

UNIVERSITY EDUCATION INNOVATION ON POLICIES FOR TEACHERS IN VIETNAM

Nguyen Thi Phuong Thao

Thainguyen University of Technology, Thainguyen city, Vietnam

Abstract: *Education reform is a controversial topic. In the situation of industrialization and modernization and international integration, the human resources has become so important that it determines the success of the national development. The Party and Government have paid great attention to education and training. In spite of the great achievements we have made, there are a lot of issues that need to be addressed. By analyzing the current policies for teachers, this paper proposes some solutions for resolving those issues and creating significant changes in the future.*

Keywords: education innovation, policies, teacher, university education

Introduction

The policy system is the key factor that influences greatly on the work motivation and effectiveness of the teachers. Education has gained its important role in developing a new Vietnamese generation to meet the requirements of the economy and society. Among the factors to ensure education quality, teaching quality of the teachers holds a significant role since teachers are the ones directly involving in the process and they are the most outstanding entity in the education and training activities in universities.

The actual state of policies for teachers in Vietnam nowadays

In Vietnam since 1986 the Party and Government has issued a lot of policies on teaching and research activities in universities. Those policies includes recruitment policies (Official Dispatch No. 4375/TCCB dated June 27, 1995 by the Ministry of Education and Training on the recruitment policies for universities, colleges, and vocational institutions [2]); promotion (Decision No. 258/QĐ dated March 16, 1989 by the Ministry of University and Vocational Institution Department on voting faculty dean, head of professional board, and head of division in universities: Decision No. 4124/1997/ QĐ by the Ministry of Education and Training dated December 09, 1997 on issuance of requirements for university rector [3]), dismiss policy, teaching and research benefits, payroll policy. E.g., in 1993. The Ministry of Labor, Invalids and Social Affairs issued the Regulation No. 26/ LĐT BXH-TT dated 13/9/1993 on addition of salary policy to teachers in education sector and policy on allowances and allowance [7]. This policy was dismissed and it is being restored when the Government issued the Decree No. 54/2011/NĐ-CP, dated July 04, 2011, on seniority allowances for teachers [9]. It stated that the teachers who have seniority of 05 years (60 months) this would receive seniority allowances. In recent years, a lot of new policies have been issued like adjustment of work conditions of teachers (No. 64/2008/QĐ-BGDĐT, Decision on work conditions for teachers [5]); payroll policy (No. 01/2006/TTLT-BGD&ĐT-BNV-BTC, Joint Circular, Guidance on Implementation of Decision No. 244/2005/QĐ-TTg dated October 06, 2005 by the Prime Ministry on allowances for teachers that work in public education institutions; No. 50/2008/TTLT- BGDĐT- BNV-BTC, Joint Circular on instruction

of payment for overtime hours for teachers in public education institutions [4]). These policies show that the Government and State has great care for education and teachers. The Government always makes adjustments suitable with the actual situations.

In education development, the Party and Government always has special policies for education and training activities. The Party and Government cares about the physical and spiritual living standards of teachers and officers when putting the teacher salary on top among the administrative salary grade and giving allowances depending on the characteristics of the job and regions.

the Party and Government has paid great attention on education sector though our economy is facing many difficulties. The Decision No. 244/ 2005/ QĐ-TTg by the Prime Ministry on special allowances for teachers who directly teach at public education institutions (from 25 to 50% of basic salary and position [8]) has raised the income and improved the living standards of the teachers, especially primary school teachers and kindergarten teachers. However, in fact, the salary of a teacher does not match his minimum living demands. The 1st grade salary including allowances is only 3.4 million Dongs a month. As a result, it is hard to implement the policy of encouraging and attracting good people to work in education institutions with the current payroll policies.

However, to compare with the actual needs, the new payroll policies still have some drawbacks and yet to meet the living demands and does not ensure the development of the education and training sector. Salary has not become the main income of teachers and is not the motivation for teacher to enthusiastically work. Compared to other areas, salary of teachers and officers working in education sector has not ensured the competitiveness in the market mechanism. Up to now, salary of teachers is still in the rank of administrative sector and is not “the highest salary in administrative sector” as stated in the 2nd Central resolutions (8th term).

The Government specifies the allowances together with salary for teachers like special allowances, attraction allowances (for special school and extremely poor region) seniority allowances, etc. However, the implementation of these allowances for teachers still have a lot of drawbacks and it does not create motivation to develop teacher in a sustainable way. For example, the seniority allowances: as regulations, a teacher must have seniority of 6 years, including the year of apprenticeship, of teaching before he can receive seniority allowances. For the fresh graduates and people from other occupation, the seniority allowances for teachers is not attractive. Moreover, the other sectors also have allowances like special allowances and attraction allowances. Thus, salary and allowances of a teacher is not higher than that of officers from other sectors though teachers have to meet a lot of requirements and shoulder a lot of pressure.

With special occupational characteristics and current payroll policy, education sector can hardly attract high quality human resources. In recent years, with the difficulties in recruitment of the teacher training schools, the “blood bleeding” of teachers has become an issue that needs attention and solution.

Besides the policies on salary and allowances, there are loopholes in the policy of training, recruitment, evaluation and application of teachers. For example, there are changes to recruitment into choosing teachers based on criteria like good profession, foreign language, good diploma, international foreign language certificate, etc. but, in general, there are a lot of loopholes in this procedure. That the job is special but the policies are not will not give teachers motivation. In addition, it's hard to be officially employed, together with low income, high pressure, and some too crowded classes so the teachers are really hard working but they do not receive proper benefits, making in unattractive for teaching career, especially to the one with high profession. Thus, it's hard to compete against other sectors and it's not easy to create motivation for those who pursuit teaching career.

According to many education experts, if we cannot create a mechanism that uses, evaluates, and treats teachers properly, then they will not be happy to pursuit their career and this will affect the success of education innovation.

Policies in inspection and evaluation of teachers are not based on many criteria like diploma, profession level, seniority, scientific research outcomes, student feedback, inspection results, evaluation of the team, trial teaching, etc. In fact, this evaluation is still very ineffective.

Solutions

The drawbacks and flows mentioned above have made it difficult for the general innovation of education. It's safe to say that if we don't change policies, then we not only have to face the risk that students will not choose to learn teacher education courses but we also have to face the risk that teachers will quit. This will be a great pressure on teacher education and education in general. To resolve the above issues, the Party and Government should pay attention on some of the following policies:

Salary and policies on great salary and bonus improvement should be the top concern of each and every officers, including teachers. The payroll and bonus policies should be based on work performance so that teachers would try their best to do their job.

There are a lot of concerns about the payroll and bonus policies for teachers. How to make sure teachers can survive with their job? To answer this question, we must ensure proper payroll policy for teachers. Only then can we utilize the capacity of teachers and make the best for learners. We need to have policies to encourage young and good teachers on work position, education level, seniority allowances, and other allowances in accordance with the characteristics of their job and region; special offer to teachers who work in education management field.

Special offer policy We need to review, adjust, complete the special offer policies and houses for teachers that work in poor areas and special schools. We should pay more attention on ethnic groups. We should build plan and policy to attract Vietnamese oversea, international experts to teach and study in Vietnam. This is a very important solution, not only improving quality of teachers, but also creating conditions for learners to learn from the education achievement in the world.

Policy on profession development should also be specified. A lot of graduated students can't find a job which wastes the training fee of the State. We should rank the universities so that they will be more active. We should grant them more autonomy and social responsibilities and completion of the mechanism in a transparent way under the supervision of the society. We should utilize information technology and communication in education management in different levels. We have to develop and complete the quality inspection system and create and reinforce the function of independent inspectors.

Policies on recruitment and use of teachers many think that there are flaws, especially in public school. The recruitment and use of teachers do not motivate teachers on focusing on their job and do not give teachers many opportunities to develop their career. Thus, we need to re-build the recruitment procedure to match the work position and characteristics of each education institution to be suitable with the actual situation of the region. We also should innovate and add regulations on how to use teachers. Based on staff and financial status to cut down the staff and encourage teachers to improve their performance. Innovating policy of using teachers should be done by allocating responsibilities and authorities, and granting autonomy and self-responsibility to faculties and professional teams in universities. We should build policies (standards and procedures) to evaluate teachers based on their actual capacity, outcomes, efficiency, and work performance.

Policy of planning the network of teacher education institutions. To build and develop teachers, we must consider solutions for teacher education institutions. The truth is there are demerits in the capacity of teachers in universities that involve teacher education, especially teaching capacity and scientific research. To meet the requirement of standardizing teachers, the teacher education institutions have to constantly change teaching form, contents, and methods to ensure both quality of student training and the international integration trend. Moreover, this training process needs to take the demand of human resources and actual local requirements into account. From this, the Education and Training sector should cooperate closely with the local provinces and match its planning of training and recruitment to the actual local situation. There must be connection in education between the top universities and local schools. Besides, the Education sector also needs to continue to arrange and organize, re-zone the education facilities and train teachers, change activities of the teacher education in Vietnam.

Policy of granting actual autonomy to education institutions includes the rights to deal salary and allowances with the teachers. We should continue to complete mechanism and conditions to allocate autonomy in a way that utilize most of the potentials, creativity, dynamics of the education institutions. We should also encourage education institutions to actively increase its revenues to pay salary and allowances to teachers. We should allocate management rights of managing teachers to education institutions and grant those institutions the right to deal salary and allowances with teachers. If we can successfully carry out this solution, we will reduce the burden of the state budget on paying teachers but teachers will receive salary and allowances in a more appropriate and fairer way. At the same time, this solution also creates a fair competitive environment among the teachers. Each teacher will have motivation to train and study to better meet the occupational requirements and deserve

to receive better salary and allowances, thus increasing the general quality of teachers of different levels.

We should enhance the *connection of the education institutions and enterprise* in Vietnam and in the world, clarify the social responsibilities of enterprises to make them more responsible and helpful in training activities, creating suitable conditions on legal and social environment for domestic and foreign investors to build quality education institution in Vietnam and organize the courses of the occupations that Vietnam is yet to be strong at.

Conclusion

The abovementioned solutions are main solutions to innovate the policy system to develop teachers and improve training quality in universities. To gain achievements, these solutions must be done at the same time and the Party and Government, and the society must take responsibility for it. This is not just an urgent requirement to successfully implement the fundamental and thorough innovation of Vietnam education system but it is also one of the prerequisite conditions to improve quality of the human resources, a very important factor in development of Vietnam nowadays.

References:

1. Ministry of University, the secondary school and vocational training schools (1989), Decision No. 258/QĐ dated March 16, 1989 by the Ministry of University and Vocational Institution Department on voting faculty dean, head of professional board, and head of division in universities.
2. The Ministry of Education and Training (1995), Official Letter No. 4375 / TCCB of the Ministry of Education and Training dated June 27, 1995, on the content of exam for recruitment of teachers for universities, colleges, secondary schools and vocational schools.
3. Ministry of Education and Training (1997), Decision No. 4124/1997 / QĐ - BGD & ĐT dated 9/12/1997 on promulgation of criteria for university rectors.
4. Ministry of Education and Training, Ministry of Home Affairs, Ministry of Finance (2006), Joint Circular No. 01/2006 / TTLT-BGD & DT-BNV-BTC, Guiding the implementation of Decision No. 244/2005 / TTg dated October 06, 2005 by the Prime Minister on allowances for teachers that work in public education institutions.
5. Ministry of Education and Training (2008), Decision No. 64/2008 / QĐ-BGDĐT dated 28/11/2008 promulgating regulations on working regime for teachers.
6. Ministry of Education and Training, the Ministry of the Interior, the Ministry of Finance (2008), Joint Circular No. 50/2008 / TTLT-BGDĐT-BNV-BTC dated September 9, 2008 guiding the implementation of wage regime for overtime teaching hours to teachers in public institutions.
7. Ministry of Labor, War Invalids and Social Affairs (1993), Circular No. 26 / LDTBXH-TT dated September 13, 1993 of the Ministry of Labor, War Invalids and Social Affairs providing additional guidance on the implementation of the new salary regime for public servants and employees of the education and training sector and stipulate allowance and subsidy regimes.
8. The Prime Minister (2005), the Prime Minister's Decision No. 244/2005 / QĐ-TTg on preferential allowances for teachers teaching directly in public education establishments.

9. *The Prime Minister (2011), Decree No. 54/2011 / ND-CP, dated 04/07/2011, on the allowance for senior teachers.*