

Law on implementation of educational socialization in Vietnam

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Abstract

In Vietnam, the Socialization of education was officially introduced and implemented from the Government's resolution, on the direction and policy of the socialization of educational activities, health, and culture. These causes aim to gradually increase people's enjoyment of education, health care, culture, and physical and mental development. However, in implementing the Socialization of education, there are some difficulties, limitations, and inadequacies, so perfecting the system of legal regulations on education socialization will contribute to solving the above challenges. This study aims to analyze the concept of socialization in education. It uses a descriptive method based on government resources and previous literature. Socialization is building a community of people's responsibility for creating and improving a healthy and favorable socio, economic environment for educational, medical, and cultural activities in each area. At the local level, this is the responsibility community of the Party committee, the People's Council, the People's Committee, mass organizations, economic organizations, and businesses located in the locality and of everyone.

Keywords: Education; law; mechanism; socialization; socialization of education.

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1. Make a problem

Educational Socialization is a strategic thought on education, directing the process of building and developing education to create profound and revolutionary changes in practical activities, making educational activities more effective specialization (expertise and professionalism) in a field, an educational institution (educational industry), becomes a broad and profound learning activity rooted in the areas of material, spiritual, and spiritual life the god of society. Ensuring education is the cause of the entire Party, the people, and the whole community (Lai et al., 2019; Hernández-Torrano & Courtney, 2021). Creating a deep learning movement in the league in many forms, implementing lifelong learning so that people can work better, earn higher incomes, and live better, making Vietnam a better society learning association.

Socialization of education will promote all potentials in society in terms of material, intellectual, scientific, and technical, mobilizing the participation of the whole community in the cause of education at different levels to help educators achieve success large scale, enormous speed, high-quality to meet the needs of development and educational progress (Hansen et al., 2020; Zhang, 2020). Implementing the Socialization of education is an essential solution to implementing the social justice policy in the socioeconomic strategy of the Party and the State. Equity is not only in enjoyment (people are taken care of by the State and society) but also in contributing and dedicating to society according to the actual ability of each person in each locality.

Socialization is a process by which an individual is integrated into society or a group of people by learning the rules and values of each social group. Socialization is also understood as a dialectical process in which each group member acts and maintains it to re-emerge into society (Chen et al., 2022; Ren & Wang, 2022). In a nutshell, Socialization is using the means of production to exchange value for public property. Socialization aims to increase the community and minimize individualism in all areas of society.

1.1. Purpose of study

In Vietnam, the Socialization of education was officially introduced and implemented from the Government's Resolution No. 90-CP dated August 21, 1997, on the direction and policy of the Socialization of educational activities, health, and culture, which clearly states (Resolution, 1997): "Socialization of educational, medical and cultural activities is mobilizing and organizing the broad participation of the people and the whole society in development. These causes aim to gradually increase people's enjoyment of education, health care, culture, and physical and mental development. Socialization is building a community of people's responsibility for creating and improving a healthy and favorable socio, economic environment for educational, medical, and cultural activities in each area. This study aims to analyze the concept of socialization in education.

2. Materials and Method

2.1. Participants

This study considered the education sector in Vietnam. Secondary data was used therefore, there were no actual participants for this study. However, the Vietnam population constituted the participants for the data that were drawn from the government.

2.2. Data collection

This study used secondary data. These secondary data were drawn from government resources, as well as data from previous related studies.

2.3. Ethics and procedure

This study was a descriptive study that analyzed the concept of socialization in education in Vietnam. To ensure all ethical standards are met, the sources of the data and references are cited. The study also posed no harm to society or the Government of Vietnam.

3. Results

3.1. Foreign Research on the concept of socialization of education

In China, the concept of Socialization of education first appeared in 1985 in the "Decision on Reforming the educational system" of the Chinese State "with the connotation of transitioning from a fully subsidized state in terms of finance to the state system and the people to contribute together to education." The concept of Socialization of education is to bring the market economy mechanism into education. Chinese scholars mainly consider the Socialization of education on the basic principles of the market economy, typically, in addition to studies focusing on the financial and capital aspects of the Socialization of education, there have been several works addressing the effects of Socialization of education on university culture and university teachers.

Since the 13th Congress of the Communist Party of China, the policy of building a learning society has been determined (Vietnam, 2021). Education modernization is considered the driving force of social modernization. In the book "Modernization of Education" (2014), author Wang Bintai analyzed many aspects of China's educational modernization goals and paths. Although not directly using the term socialization of education, analysis of the characteristics and connotation of educational modernization shows many intersections between mass education and Socialization of schooling: "Educational modernization has the main characteristics are universality, lifetime, creativity, internationalization, and informatization." The diversity of human development requirements in modern society is said to be the cause contributing to breaking the rigid educational framework in schools "representing the parallel existence of many forms of formal and non-formal education formal education, formal education and informal education." This is a fundamental manifestation of the Socialization of education.

In the United States, according to the article "Market in higher education: Can we still learn from Economics' founding fathers?" by Teixeira (2006), author Vu Thi Phuong Anh affirmed that education here was deeply influenced by the ideas of four economists, Adam Smith (1723-1790), John Stuart Mill (1806-1873), Alfred Marshall (1842-1924) and Milton Friedman (1912-2006). Accordingly, Adam Smith is said to be the first to introduce the market factor into educational theory when he said: "Market forces must be released, encouraging private initiatives in education and take advantage of the competition mechanism between these forces... The State should not interfere too deeply in education" (Teixeira, 2006). John Stuart Mill advocates for private education and the competition mechanism but asserts that "The education market must strictly be controlled by the State but cannot let "consumers" control themselves through their right of choice" (Teixeira, 2006). Alfred Marshall pointed out the two most essential characteristics of the education market compared to other types of needs: "The investment is so long that the goal to be achieved can only be defined vaguely" and "Survival" at a rift between the individuals who pay the cost of education (usually parents) and the beneficiaries of learning on the one hand (those who attend school)" and said that the state needs to intervene in the education market (Teixeira, 2006).

In addition, some studies such as Pauken (2007) concerned with university autonomy and academic freedom, to seek, revise and publish messages on this issue considering the changing position of universities. Einaudi (1963), introduces Latin American universities in the context of modern Latin

American history and sources of origin and evolution of university autonomy and academic freedom in this region.

In Europe, in 1973, the world energy crisis led to many economic, financial, and monetary crises that heavily impacted Western European countries. A series of global social problems have emerged, posing significant challenges to the country's governance. In Europe, the trend of reducing budget expenditure and increasing the private sector's participation in public services in general and education is more open than ever. In early 2000, the European Community asked member countries to study, granting autonomy to universities to increase their international competitiveness, innovate education, and increase their economic role. Entering the second decade of the twenty-first century, Europe is facing challenges so significant that no country can solve them on their own (financial crisis, unemployment, competition from other economies) economic development, population aging, etc.). Recognizing the fundamental role of education for growth, while implementing the European budget allocation for the period 2014-2020, EU governments have decided to increase investment in education and Research with expected to promote economic and social recovery.

Thus, mobilizing the participation of society in improving the quality and competitiveness of education is a concern of many scholars around the world. Because of the different historical conditions and different social contexts, the aspects of this practice vary from country to country. If in the United States, autonomy is the dominant philosophy, and the strong development of a quality education system provides rich practice for researchers; In Europe, along with autonomy, how to implement the mode of teaching and learning exchange (Erasmus) and the effectiveness of large-scale online learning (MOOCs) is a concern of Research. Meanwhile, in China, the Socialization of education is associated with issues of financial contribution and is transforming the overall education modernization.

3.2. Domestic works on the concept of socialization of education

The book "Socialization of educational work" by a group of authors Pham et al., (1997). In this book, the authors have introduced some teachings and statements of leaders and leaders of the Party and State and legal documents; at the same time present the theoretical and practical basis of the Socialization of education and the experience of implementing the Socialization of schooling in some localities. This is the earliest document mentioning the Socialization of education in Vietnam, laying the foundation for the initial awareness of activities to attract social participation in improving the quality of education in Vietnam.

Previous articles show the development of awareness about theoretical issues of the Socialization of education, especially about the conceptual content. Although the use of the term socialization in Vietnam has been common and unified, these articles help later researchers understand the issue's history more profoundly and simultaneously see the problem dialectic of cognitive processes.

In 2004, Quang Nam Provincial Party Committee's Propaganda Department organized a seminar on the Socialization of education (Tran, 2017). Proceedings of the conference on the socialization of education include papers participating in the seminar discussing the Socialization of education, the current State of the education sector in Quang Nam province, and the leadership and direction of the Party Committee level of Quang Nam province for the education sector. Also in 2004, a similar workshop was held in Ho Chi Minh City, gathering many opinions on the Socialization of education and training, stating the objectives, theoretical basis, policy guidelines, leading solutions, and basic foundations opportunities and challenges for the Socialization of education in Vietnam. The articles of the conference were published in the book "Science Seminar on Socialization of Education and Training". The articles of these two seminars have mentioned many different aspects of the Socialization of

education, primarily providing valuable information about the diversity in state management of education socialization in localities in the country.

Discussing this issue, author Truong (2019) analyzed the five primary responsibilities of the State in the article "State Responsibilities and Socialization of Education" including the State should ensure that all citizens enjoy the right to cultural studies and vocational training in various forms; invest resources to develop education; supporting the training and retraining of civil servants, public employees, and employees working in the field of education; creating a development environment for healthy competition in the field of education; supervise, inspect, examine and handle violations of the law in the field of education. These responsibilities are determined based on existing limitations in the current state management of educational Socialization.

In 2013, author Nguyen (2013) published the book "Promoting Socialization of Education and Health in Vietnam". The book highlights some theoretical issues on the Socialization of education and health, the experience of some countries in mobilizing social resources to provide health and education services, and current regulations on the Socialization of education and health in our country. In addition, the book also mentions the present State of Socialization of education and health and perspectives and solutions to promote the Socialization of education and health in Vietnam today.

Also, placing the Socialization of education in close connection with the Socialization of health, according to Trong (2022), the socialization of university education contributes to the development of high-quality, human resources introduced some theoretical issues about the Socialization of education and health policies in Vietnam today and stated the current situation and some solutions to improve the effectiveness of the implementation of socialization policy of education and health in Vietnam.

3.3. The current State of Socialization of education in Vietnam

3.3.1. Some provisions of the law on the Socialization of education

During his lifetime, President Ho Chi Minh talked about the role of education, which has been mentioned so much that it is easy to fall into general philosophies. However, President Ho Chi Minh still has his way of assessing the political establishment of his argument. In President Ho Chi Minh, the role of education is often associated with other analyses related to activities taking place in life. As a result, the role of education always has concrete, practical significance. That is the creativity in his thought. The part of education pointed out by President Ho Chi Minh is to comprehensively develop Vietnamese people, an education for people, for people, and towards building a new human - a socialist human being means. In a letter to students on the first school day of the Democratic Republic of Vietnam, President Ho Chi Minh affirmed that the new education would "train them to be useful citizens for Vietnam, an education that fully develops their inherent capacities." President Ho Chi Minh deeply condemned the education system under the French colonial rule with the policy of fools, easy to rule, and emphasized: "We must make every effort to clean up the influence of the colonial enslaved education remains, such as Indifference towards society, away from the working life and struggle of the people; study for a degree, teach in an indoctrination way."

The new education must teach and learn to serve the Fatherland and the people. This role was expressed by President Ho Chi Minh as "Learning to work, to be a person, to be an official. Learn to serve the union, class, and people, the Fatherland and humanity" (Cam-Lien & Long, 2021). Since then, President Ho Chi Minh has attached great importance to Teaching and learning that must come from the needs of real life; speaking at the National General Education Congress (1956), he addressed the teachers: "Teaching and learning must meet the needs of the people and the State (Cam-Lien & Long, 2021). Good teachers and students provide enough staff for agriculture, industry, economic and cultural

branches. That is the glorious duty of teachers." In a letter to Vietnamese overseas students studying in Moscow (1955), he advised: "Children who study engineering and learn Russian need to realize that they are studying mainly to serve the Fatherland, serving the people" (Cam-Lien & Long, 2021). Later, President Ho Chi Minh repeatedly pointed out that the role of education is to develop the whole person to help the world and serve the Fatherland and the people.

Absorbing and applying Ho Chi Minh's thoughts on education, our party and state constantly affirm education's vital role, considering education's development as the top national policy and the cause of the entire Party and State of all people. The Resolution of the Second Conference of the Party Central Committee (Term VIII) on strategic orientations for the development of education and training in the period of industrialization and modernization and tasks to the year 2000 has determined the ideology. Directing the development of education and training in the period of industrialization and modernization are: (1) The basic tasks and goals of education are to build people and generations who are passionately attached to the principles of education and training. The idea of national independence and socialism, having a pure morality, a strong will to build and defend the Fatherland; (2) consider education - training as the leading national policy; (3) Education - training is the cause of the whole Party, the State, and the real people; (4) To develop education and training in association with the needs of socio-economic development, scientific and technological advances and consolidation of national defense and security; (5) Implement social justice in education and training; (6) Keeping the core role of public schools in parallel with diversifying types of education and training, based on unified state management.

Institutionalizing the views of the party, our state has promulgated many mechanisms and policies to create an adequate legal corridor to promote educational development. Typically, the Constitution was enacted in 2013, the Law on Education in 2005, the Law on Vocational Training, the Law on Vocational Education in 2014, and the Law on Higher Education in 2012; promulgate mechanisms and policies on promoting the Socialization of education; on universalization of primary and lower secondary education; on educational access opportunities for ethnic minorities and policy beneficiaries; on ensuring gender equality in education and training (Nguyen, 2018).

Resolution No. 90/1997/NQ-CP dated August 21, 1997, of the Government on the direction and policy of Socialization of educational, medical, and cultural activities is considered the first foundation to open the way. Socialization in the field of education today. After that, the Government issued many documents contributing to creating a legal corridor to encourage investment in the development of Vietnam's education sector. Typically, some basic mechanisms and policies can be pointed out, such as Resolution No. 90/1997/NQ-CP dated August 21, 1997, of the Government on the direction and policy of Socialization of educational activities (Resolution, 1997); Resolution No. 05/2005/NQ-CP dated April 18, 2005, of the Government on promoting socialization of educational, medical, cultural and sports activities (Resolution, 2005).

On May 30, 2008, the Government issued Decree No. 69/2008/ND-CP on policies encouraging Socialization for education, vocational training, health, culture, culture, sport, and environmental activities (Government, 2014). The Ministry of Finance has issued Circular No. 135/2008/TT-BTC dated December 31, 2008, guiding the implementation of Decree No. 69/2008/ND-CP. Thereby creating a breakthrough and attracting a lot of resources from the private sector to participate in the State's promotion of Socialization.

In particular, to fundamentally and comprehensively renew education and training to meet the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration, November 4 In 2013, the Party Central Committee issued

Resolution No. 29-NQ/TW on a fundamental and comprehensive renovation of education and training to meet the requirements of industrialization and modernization in the context of a market economy socialist-oriented school and international integration with the policy of Socialization of education. The resolution reduces the pressure on the state budget for education development needs. It expands social actors to invest in education, creating conditions for people to access education and enjoy products and services.

Understanding the Party's policy, on June 16, 2014, the Government issued Decree No. 59/2014/ND-CP dated June 16, 2014, amending and supplementing several articles of Decree No. 69/2008. /ND-CP (Government, 2014). On May 10, 2017, the Government promulgated the Government Action Plan to implement Politburo's Notice of Conclusions on the Project "Renovating the operation mechanism of public non-business units, promoting socialization". Some types of public non-business services" (in Resolution No. 40/NQ-CP). On June 14, 2019, the National Assembly passed Education Law No. 43/2019/QH14, which contains a separate provision for implementing the socialization mechanism in the education sector (National Assembly, 2018). Education Law No. 43/2019/QH14 is an essential legal basis for perfecting means and policies to mobilize the participation and contributions of society in education.

Resolution No. 35/NQ-CP dated June 4, 2019, of the Government on strengthening social resources for investment in education from 2019 to 2025 set the goal of developing non-public educational institutions to achieve the rate of 8.75% and 8.9% of learners by 2020 and the rate of 13.5% and 16% of learners by 2025. This resolution emphasizes that social resources are significant and should be attractive. Accordingly, the mobilization of society's resources for education and training is not a substitute but an essential supplement to the state budget, contributing to an increase in total investment resources for education and training to improve the efficiency of the use of the state budget. Therefore, the Socialization of education and training should be considered an indicator of the socioeconomic development orientation.

Resolution No. 90-CP on orientations and policies on Socialization of educational, medical, and cultural activities, approved by the Government in 1997, affirmed: Culture means mobilizing and organizing the broad participation of the people and the whole society in the development of such causes to gradually raise the level of enjoyment in education, health care, culture, and development physical and mental health of the people. Socialization is building a community of people's responsibility for creating and improving a healthy and favorable economic and social environment for educational, medical, and cultural activities. In each locality, this is the responsibility community of the Party Committee, the People's Council, the People's Committee, state agencies, mass organizations, economic organizations, and local businesses of each citizen.

Socialization and diversification of educational, medical, and cultural activities are closely related. In addition to strengthening state organizations, it is necessary to widely develop forms of activities conducted by collectives or individuals within the framework of the Party's policies and the State's laws. Diversification is the expansion of opportunities for all classes of people to participate in the above activities actively. Socialization is to expand investment sources and exploit the potential of human, material, and financial resources in society. Promoting and effectively using people's help and creating conditions for education, health care, and cultural activities to develop faster and of higher quality is a long-term policy and is a real motto.

The implementation of social policies of the Party and the State is not a temporary measure, it only makes sense for the immediate situation due to the lack of funds for these activities by the State. When our people have a high income and an abundant state budget, Socialization must still be carried out

because education, health care, and culture are the people's long-term careers and will develop continuously with the incredible power of the people. Socialization does not mean reducing the responsibility of the State or reducing the state budget; on the contrary, the State often finds additional sources of revenue to increase the proportion of the budget spent on these activities, and at the same time, manages to improve the efficiency of using those funds.

Socializing educational, health, and cultural activities are also a necessary solution to implementing social justice policy in the socio-economic development strategy of the Party and State. Social justice is not only expressed in terms of enjoyment, i.e., people are taken care of by society and the State, but also in terms of people's contribution and dedication to society according to the actual ability of each person, each locality.

Article 16 of the Education Law 2019 stipulates the Socialization of the cause of education: Developing education and building a learning society are the cause of the State and the whole people. The State plays a leading role in the development of education. To diversify types of educational institutions and forms of education; encouraging, mobilizing, and creating conditions for organizations and individuals to participate in the development of the cause of education; encourage the development of people-founded and private educational institutions to meet the social demand for high-quality education. Organizations, families, and individuals are responsible for caring for the cause of education, coordinating with educational institutions to achieve academic goals, and building a safe and healthy educational environment.

Organizations and individuals with achievements in the cause of education shall be commended and rewarded according to the provisions of the law. Article 17 of the Education Law 2019 provides for investment in education as follows: Investment in education is an investment in development. Investment in education is an investment activity in a conditional business investment industry and is eligible for investment incentives and support by law. The State prioritizes investment and attracts other investment sources for education; it prioritizes investment in education universalization and education development in mountainous areas, islands, ethnic minority areas, areas with harsh socio-economic conditions, and industrial parks. The State encourages and protects the lawful rights and interests of domestic organizations and individuals, overseas Vietnamese, and foreign organizations and individuals investing in education. The state budget plays a vital role in the total educational investment resources.

3.3.2. The Current State of Socialization of Education in Vietnam

The reality of educational Socialization in Vietnam has made progress, bringing education deeper into people's lives. However, some limitations need to be overcome. Here are the advantages and disadvantages of this work in our country today.

Over time, mechanisms, and policies to encourage Socialization in education have been strongly implemented and achieved many positive results. According to the Ministry of Education and Training report, education and training socialization has contributed about 4,700 billion VND to the development of the education sector annually (equivalent to 2% of the budget spent on education). However, implementing mechanisms and policies to encourage Socialization in the education sector still has some problems: The system of non-public schools is constantly developing, but the quality of training still needs to meet needs. Many schools are in danger of bankruptcy because they cannot enroll students, and graduates cannot find jobs, which causes many inadequacies in society. Meanwhile, attracting foreign investment capital (FDI) into this field has improved but needs to meet the requirements. Over a year since Decree No. 86/2018/ND-CP stipulating foreign cooperation and investment in education was

promulgated and took effect, FDI in education has reached \$97 million. However, this is still the least attractive field for foreign investors today.

One of the issues investors are interested in when investing in education is the land fund to invest in building school facilities. This attractive advantage in many localities, especially in big cities, has yet to meet the needs of investors. Many localities currently lack land use planning for socialization purposes. The publicity of land fund information calling for investment is incomplete and unclear, causing difficulties for investors in the process of finding out.

Investment in the education sector is also hindered by investors' reluctance. For example, to quickly recover capital, it is necessary to increase the project investment scale so that the number of students can be improved. However, most of them are controlled by the regulations in the current school design regulations and standards as well as the norms on construction planning. On the other hand, the initial investment for building a school is quite significant, so to recover capital quickly, investors must offer a high income.

In addition to the reason that investment in education requires significant capital for a long time but is slow to yield profits, attracting investment in education will be challenging to improve the situation when the way of thinking and doing of state management agencies and society is still poor bearing the mind of a subsidy. In addition, the case of some businesses investing in education too much focus on benefits, consider supporting education profitable, or need more vision, leading to low quality of education and training, affecting the quality of education training not good in society.

Undeniably, the Socialization of education in our country has achieved many successes in recent years. This is a solid foundation for us to continue to build and develop in the following stages: Through the implementation of educational Socialization, we have achieved achievements in diversifying training types, scale training, diversifying the system of schools from kindergartens, kindergartens to high schools, universities, and graduate schools nationwide. We are regularly renewing the content of the training program framework, methods, and training conditions to be more suitable for the trend of international integration. Vietnam has many highly qualified staff, which has contributed to improving the quality of education and training. The content of the educational program is gradually perfected, in line with the world training program, well combining the relationship of production, business, training, and scientific Research. Over the years, our country has gradually diversified the type of training schools that combine tradition and modernity to create an expanded and convenient Education and Training system both in terms of space and time, forming a flexible, inter-connected, specialized, specialized, and credit-accumulating mechanism. Diversifying in quality, quality programs, and management methods regarding training funding sources aligns with accelerating international integration.

Legal policies on the Socialization of education have yet to be institutionalized promptly and suit the conditions of each locality; the decentralization to perform the task of Socialization of schooling is not reasonable to create autonomy and dynamism for the locality and basis. The coordination among sectors related to implementing the Party and the State guidelines still needs to be faster, consistent, and uneven. The participation of political and social organizations is still limited, and the intellectual potential in society has yet to be fully promoted. The overall structure in education is not synchronous from kindergarten to university and graduate level: Education and training have yet to achieve the desired results, are not suitable with the requirements of integration, and there are differences between groups, regions, and even between schools. The form of education is in danger of creating passive people, running after industries that are easy to find jobs, high salaries, etc., leading to an imbalance in fields of study; Most Vietnamese graduates are not qualified to integrate when working in domestic

joint venture companies because of their poor foreign language skills, communication skills, and labor techniques.

3.4. Some solutions to improve the legal policy on the Socialization of education shortly

Firstly, it is necessary to review, supplement, and complete documents and policies related to the Socialization of education to create a sufficient and favorable legal framework to encourage domestic and foreign investors to invest in education. Implement preferential policies on land: The mechanism to promote the Socialization of land is still widespread, and the phenomenon of abusing land funds, especially in urban areas in educational Socialization, occurs. This situation requires the need to soon amend and supplement Decree No. 69/2008/ND-CP in sync with current regulations of specialized legal policies.

Secondly, land rent exemption or reduction shall be implemented by the provisions of the land law, according to which the exemption or reduction is only granted according to the fields and areas eligible for investment incentives - according to the provisions of Point a, Article 110 of the Land Law. No. 45/2013/QH13 dated November 29, 2013, of the National Assembly; at the same time, clearly stipulate that the area used for the proper purposes of Socialization is exempted, while the site used for lease, business, joint venture, or association related to Socialization is not exempt, similar to the application public non-business units - according to the provisions of Clause 2, Article 42 of the Government's Decree No. 151/2017/ND-CP dated December 26, 2017, detailing several articles of the Law on Management and Use of Public Property

The third, implementing tax incentives. For registration fees, according to Clause 1, Article 7 of Decree No. 69/2008/ND-CP stipulates: "Socialization-implementing establishments are exempted from registration fees when registration of land use rights and ownership of land-attached assets; be exempted from other fees related to land use rights and land-attached assets. Provincial-level People's Committees shall consider exemption and reduction costs for using infrastructure following the law applicable to socialization-implementing establishments. To ensure the effective implementation of the socialization mechanism in the education sector, it is necessary to amend and supplement Clause 1, Article 7 of Decree No. 69/2008/ND-CP as follows: "House and land of establishments implementing Socialization in the public non-business service areas specified in this Decree shall comply with the provisions of the law on the registration of land use rights and house ownership in service of these activities.

Fourthly, perfecting the network of educational institutions, promoting the Socialization of education in public non-business units capable of self-financing their operating costs, giving autonomy in finance and human resources, and enhancing improvement management tools and inspection and supervision roles of state agencies.

Fifth, it is necessary to promulgate mechanisms to create equality between the domestic and non-public education systems participating in training human resources for society, encouraging domestic and foreign businesses and individuals to contribute, institute Support for education in different forms such as scholarships, internships, support for building facilities, giving books, notebooks, and materials to pupils and students.

Sixth, organize forums and seminars to introduce fields of education and training to attract preferential loans from countries and businesses worldwide to invest in education.

4. Conclusion

Encouraging the Socialization of educational services does not mean reducing the State's responsibility in providing public services; instead of directly providing public services, the State plays a regulatory role in ensuring quality educational services. Studying the practical implementation of mechanisms and policies to encourage the Socialization of the education sector today, the article recommends solutions to attract resources in society to invest in the development of the education sector. Over time, the State has advocated promoting the Socialization of investment in education development with many policies to attract more open investment in this field.

The legal corridor on the Socialization of investment and development in education has also been gradually improved to create favorable conditions and incentives to encourage investment in education development. There should be credit incentives to encourage investment for society, as socialization implementation establishments are allowed to mobilize capital under the type of establishment as prescribed by law, including mobilizing capital from undivided profits, mobilizing capital from the issuance of stocks and bonds, raising money from cooperation and joint venture with enterprises, mobilize capital from credit institutions, financial institutions, economic organizations and individuals and other forms of capital mobilization as prescribed by law.

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