modern Studies Journal; 6,4; 221-227; 10-2022
8. Nguyen Phuoc Trong; Some Solutions to Improve the Quality of Educational Socialization in Ba Ria-Vung Tau the Current Period; European Modern Studies Journal; Vol. 7(5); 87-92; November 2023
9. Nguyen Phuoc Trong; The current situation and some solutions to improve the quality of education socialization in Vietnam today; International Journal of Research and Innovation in Social Sciences (IJRISS); 6.10; 367-369; November 2022
10. Nguyen Phuoc Trong; The role of socialization of education for career industrialization and modernization in Vietnam; International Journal of Multidisciplinary Research and Analysis; 5.12; 3525-3528; December 2022
11. Nguyen Phuoc Trong; Solutions to improve socialization of education in Vietnam period 1996-2022; 2nd international conference on scientific research; October 2022; Turkey.