

Hanoi 13 June 2012

## **The Decision**

The approval of “The education development strategy for the period 2011-2020”

### **Prime Minister**

According to the government organization law dated 25/12/2001;  
According to the education law dated 14/06/2005 and the amendments and modifications of the education law dated 25/11/2009;  
According to the decree No 75/2006/NĐ-CP dated 02/08/2006 of the government which instructs details for the implementation of the education law and the decree No 31/2011/NĐ-CP dated 11/05/2011 of the government about the amendment and modification of the decree No 75/2006/NĐ-CP dated 02/08/2006 of the government about detail instruction and guidelines of the education law implementation;

According to the social and economic development strategy for the period 2011-2020;

According to the decision No 579/QĐ-TTg dated 19/04/2011 of the Prime Minister about approval of human resource development strategy of Vietnam for the period 2011-2020;

According to the decision No 1216/QĐ-TTg dated 22/07/2011 of the Prime Minister about the approval for human resource development planning for the period 2011-2020;

Consider the suggestion of the Minister, the Ministry of Education (MoET),

### **THE DECISION:**

Article 1. The approval attached to this decision “the education development strategy for the period 2011-2020”.

Article 2. This decision is effective from the signing date

Article 3. The ministers, the leaders of ministerial levels, the leaders of government agencies, the chairpersons of PPCs, cities belonging to central government are responsible for the implementation of this decision./.

The prime Minister signed: Nguyen Tan Dung

The education development strategy for the period 2011-2020  
(This strategy is issued with the decision No 111/QĐ-TTg dated 13/06/2012  
signed by the Prime Minister)

## **The opening part**

The resolution of the national Party Conference XI confirms “Renew basically and comprehensively the VN education according to standardization, modernization, socialization, democracy and globalization of which renewing the education management mechanism, developing teachers and educational management staff ’ capacity are the crucial issues” and “The education and training has the mission to develop and enhance human resources, talented persons, contribute to country development, Vietnamese culture and people enhancement”.

The social and economic development strategy for the period 2011-2020 has oriented: “develop and enhance human resource, particularly high quality human resources is a strategy breakthrough”. The education development strategy for the period 2011-2020 aims to master and specify the directions and orientations of education and training renewing, to contribute to successful implementation of the Party Resolution XI and the social and economic development strategy for the period 2011-2020 of Vietnam.

## **I. THE STATUS OF THE EDUCATION IN VIETNAM FOR THE PERIOD 2001-2010**

### **1. The Achievements**

- a) The education scale and system is developed to meet better the learning needs of people.

In the period 2001-2010, the rate of students in school age is increasing of which children for kindergarten at 5 years old increase from 72% to 98%; primary level from 94% to 97%; secondary level from 70% to 83%; high school from 33% to 50%; the vocational training increases 3,08 times,

professionals at middle level increases 2,69 times and university education increases 2,35 times. In the year 2010, the number of college and university students accounts to 227/10,000 people; the trained labor rate accounts to 40%, at the beginning, it meets with the needs of labor market. The education system is developed widely in the country which opens the opportunities for people at the beginning period for learning socialization. Eradication of “white commune” for kindergarten; primary schools for all communes, secondary schools for all communes or inter-communes; high schools for all districts. It has boarding and semi-boarding ethnic high schools in the districts where majority of ethnic minorities are living. The system of regular education centers and learning community centers is developed well. The vocational schools and units, middle level professional trainings, colleges and universities are established at many localities including the remote area of the North West area, high land and Mekong Delta area.

The whole country has achieved the objective to eradicate illiteracy, universal primary and secondary level. At the time being, it enhances kindergartens for children at 5 years old and primary level at the right age. Some localities are enhancing to universalize high school level.

b)The quality of education at different levels and training quality makes good progress

The level of understanding, ability to observe new knowledge of students is enhanced. Majority of graduates have a dream to set up and develop their careers and most of them are employed after graduation. Education and training development has transferred to meeting better with the needs of social and economic development as well as science and technology. It has opened a variety of new training programs and met with the demand of labor market.

The system of specialized schools, skilled and talented schools, high quality training at many universities and colleges has been extended.

c)The equality in the society has been improved, particularly ethnic minorities, children of poor families, girls and disadvantaged groups are

more cared. In principle, it has achieved in universal education and university education. Education for ethnic minority in remotes area is continuously developed. Some priority policies such as exemption from school fee or reduction of school fee, scholarship, loan and other support for students of policy families which bring much efficiency in social equality and human resource development.

d) The education management tasks has improved positively: overcome negative issues in education, standardizing teachers and educational management staff, renewing the financial mechanism , increasing decentralization in management, the independence and responsibilities of education units; wide application of IT, establish the quality management system from central level to local level, speed up administrative reform, extend friendly educational environment, encourage active initiative for students; renew and enhance traditional education and national culture.

đ) the number and quality of teachers are increased and improved, gradually overcome illogical structure to meet with universal education and develop education & training levels.

e) The government budget for education increases from 15,3%/year (2001) to 20% (2010). Educational socialization has achieved the important results, particularly to mobilize infra structure. Educational investment is monitored carefully and effectively.

g) Non-public education institutions has been developed well, particularly in vocational training and university. In last 10 years, the rate of non-public trainings increases: preliminary vocational training increases from 28% to 44%, middle level and college vocational training increases from 1,5% to 5,5%, middle level vocational training increases from 5,6% to 27,2%, vocational college increases from 7,9% to 19,9%, university from 12,2% to 13,2%.

h) School facility is improved. The rate of strong-built classrooms increases from 52% (2006) to 71% (2010). More apartments and flats for teachers and students are constructed in recent years.

In last 10 years, the educational achievements in Vietnam have contributed significantly in enhancement of education level of people, human resource

development and enhancement, social and economic development, maintain good security, create good opportunities for Vietnam in globalization.

### **The causes of the achievements**

The leadership of the party, the interest of the National Congress, the instructions of government and authorities at all levels, the contribution of mass organizations, social organizations in Vietnam and outside of Vietnam are all decisive issues for education success.

-stabilized political security, social and economic achievement, improve local livelihoods and globalization creates a good environment for education development. Investment for education has increased during last years.

-career loving, students caring, good accountability, the hard efforts of teachers and strong determination in education sector changes contribute to good implementation of educational mission. The teachers and educational management staff in Vietnam, particularly in mountainous and remote areas, have overcome many difficulties and challenges and contribute significantly to human development.

-the hard learning tradition of Vietnamese people is developed well. It shows in each family, locality and community.

### **2. The shortcomings**

The national educational system lacks of unification and interlink between levels, training programs; a national educational framework is not existed. The imbalance of training structure between regions is improved slowly. It does not meet with social human resources. The number of training units is increasing but does not secure quality of social human resources. Some of criteria are not gained in the education development strategy for the period 2001-2010, such as the mobilization rate of students in primary and secondary school age; the rate of student graduation from secondary and vocational training.

b)The education quality is lower than the development requirement in the new period and comparing with the advanced education in the region and the world. It does not settle well the correlation between the quantity and

quality of students and graduates who do not meet with the required jobs and lead to a loose life.

b) The education management still face many challenges such as overlapped, investment spreading, subsidized. The professional responsibility and authority are not balanced. The legal system and policies of education lack of synergy and being slow in amendment and modification. The cooperation between educational sector and localities is not closed. The financial mobilization and allocation of education is not logical; the efficiency is not high. The government investment in education is not concentrated for priority objectives; the expense for professional expertise is low. The self –control and social responsibility of educational institutions are not designated comprehensively and relevantly.

c) A number of teachers and educational management staff are not qualified for required tasks in the new period. The teacher number is both over-sufficient and in-sufficient and not consistent in professional structure. The rate of teachers of post –graduation is low; the rate of students/lecturer and/or teacher is not met with the criteria for the education development strategy for the period 2001-2010. It still has a number of teachers and educational management staff lack of responsibility and motivation, spoil the image of the teacher in the society. A number of teachers and education management staff lack of capacity. The policy for teachers and educational management staff, particularly the salary policy and allowance are not satisfied. As a result, it does not attract talented persons into educational sector. Teacher training and refreshing training are not met with the new demand of education.

đ) The content and teaching & learning methods, exam and test activities are slowly improved. The content is towards theory-heavy, teaching methods are out of dated and not compatible with different localities and students capacity; the schools do not linked with social and economic life; not follow the demand of society, not pay much attention to education life skills, initiative promotion, and practical skills of students.

e) The school facility is not sufficient and out of dated. It still has temporary class rooms constructed by bamboo, particularly in remote area where it

lacks libraries, labs and teaching aids. The land budget is not satisfied the required criteria.

g) Research and application of the scientific and educational achievements is limited, not met with education development demand. The quality and efficiency of scientific research in universities is low; not link closely with training, production and scientific researches.

#### **The causes of the shortcomings:**

-The point of view “ Education development is the top priority of national policies”, “Education investment means development investment” is not mastered well and implemented in reality; some party committees and local authorities have not mastered yet thoroughly the party policy about education development and have not paid yet sufficient attention to instructions and implementation organization of the education development strategy for the period 2001-2010.

-Point of view in education is slowly renewed. Some issues of education development in market economy in accordance with socialist orientations and globalization are not researched fully. It is not realized yet the decisive role of the teachers and a new management approach in education. It is not realized fully the importance of education; it lacks the strategy and planning of human resource for local and national education, it lacks the planning of the vocational training system. The recruitment policies for graduates are insufficient.

-the subjective impacts increase the shortcomings of education.

Globalization both brings opportunities and challenges for education. In the society, it still prefers certificates and fames. The market economy has many negative impacts to education. The needs of high quality in education for people is increasing while the education is not met with the needs.

## **II. THE BACKGROUND, OPPORTUNITY AND CHALLENGE FOR THE EDUCATION IN THE PERIOD 2011-2020**

### **1. The national and international background**

The education in Vietnam in the coming decade, it develops in a changed and complicated international background. Globalization and international integration in education becomes a crucial issue. The technological

revolution, IT and communication technology, intellectual economy is more developed; it has direct impact to the development of the world education. -the social and economic development strategy for the period 2011-2020 confirms that to 2020 Vietnam will become an industrial country which has stabilized society, politics, democracy and improves local livelihoods; Vietnam maintains strongly its independence, sovereignty, unification and territorial integrity; the position of VN in the world forum is enhanced; it creates a strong basis for advanced development in the future. The strategy also identifies clearly one of the three breakthroughs is: to speed up human resource development, particularly high quality human resource to renew comprehensively national education, closely link between human resource development with IT and science development and application. The country development in the new period will create both opportunities, advantages and challenges for education development.

## **2. The opportunities and challenges**

a) The opportunities:

The party and government always confirms that education development is the top priority of our national policies; education investment means development investment; education is both the objective and motive for social and economic development. The social and economic achievements in last decade, the social and economic development strategy for 2011-2020 with the restructure of new economy and GDP growth, with the human resource development and planning strategy are the basic basis for the educational development with the support of different ministries, sectors and localities.

The revolution of science and technology, particularly IT and communication will create the advantages to renew the contents, methods and management approach for education. Vietnam will move to electronic education to meet with the needs of learners.

The process of international integration in education is happening in the world to create a good opportunity to access to new knowledge, modern education models, make use of external resources for education development.

b)The challenges:

In the country, the polarization in the society is increasing. The gap between the rich and the poor and the development gap between the regions is increasing and leads to inequality in access to education, increasing in education quality gap between the regions and learners. The needs of education development will meet with the requirement of industrialization, modernization and economic development in accordance with intellectual economy, advanced technology and international integration while resource for education investment is limited; it will lead to heavy pressure for education.

The risk of backwardness can make the development gap of economy, new knowledge and education between VN and the countries in the region increasing. International integration and market economy development will create new challenges such as foreign culture invasion and unhealthy life style, low quality educational service can cause many big risks for education. It requires to renew practical approach for education development.

### **III. THE POINT OF VIEW OF EDUCATION DEVELOPMENT INSTRUCTIONS**

1. Education development should be the top priority of national policies and the cause of party, government and people. To enhance the party leadership, the government management and the roles of social, economic and political mass organizations in education development. Education investment is development investment. To carry out the preferential policies for education development, particularly education investment policies and salary policies; to prioritize government budget for universal education and disadvantaged groups.
2. Building education which bears the characteristics of people, nationality, advance, modernity, socialism and taking Marxism and Leninism doctrine as the strong foundation. To implement educational equality, enhance education quality in remote area, at the same time it supports localities and educational units to make a breakthrough

and make an advanced step. Building a learning society and creating equal opportunities for learners, particularly for ethnic minorities, the poor and policy families.

3. Basic and comprehensive changes in education in accordance with standardization, modernization, democracy, international integration adapt to the market economy oriented by socialism; education development links with science and technology development, concentration on quality enhancement, particularly good education quality, creative ability, practical skills both to meet with social and economic development, to enhance industrialization, modernization, to secure national security and to meet with the needs of learners, talented persons will have a opportunity to develop his/her talent.
4. International integration in education but preserve and promote nationality characteristics, strongly depend independence, self-control, and socialism orientation. To exchange and cooperate with other educations in the world, particularly with advanced education; create a good opportunity to attract high quality human resources.

#### **IV. THE OBJECTIVE OF EDUCATION DEVELOPMENT TO 2020**

##### **1. The general objective**

As of 2020, the education of Vietnam will change comprehensively in accordance with standardization, modernization, socialization, democracy and international integration; education quality is improved such as: moral education, life skills, creative ability, practical ability, foreign languages and IT ability; to meet with human resources, particularly high quality human resource for industrialization, modernization and intellectual economy; ensure equality in education and learning opportunity for learners, gradually to establish learning society.

2. The specific objectives
  - a) Kindergarten education

To complete the objectives of universal kindergarten education for children at 5 years old in 2015; to 2020, at least 30% of children at kindergarten age and 80% at pre-school age will be looked after well; the rate of children under nourishment in pre-school reduces to under 10%.

b) Universal education

Comprehensive education is enhanced, particularly cultural education quality, moral education, life skills, law education, foreign languages and IT. To the year 2020, the rate of children at primary school age is 99%, secondary is 95% and 80% of youth graduate from high school; 70% disable children have opportunity to access education.

c) Vocational training and university education

To perfect the system of vocational training and university education; adjust the sector structure and training, to enhance the training quality to meet with human resource for social and economic development; to provide talented persons whose have creative ability, independent thinking, social accountability and professional skills, foreign language ability, labor discipline, self-employment ability and well adaptive ability to labor market and somehow to compete with labor market in the region and the world. To the year 2020, the vocational training schools can receive 30% secondary school graduates; the rate of trained labor and university labor accounts to 70%; the rate of college and university students/10,000 people is 350-400 graduates.

d) Regular education

Regular education development creates a good opportunity for every learner in accordance with his/her circumstances; at the beginning, to establish a learning society.

The quality of regular education is improved to help learners new knowledge, practical skills for self-employment, to enhance local livelihoods.

The results of illiteracy eradication is consolidated strongly. To the year 2020, the rate of literacy in the age above 15 onwards is 98% and the rate of literacy in the age from 15 to 35 is 99% for males and females.

## **V. THE MEASURES OF EDUCATION DEVELOPMENT FOR THE PERIOD 2011-2020**

To achieve the strategic objectives, it is necessary to implement well 8 measures of which measure 1 is a breakthrough and measure 2 is a key one.

1. Renew education management
  - a) Build and perfect the consistent system of regulations for the deployment and implementation of basic and comprehensive changes in education.
  - b) To speed up the administrative reform, to carry out consistently management mechanism and to perfect and implement the coordination and cooperation mechanism between ministerial level, sector and localities in government management in education in accordance with clear functions, responsibility, authority; to strengthen inspection, investigation; to increase self-control and social responsibility of educational units; to perfect transparent mechanism, to ensure the supervision of government agencies, people, social and political organizations. To ensure democracy in education. To implement a mechanism for which learners have an opportunity to evaluate lecturers, teachers and lecturers evaluate their educational management staff, staff at lower level evaluate their supervisors, educational units evaluate the educational management agencies.
  - c) To perfect educational structure at national level, to establish national education standard frame work which is compatible with that of the other countries in the region and the world, to ensure providing an inter-link with higher educational program, school and training level; to diversify the learning methods to meet with human resources; to create an opportunity for every learner.
  - d) Classification of the quality in primary, secondary, high school, vocational and university in accordance with national quality criteria, the educational units which have not qualified

for those criteria have to initiate a road map for those criteria achievements; to build advanced educational units to refresh and train talents, high quality human resource for social and economic sectors.

- e) To implement the strategic and planning management mechanism for education development and human resource development for sectors and localities at the appropriate social, economic and security development.
- f) To concentrate on educational management: standardize the output and ensure quality on the basis of application of new scientific, educational and technological management, gradually to implement the criteria of the advanced countries; to be transparent in education quality, infrastructure and facility, human and financial resource of educational units; to implement social monitoring for education quality and efficiency; to establish an independent appraisal system, to implement quality appraisal of educational units at all levels.
- g) To speed up IT and communication technology for efficiency of educational management at all levels.

## **2. Develop teacher and management resource in education**

- a) Consolidate and perfect the teacher training programs, to implement a basic and comprehensive change in educational content and methods, to provide refresh training for teachers and management staff in renewing of primary, secondary and high school curricula after 2015. To build the education schools (departments) in the universities to enhance teacher training quality.
- b) To ensure that we have enough teachers to implement a comprehensive education in accordance with kindergarten education and primary, secondary and high school education, two teaching shifts/day, teachers of foreign languages, teachers of profession oriented consultation, teachers of special education and regular education.

- c) To standardize in training, recruitment, usage and valuation of teachers and educational management staff. To enhance professional moral and characteristics of teachers who are good examples for students.

To continue to train and re-train the teacher resource until to the year 2020, 100% of pre-school, primary, secondary and high school teachers are qualified for training criteria of which 60% of pre-school teachers, 100% primary teachers, 88% secondary teachers and 16,6% high school teachers are qualified above required training criteria; 38,5% vocational middle level teachers, 60% college lecturers and 100% university lecturers have a master degree; 100% college and university lecturers master one of foreign languages.

To implement the strategy: "To provide university and college lecturers with PhD degrees who study in VN and abroad". As of the year 2020, 25% university lecturers and 8% college lecturers have a PhD degree.

d) To implement priority policy in term of spiritual and material motivation for teachers and educational management staff, particularly for pre-school teachers; it has special policy to attract experienced teachers, scientists and specialist in VN as well as outside Vietnam to participate in education development.

### **3. Renew the content, teaching methods, test and exam methods, evaluation methods**

a) Base on the evaluation of existing curricula for primary, secondary and high school and consult of advanced curricula of other countries, to implement renewing of textbooks after 2015 in accordance with students ability development, at the same time to ensure both the unification, consistency and suitability for every locality. Paying attention to moral education, law, physical education, national security and traditional cultural values; life skill education, career orientation education for secondary and high school students.

b) Renew curricula, textbooks and teaching materials at vocational training schools and units, universities and based on the needs of employers, select and apply some advanced curricula of the developed countries, to

promote the role of key schools of different sectors for inter-school training program. To develop university training programs in accordance with: research and career application.

c) Develop regular education program, apply IT and communication technology for different learning forms to meet with the different needs of learners, help learners perfect their characteristics, their knowledge, education level, professional expertise for their concerned employment and improved livelihoods.

d) continue to apply new teaching methods and evaluation methods in accordance with positive promotion, self-awareness, active initiative and self learning ability. Speed up IT application and communication in teaching and learning, to 2015, 100% college and university lecturers and to 2020, 100% vocational training lecturers and high school teachers who can apply IT and communication technology in teaching. Compile and use electronic lesson plans, textbooks. As of 2020, 90% primary schools and 50% secondary schools organize 2 learning shifts/day. Renewing the high school graduation exams, and entrance university and college exams secures the necessity, efficiency, subjectiveness and fairness; combining the results of test and evaluation in learning with the exam results.

đ) Implementing a periodical national evaluation about learning quality of students to identify the common quality which is the basis for improved education quality policy of locality and country.

#### **4. Increase investment resource and renew financial mechanism of education**

a) continue to renew financial mechanism of education to mobilize, allocate and use more effectively social and government investment education; enhance the self-control of educational units, ensure the transparency and accountability for the government, learners and society; secure financial resource for educational units in VN which are qualified for international integration and competition.

b) Ensure the rate of government budget allocation is or above 20% of GDP, suitable for social and economic development. Government budget for education are prioritized for universal education; education in remote area, for ethnic minorities and policy families; education for skill and

talented students, training for high quality human resources; training for basic science, human science and other key sciences.

c) Government budget allocation for focused area in public education sector which can meet with the required criteria. Gradually standardizing and modernizing of technical facility, ensure sufficient financial resource and teaching aids of educational units; prioritize to build good universities which can meet with international education criteria, specialized schools for skilled and talented students, full and semi -boarding schools for ethnic students. In the year of 2020, there are some training departments/specialized sectors gain high quality. Planning and securing of land budget for schools, universities and student flats.

d) Set up mechanism and policy which designate social responsibility of enterprises in human resource development, particularly in high quality human resource development and in human resource development for key and economic sector. Assigning the responsibility of sectors, social and political organizations, community and families in resource contribution to and participation in educational activities to provide a learning opportunity for learners, gradually building a learning society.

d) Deploy specific policies to support universities, vocational training schools and non-public schools about land, tax and loan. Identify clearly the criteria for educational unit establishment, ensure education quality, provide good conditions for learners and economic entities to participate in school establishment in accordance with government development planning...

## **5. Link training with demand, scientific researches and technology transfer to meet with the needs of society.**

a) Encourage enterprises, foreign and national investors to establish vocational training units, universities to enhance internal human resource and contribute to external human resource of labor market.

b) Clarify the accountability and coordination mechanism between the Ministry of Education (MoET) with the different ministries, localities; between training units and enterprises in identifying the training needs, curricula development and evaluation, recruitment, training

organization and internship in enterprises, student and graduate recruitment.

c) Link closely training with scientific research, production technology transfer; establish IT enterprises in training units. Enhance capacity of scientific researches and prioritize investment for key and scientific researches, labs in universities.

## **6. Enhance to support in education development in remote and ethnic minority area and policy families**

a) Build and implement the policies to ensure an equal opportunity of learning, support and prioritize education development for ethnic minority area, remote area and policy families.

b) Prioritized policies for teachers and educational management staff in remote area.

c) Develop distant education system, career education, and extend the pre-university system.

Develop special educational facility for disable persons and children infected HIV, street children and disadvantaged groups.

d) Increase special education investment; a preferential policy for special education teachers and disable students.

## **7. Develop education science**

a) Prioritize to research basic education science; withdrawing practical experiences and education development trend in VN and other countries, research in advance to provide scientific thesis for planning of strategy and policy of education development of the party and government, to serve for renewing of government management in education and educational unit management, renewing education process in schools, contribute practically and efficiently to the common education cause and build a VN education science.

b) Develop grass-root network of national education science research and research institutes in the key education schools. To concentrate and build researching staff and education specialists through the training programs in VN and abroad.

c) Deploy national research program about education science; implement well transferring of scientific results and application in a basic and comprehensive change for VN education.

## **8. Extend and enhance the efficiency of education international exchange**

- a) Increase the number of lecturers in foreign countries by government budget for the key universities, national research institutes, particularly for science and technology. Encourage and support VN citizens study and research abroad by their own budget.
- b) Encourage the educational units in VN to cooperate with educational foreign units in enhancement of management ability, training, science research, technology transfer, refresh training for teachers, lecturers and educational management staff; increase the scholarships for students studying in foreign countries.
- c) Encourage the foreign organizations and individuals, international organizations, oversea Vietnamese to invest and support for education, to participate in teaching and science research, and technology transfer and application for education renewing in VN. Build a number of modern universities and research centers to attract national and international scientists in teaching and research.

## **VI. ORGANIZE THE STRATEGY IMPLEMENTATION**

### **1. The two strategy implementation phases**

- a) The phase 1 (2011-2015): implement a new change in education management; complete national education structure; build national education standard frame work; employ building a number of high quality career education facilities and universities and research universities; renew content and training method in universities, colleges and vocational training schools; provide training and refresh training, preferential education policies for teachers and educational management staff who can meet with a new education. Concentrate preparation to implement renewing of primary, secondary and high school curricula after 2015; deploy to build a learning society. Evaluate, readjust the objectives and strategic measures at the end of 2015; organize a wrap up report of the phase 1 at early 2016.
- b) The phase 2 (2016-2020): Deploy implementation of new curricula of primary, secondary and high school; continue to renew career education program and universities and a number of assignment in

the phase 1 with amendments and modifications; concentrate consolidation and enhancement of education quality. Evaluate the results of implementation of the education development strategy 2011-2020 at the end of 2020 and a closing and evaluation report in 2021.

## **2. Organization for the strategy implementation**

a) The national education and human resource development committee help prime minister in instructions of education development strategy implementation.

b) The ministry of education and training (MoET)

- Preside and cooperate with the different ministries, sectors, PPCs, cities to implement the education development strategy 2011-2020; guide the different ministries, sectors and localities to build and implement planning and educational annual work plan and 5 year work plan in accordance with the educational development strategy for the period 2011-2020; check, supervise and summarize the implementation and prepare periodical reports to Prime Minister; organize a wrap-up ceremony to implement the educational development strategy 2011-2020 in the early of 2016 and organize a closing ceremony in the early of 2021.

-Preside, cooperate with the internal security ministry, the ministry of labor and other concerned ministries, sectors and localities to build policies for teachers and educational management staff, supporting policies for learners of policy families.

-Preside and cooperate with concerned ministries to build self-financing policies at the educational units, financial policies to promote the training linking with science research and application, and other social and economic elements to invest in education, allocate accountability to enterprises in human resource training.

c) The ministry of planning & investment preside and integrate the work plan of education development of the concerned ministries, sectors and localities into the national, social and economic development work plan; the ministry of planning & investment cooperates with the ministry of finance, MoET to mobilize the internal

and external resources; it also cooperates with other ministries and sectors to inform the human resource demand.

d) The ministry of finance preside and cooperate with MPI, MoET, the ministry of labor to ensure a sufficient budget for the need of education development for the period 2011-2020; perfect the financial policies and financial management regulations in educational sector for efficient use of the financial sources in educational investment.

đ) The Ministry of Science & Technology presides and cooperates with MoET, other ministries, sectors and localities to build mechanism, policies and work plans in cooperation with science and technology research among research institutes and universities, colleges; participate in building the best universities.

e) The Ministry of Natural Resource & Environment presides and cooperates with MoET, the Ministry of Construction, PPCs at all levels planning land budget for the educational sector.

g) The Ministry of Internal Security, the Ministry of Labor, the Ministry of Culture & Sport & Tourism, the Ministry of Information & Communication and other concerned ministries and sectors instruct the implementation of the education development strategy 2011-2020, build planning and annual work plans and 5 year work plans, programs, projects of human resource development in accordance with the education development strategy 2011-2020, the strategy and planning of human resource development 2011-2020; instruct, organize the implementation, check, monitor and evaluate their implementation of planning, work plans, programs and projects; in cooperation with MoET and other ministries and sectors to implement education development at national level.

h) PPCs, cities under the central management are responsible for education development at their concerned localities; build and implement the strategy and planning of education development to the year 2020, 5 year work plans and annual work plans, programs and projects of educational development in accordance with the education development strategy 2011-2020, the Strategy, Planning of human resource development 2011-2020 and social & economic development work plan at local level at the same period; instruct and

organize the implementation, check, supervise and evaluate the implementation the strategy, planning, work plan, programs and projects at localities./

## THE ACTION PLAN

The implementation of education development strategy 2011-2020

This action plan is issued with the Decision No 111/QĐ-TTg dated 13/06/2012 of the Prime Minister

No	Activity	Responsible	Cooperation with	Time	
				Building	Implementation
I Building, Modifying and developing the legal frame work and policies of education development					
1	-The University Education Law -The legal documents for implementation of university law (after the approval of the National Congress)	MoET	Concerned ministries & sectors	2011-2012	When the law effective
II Build and implement planning, program and project of education development					
2	The project to establish the national education level frame work	MoET	Ministry of Labor, concerned ministries & sectors	2012-2014	From 2015
3	The project to perfect the national education	MoET	Concerned ministries & sectors	2012-2014	2015
4	The project to plan and develop local education and training	DoET	Concerned Departments & Sectors	2011-2012	2012-2020
5	The project to plan land budget for education & training to 2020	Ministry of Natural Resource & Environ	MoET, concerned ministries & sectors	2011-2014	From 2014

		ment			
6	The project to plan system of universities & colleges to develop human resource for the period 2011-2020	MoET	Concerned ministries & sectors	2011-2013	From 2013
7	The project to establish Vietnam Russian university in VN (modification into the two implementing projects	MoET	Concerned ministries & sectors	t2011-2013	From 2013
8	Investment for concentrated universities cluster	Ministry of Construction	MoET, concerned ministries, sectors and PPCs	2011-2013	From 2013
9	Move universities out of urban area of Hanoi and Ho Chi Minh city	MoET	Concerned ministries, PPCs of Hanoi and Ho Chi Minh city	2011-2013	From 2014
10	Develop key universities in accordance with research strategy	MoET	Concerned ministries and sectors	2011-2013	From 2013
11	Renew and develop professional education for 2011-2020	MoET	Concerned ministries and sectors	2011-2013	From 2013
12	Renew academic curricula and textbooks of primary, secondary and high school after 2015	MoET	Concerned ministries and sectors	2011-2013	From 2013
13	Develop the education schools (departments) from 2011-2020	MoET	Concerned ministries and		2011-2020

			sectors		
14	Program of education & training objectives for 2011-2015	MoET	Concerned ministries and sectors	2011-2012	2012-2015
15	Program of education & training objectives for 2016-2020	MoET	Concerned ministries and sectors	2015	2016-2020
16	Program of national research about education science	MoET	Concerned ministries & sectors & PPCs	2012	From 2013
17	Implementation of strong-built classrooms and tenement house for teachers for 2016-2020	MoET	Concerned ministries & sectors	2015	2016-2020
18	The project of building a learning society for 2011-2020	MoET	Concerned ministries & sectors	2012	2012-2020
19	The project of illiteracy eradication	MoET	Concerned ministries & sectors	2012	2012-2020
20	The project of training educational staff in abroad by government budget for 2013-2025	MoET	Concerned ministries & sectors	2012	2013-2025