

Socialization of Education in City Ho Chi Minh City from 1997 to 2010

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Abstract

The socialization of education is a major policy of our Party and State. Initially, certain results have been achieved in mobilizing social resources to meet the increasing needs of all classes of people. Socialization is building a community with the responsibility of all classes of people for the creation and improvement of a healthy and favorable socio-economic environment for educational, medical and cultural activities in each country. This is the responsibility community of the party committee, the people's council, the people's committee, mass organizations, economic organizations, local businesses, and each citizen. In this article, the author focuses on clarifying the current situation and drawing some experiences on educational socialization in Ho Chi Minh City.

Keywords: Education, Ho Chi Minh City, modernization, socialization.

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1. Make a problem

In our country, 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, culture. It clearly states: "Socialization of educational, medical and cultural activities is mobilizing and organizing the broad participation of the people and the whole society in the development of those causes in order to step by step improve the 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. 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, businesses located in the locality and of each individual. From that, it can be understood, the socialization of education in our country today is the term used to refer to the process of transferring educational jobs that are held and implemented by the State to other areas, with resources and form other than the State. In other words, socialization of education includes the process of privatization, equitization, transfer of public educational institutions to people-founded and private, more broadly, the transfer of part of the work being done by the State to the state. for organizations and individuals to perform under the management of the State.

Ho Chi Minh City is a city with a population accounting for 8.34% of the population, an area of 0.6% of the whole country. The school size is overloaded, the number of mechanical students is increasing; The life of staff and teachers is still difficult. Before the doi moi period, Ho Chi Minh City actively sought measures to stabilize the operation of the education sector by mobilizing social forces and the people to join hands with the state to take care of teachers. Therefore, when having the policy of socialization of education, the city not only has a quick approach, but also is a leading place in educational socialization activities with the flexibility in forming different types of schools and classes, contributing to changing management thinking. education; forming new mechanisms in the educational activities of the City.

2. Research content and Method

2.1. Ho Chi Minh City applies and implements the policy of educational socialization from 1997 to 2010

Socialization is a process by which an individual is integrated into society or into a group of people through learning the rules and values for each of those social groups. Socialization is also understood as a dialectical process in which each member of a group takes action and maintains it to re-emerge into society. Simply put, in a nutshell, socialization is the use of the means of production to exchange value into public property. The meaning of socialization is to increase the community, minimize individualism in all areas of society.

Education socialization is amended and supplemented by the 2018 Law on Higher Education, which defines: "Socialization of education is educational development, building a learning society is the cause of the State and of the whole people; to diversify types of schools and forms of education; encourage, mobilize and create conditions for organizations and individuals to participate in the development of the cause of education"(National Assembly, 2018)

According to Resolution 90/CP dated August 21, 1997, the content of educational socialization includes:

“Creating a movement of deep learning in the whole society in many forms; mobilize the entire population, first of all those of working age, to implement lifelong learning to make our society a learning society; Mobilize the entire population to take care of the young generation, create a healthy educational environment, closely coordinate education in schools with education at home and education in the society; strengthen the responsibility of Party committees, authorities, mass organizations and enterprises for the cause of education; Raise the sense of responsibility and participation of the whole people in education in order to consolidate and enhance the effectiveness of the education system to better serve the people's learning” (Resolution 90, 1997).

Continuing the policy of the 8th National Congress of the Party, the Resolution of the 9th Party Congress affirmed: "Social policies are conducted in the spirit of socialization, upholding the responsibility of the government. authority at all levels, mobilize resources among the people and participate in mass organizations and social organizations"(Communist Party, 1996).

The 12th Party Congress affirmed: "Continue to promote the policy of socialization, mobilize the material and intellectual resources of the society to take care of the cause of education. Close coordination between the education sector and other departments, branches and socio-political organizations in all three aspects: mobilizing resources in society; promote the supervisory role of the community; encouraging learning and talent promotion activities, building a learning society, creating conditions for people to have lifelong learning, focusing on building a learning society and lifelong learning” (Communist Party, 2016)

The 12th National Congress of Delegates set out requirements for the development of high-quality human resources to meet the requirements of socio-economic development; The 13th National Congress of Delegates concretized the development of high-quality human resources to meet the requirements of the Fourth Industrial Revolution and international integration. That is: "Building a Vietnamese people with comprehensive development, with good health, capacity, qualifications, sense and high responsibility for themselves, their families, society and the Fatherland. Promote the development of human resources, especially high-quality human resources, to meet the requirements of the Fourth Industrial Revolution and international integration. Need to “develop a team of leading experts and scientists; focus on technical human resources, digital human resources, technology management human resources, management human resources, corporate governance; human resources to manage society and organize life and take care of people”. Attention should be paid to "renovating the mode of recruitment, employment, and recruitment of talents in management, state administration, science, technology and innovation" (Communist Party, 2021), this is a new point in the matter of recruitment. , treatment and use of talents.

In 1996, after 10 years of implementing the comprehensive reform policy, Vietnam has obtained great achievements, very positive economic development, in 5 years (1991-1995) average GDP growth was 8, 2%. Regarding international relations with strong development, breaking the siege and embargo, in July 1995, Vietnam and the United States officially normalized diplomatic relations. The VIII National Congress set out "Strategy for socio-economic stability and development up to the year 2000" (Ho Chi Minh City Statistical Yearbook from 1996-2010)

In the period 1996-2003, the city's economic growth was attributed to the contributions of all economic sectors, sectors in which industry and construction made good progress, in addition, the city also attracted economic resources. investment capital from abroad. Regarding administrative boundaries, on January 6, 1997, the Government issued Decree 03/CP to establish new districts in the city as districts: Thu Duc, District 2, District 9, District 7 and District 12. The newly established district was previously an agricultural area, so the infrastructure was still very limited, so the need to build new schools became more and more urgent. Ho Chi Minh City promotes socialization of education policies, specifically as follows:

Firstly, applying the policy of educational socialization of the Education sector of Ho Chi Minh City

Thoroughly grasping the spirit of the Party and State's guiding spirit of educational socialization, on January 22, 1997, the Ho Chi Minh City Party Committee issued action program No. 05/CTr-TU on the implementation of the strategy. develop the cause of Education and Training of the City and the main tasks until the year 2000, assigning responsibilities to the departments and agencies to cooperate with the Education sector to perform the following main tasks: “Reform school discipline; continue to innovate education to improve training quality; take care of building a contingent of teachers to create resources for socio-economic development” (Action Program No. 05, 1997)

In the 1997-2000 period, the socialization of education in Ho Chi Minh City continued to promote measures to mobilize resources from the society as in the previous period to create conditions for education development.

Second, promote the universalization of lower secondary education

From the 1996-1997 school year, the City Department of Education and Training directed the implementation of lower secondary school universalization with the goal of striving specifically for each district for this school year by implementing socialization with the cooperation of social forces. In order to carry out the work of popularization well, the Party Committee and Government of Ho Chi Minh City, the Department of Education and Training set out a plan to mobilize the people to implement it and the people themselves

voluntarily implement the plan. new success.

Third, continue to develop non-public schools

The budget for education has increased, but the number of students is also increasing is the biggest difficulty of the City Education sector. The City promotes the establishment of non-public schools to meet the learning needs of the people. In the 1997-1998 school year in Ho Chi Minh City, there were 1,236,467 students at all levels, an increase of 45,701 students compared to the 1996-1997 school year. while the budget of Ho Chi Minh City only invests in 400 more classrooms for all levels. The non-public school system needs to be facilitated to develop to meet the learning needs of the people.

In order to accelerate the educational development process under the policy of socialization, the City Department of Education and Training consulted with the City Party Committee to choose 1999 as the "Year of Education" of the City. On January 18, 1999, the Ho Chi Minh City Party Committee issued Directive 23-CT/TU on the implementation of the "Education Year 1999" of the City. "The year 1999 - Education Year of Ho Chi Minh City" with 4 contents: Improving the quality of education and training; construction of facilities; take care of the staff, teachers and employees; building an educational environment. In 1999, the People's Committee of Ho Chi Minh City approved a budget of 156.3 billion VND to invest in building new and major repairing schools, of which 2/3 of the money was spent in suburban areas and new districts. In addition to the allocated budget, the Education sector was also given a capital advance before 2000 to build a school with an amount of VND 160.4 billion (Education Year 1999)

Fourth, increase investment in education facilities

On December 28, 2001, the Prime Minister signed the Decision No. 201/2001/QĐ-TTg on "Strategy for development of education 2001-2010". Accordingly, the Education sector of Ho Chi Minh City has set goals. striving to 2010 in accordance with the situation of the City, with the following contents: focus on investment, care and development of the cause of education; create a fundamental change in the quality of comprehensive education; improve the quality of spearhead education; expanding international exchanges and cooperation in education; promote the implementation of the policy of socialization of education.

In order to create changes in school facilities (elimination of third shift, removal of bamboo picture schools, reduction of class load), the city directed the Department of Education and Training to coordinate with functional departments to complete the spending plan. detailing the school system in the city to create a land fund for education. The city also assigned the Education sector a loan from the World Bank and mobilized NGOs to finance the construction of new schools. Creating conditions for domestic and foreign investors to establish schools from preschool to university level.

Fifth, attract people's material resources to contribute to the education sector

In addition to tuition fees, money for facilities paid for public schools, people donate land to build schools, people in Ho Chi Minh City also contribute to scholarship funds that Unions, Associations (branches). Encourage movement learning. Parents of students contribute to buy equipment and teaching aids for schools such as computers, labs, lights, etc. when required by the school. With the policy of diversifying schools, the non-public school system has developed with 100% of the capital of the society.

Resolution No. 05/2005/NQ-CP on promoting socialization of Education, Health, Culture and Sports activities and Resolution No. 20/2005/QĐ-BGD&ĐT approving the Project: "Regulation development plan for socialization of education in the period 2005-2010". In which, there is a plan to divide students between the public and non-public systems as follows:

- For non-public kindergartens account for 80% of the children, non-public kindergartens account for 70% of the children.
- For general education, strive to achieve the national average by 2010, the number of non-public primary school students accounted for 1%, the non-public lower secondary school 3.5% and the upper secondary school. non-public accounts for 40%.

On this basis, the people-founded general school system has developed conditions, the number of people-founded schools has increased, and the management perception has changed when seeing the development of the non-public school system. contributed significantly to the educational development in Ho Chi Minh City (Nguyen Thuy, 2010)

Sixth, universalize education at all levels to improve people's intellectual level

People's intellectual level determines the development path of the country, improving international competitiveness. The work of universalizing education at all levels at high schools will create the foundation for vocational and university education to create human resources for development needs. After completing illiteracy eradication, the Education Department of Ho Chi Minh City has implemented universal primary education for those who have just escaped illiteracy to consolidate and maintain this achievement, at the same time continue to promote universalization at the secondary school level.

In Ho Chi Minh City, Community Learning Centers have been established since 2002 to meet the learning needs of the people, towards building a learning society. Community Learning Centers grow rapidly: in the

2003-2004 school year, there were 16 centers, by the 2009-2010 school year, there were 250 centers. The City Party Committee, the People's Council and the People's Committee of Ho Chi Minh City also directed the Education sector, Farmers' Association and functional departments to take care of the children of farmers and children of families in need of hunger eradication. reduce poverty to go to school.

Ho Chi Minh City Department of Education and Training identifies external work as a channel to realize education socialization, since 1992, the City Education and Training sector has built relationships related to education. international cooperation in education while encouraging students to study abroad in many forms: self-sufficient study abroad; study abroad for cultural exchange; study abroad. The city also creates favorable conditions for foreign investors to establish schools in the city. In 2006, the Ho Chi Minh City Department of Education and Training began to implement the policy of international and regional integration along three basic routes: one is to create conditions for students to study abroad, and for teachers to participate in training. international industry; second is to expand training links, attract foreign investors, introduce advanced training programs and methods; third is to actively build Vietnamese schools according to international standards.

2.2. Socialization of education in Ho Chi Minh City in the period 1997-2010

Ho Chi Minh City has gradually increased the proportion of investment from the budget for education (an average increase of nearly 1,000 billion VND/year). In addition, the Education cause of Ho Chi Minh City also has the contribution of resources from the people and expatriates. The city has formed an international cooperation in Education and Training, so more and more foreign educational institutions invest in establishing schools (from preschool to university). In the City, from where students have to study in shift 3, up to now, 80% of primary school students have been studying part-boarding; 100% of 6-year-old children enter grade 1; 32.3% of secondary school students study 2 sessions/day; 15.4% of high school students study 2 sessions/day; 100% of high school students learn foreign languages and computers.

The policy of socialization of education has created conditions for people to actively participate in educational activities; arouse the people's high sense of responsibility for the future of educational development. People and social forces in Ho Chi Minh City have really shared responsibility with the Education sector in all aspects of activities for the common development. Scholarship funds, advocacy programs for social contributions to create learning opportunities for all subjects become regular activities

The socialization of education has aroused the people's studious spirit, which is the basis for the formation of a learning society. As of 2010, Ho Chi Minh City has 250 Community Learning Centers, reaching the rate of 77.63%, which provide the needs of non-formal learning for local residents. The system of continuing education centers has enough in 24/24 districts. These Centers combine cultural education like general education and vocational training. The system of after-hours cultural institutions has nearly 600 facilities with a variety of training programs. With their existing scale, education and training institutions in Ho Chi Minh City operate with high frequency (day and night) to meet the diverse learning needs of residents.

3. Results and discussion

3.1. Problems raised from the work of educational socialization in Ho Chi Minh City

Firstly, about the ability to mobilize people's energy to develop education. The policy of socialization of education has created the initiative for people to participate in the cause of education by making various contributions depending on their ability (donating land to build schools, transporting students, contributing to repairing schools, preserving the pedagogical landscape around the school, advising individual students, warning the school about negative phenomena outside the school gates.) and importantly, the people themselves invest in establishing schools to participate in training activities. Creation has made the size of schools and classes grow

Second, arouse the contributions of the people. People's resources are very diverse, when people accept responsibility for the cause of education development, people will voluntarily participate in both material and spiritual efforts. People's contributions are not only money but anything beneficial to education, people are willing to contribute according to their ability.

Third, based on the learning needs of society to develop education and training. In the market economy mechanism, training, as well as a service, must meet the learning needs of society in order to survive. Therefore, training institutions are always updated with the above needs to organize training contents in flexible forms to create convenience for different learners (short-term, long-term training, etc.) basic, advanced...). The learning needs of the society are very diverse, educational institutions (public and non-public) if they know how to grasp and meet the learning needs of the society, they will have conditions to develop, and at the same time create commercial long-term effect with quality training must be guaranteed.

Fourth, the dynamism and flexibility of localities in innovation management mechanism. The policy of educational socialization is oriented, localities and training institutions, depending on the specific circumstances of the unit, have appropriate advocacy measures. The results of social mobilization work depend on the ability and flexibility of local leaders, educational management leaders at all levels. From the practice of proactively

innovating the activities of the industry, educational institutions have provided the leaders of Ho Chi Minh City and the Department of Education and Training with models of mobilizing people's energy according to the policy of socialization, through Since then, the People's Committee and the Department of Education and Training of Ho Chi Minh City have gathered a lot of experience and set out a unified direction plan for the whole city.

The achievements of education in Ho Chi Minh City are a whole process of striving of the Party Committee, government and people of the city, but the above achievements are not commensurate with the stature of the city, and some limit. That is, the number of schools (both public and private) reaching the standard is not high; the scale of schools and classes is growing in quantity, but in terms of quality; teachers' lives are still low compared to the common ground; there is no mechanism to check and manage the society's resources to contribute to education; The social forces' contribution to education is still movement.

3.2. Lessons learned on the implementation of educational socialization in Ho Chi Minh City

Firstly, grasping the views of the Party, State and the Ministry of Education and Training on educational development under the policy of socialization, proactively deploying from pilot to mass-appropriate educational socialization measures. fit. To fundamentally and comprehensively renovate Vietnam's education system in the direction of standardization, modernization, socialization, democratization and international integration, in which, reforming the educational management mechanism, developing the staff Teachers and administrators are key. Focusing on improving the quality of education and training, attaching importance to moral education, lifestyle, creative capacity, practical skills, and career skills. Renovating the financial mechanism in education. Accreditation of education and training quality at all educational levels. Building a healthy educational environment, closely combining the school with family and society"; "The State increases investment, and at the same time promotes socialization, mobilizing the whole society to take care of education development. Rapidly develop and improve the quality of education in disadvantaged areas, mountainous areas and ethnic minority areas.

Second, boldly create favorable conditions for the Education Departments of districts and schools to proactively remove difficulties and promote initiatives to create many examples of educational socialization from the grassroots. Socialization of education is a right policy, contributing to mobilizing resources in society for the development of education and training. However, before the problems posed when implementing this policy, functional sectors, authorities at all levels, organizations and individuals need to frankly look back at the shortcomings, limitations, and at the same time, uphold the role of the Government. leadership and direction of Party committees and authorities in implementation. In public schools, when implementing socialization of education, it is necessary to ensure the openness, democracy and voluntariness of each individual. In private schools, when empowering, it must be accompanied by supervision. Only in this way can the socialization of education really promote its effectiveness and demonstrate the superiority of a policy.

Third, promote the organization and mobilization of people, the whole society to take care of education with appropriate contents and forms suitable to the subjects; effectively use the contributions of the people. The social resources mobilized mainly from individuals through tuition fees and voluntary contributions, have not yet mobilized the broad participation and active contributions of organizations, businesses and intellectuals. Overseas Vietnamese. The attraction of society's resources to public education and training institutions has progressed slowly. Although there have been many guidelines and policies towards increasing autonomy and accountability (especially in finance) of public institutions; continue to promote the socialization of education through preferential policies on taxes, land, credit... but the implementation of the autonomy mechanism has been initially implemented in the field of higher education; Investment and cooperation activities of the private sector with public educational institutions through the forms of association, business cooperation, public-private partnership... are still single, not creating a breakthrough in the field of education. the whole system.

The main cause of the above limitations and existences first of all belongs to the awareness of the management levels, learners and society. There is also widespread psychology of respecting and trusting public schools over private schools; the psychology of waiting and relying on the state budget is still popular; the implementation and implementation of the socialization policy of all levels of government and branches has not been drastic, regular and methodical, in which the general development planning of the education system (including public and non-public) has not yet ensured the principle of supply-demand balance in the long-term; The work of dissemination, propaganda and guidance has not been given due attention.

Fourth, maintain the key role in budget investment and strengthen state management in the socialization of education. The mobilization of social resources for education and training is not a substitute but an important supplement to the state budget, contributing to an increase in total investment resources for education and training. effectively use the state budget in public establishments, focusing on investment in areas, areas and subjects that the private sector does not want or cannot invest in; encouraging public education and training institutions to cooperate, enter into joint ventures, and associate with non-public institutions; converting a

number of public non-business units into non-public ones in places with suitable conditions.

4. Conclusion

Socialization of education is a new factor that has been promoting its strength to the cause of education development, training quality human resources for the cause of industrialization and modernization of the country. Inheriting the nation's tradition of studiousness, the people of Ho Chi Minh City are willing to invest heavily in their children's education, so the society's resources contribute to the cause of education in Ho Chi Minh City. Small, the city's people's contribution to education is nearly equal to the state budget. In the past time, the material resources of socialization have not been oriented specifically at the city level, so the efficiency of use is not as high as the people and the state's wishes. In practice, the implementation of the policy of educational socialization in Ho Chi Minh City still has shortcomings that the public is not really satisfied with, education researchers and news agencies have also mentioned. Social forces in Ho Chi Minh City have had many activities to contribute to the cause of education, but they are still movement and administrative in advocacy work, so they have not exploited the social resources well. Therefore, this social resource needs to be used effectively to have a positive effect on educational activities, thereby persuading and attracting people to continue to participate more and more.

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