

A Review of Educational Policy Studies in Vietnam

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ABSTRACT Education policy reflects the developments of the country's policy, and its studies prove how it has been considered and even partly illustrates a country's advances or limitations in education. The literature review is used to research into how many areas are relevant to educational policy, what are the educational policy domains, the main characteristics of the publications on educational policies, and the conclusions and recommendations that need to be reached and considered. The findings show the diversity of education policy studies, including lessons learned and the disadvantaged groups. Further studies are needed to find out the policy issues and solutions for current and future education problems. The database does not contain all of the educational policy studies. It is necessary to have policies to comprehensively update all educational policy studies that have been published nationwide, which will give a comprehensive picture of education policy in Vietnam.

INTRODUCTION

A considerable amount of literature on educational policy has been published. The themes of these studies are varied, namely special education, including inclusive education, education for immigrant students, early working children in Cambodia, and talent. With inclusive education (van Kessel et al. 2020), the authors have mapped the special education needs policy in some European countries and adapted the international policy to provide special education. The study's findings indicate that education systems that are meant to be inclusive but segregated still hinder student development and that teachers are highly accountable to students with special needs. With education for migrants (Meehan et al. 2021), the contextual factor has not been fully appreciated, and some countries have tried to respond with a four-pronged educational support policy framework. The research results show a trend toward homogeneity in policy at the continental (European) level, despite differences in national contexts. For children who work early (Kim 2011), the study suggests that education policy for this

group of children needs to be addressed at a larger scale than economic development because there are many obstacles in the field of education, from governance to differences between policy content and policy implementation, which reduce children's learning opportunities. With talent policy (Parra-Martnez and Pereira 2021), the authors used systematic content analysis methods, including formation, implementation, and quality. Findings point to problems with definition, criteria, and commensurate services to needs, as well as an implementation that falls short of policy objectives set by government agencies. To summarize, teachers, contexts, and implementation are key issues in special education policy effectiveness in these case studies.

Educational policies related to the education system include trends in preschool education; implementing the policy of English education at the primary level; secondary education access; expanding capacity and reducing fees; university quality; sustainable development; policy effectiveness; and the role of rankings. With the trend towards preschool education (Su et al. 2020), this study looks at the school attendance of more

than 9,000 students aged 3 to 6 years and relates it to family background and location from year 5 (2010) to the year 2016 (2016) in China. The results show an increase in the rural and underdeveloped areas of the west, the difference between children with educated mothers and children with limited education, and low-income families and rural areas. In less developed areas, children go to school less. In addition, the expectations and care of grandparents also affect the level of school attendance of children. In the study of primary English education in Japan (Terasawa 2022), the authors looked for the causes of policy change, and the findings from policy analysis showed that the 2011 reform was considered a compulsory subject. The changes in the balance of political power since the 1980s are closely associated with the 1990s reform and the 2020 reform. The findings also indicate that globally oriented policies such as teaching English can be determined by domestic political and historical conditions. The study on access to general education in Uganda (Kakuba et al. 2021), conducted when implementing policy in 2007 in urbanized rural areas, showed that family economic circumstances affect the student's attendance at school. The factors of population, work, and women not giving birth too early affect the policy of reducing tuition fees and improving learning abilities (Brudevold-Newman 2021). With regard to higher education (Civera et al. 2020), the study explores the relevance of policy approaches, implementation impacts, and effects that are specific or general in each country. The results show that there is a positive effect on quantity but a limited effect on quality. In research on sustainable development (Vargas et al. 2019), the important role of universities is recognized by the policy framework from the institutional levels to the national and international levels. While factors such as cooperation, partnership, team development, and campus operations can support the implementation of sustainable development, they are not tied to the levels of the policy framework. In a study on deregulation trends with higher education systems in Portugal in terms of monitoring student behavior and promoting the allocation of locations and institutions (Biscaia et al. 2021), the findings show the expected impact and complexity of student needs. In the study on university rankings in Kazakhstan (Anafinova 2020), the author stated the role

of accrediting and strategic analysis organizations as well as the university's mission according to the model of an Anglo-American research university. Thus, in terms of systems, policy issues are not entirely in the field of education and at the educational level, but socio-economic factors play an important role in the content and implementation of policies.

The studies relevant to social-economic issues, including finance (Quamruzzaman et al. 2014; Kim et al. 2022; Jennings 2015), human resource development, (Zeng and Zhang 2022; Zakharia et al. 2022; Sano and Tomoda 2010; Soemartono 2014; Hardy and Liu 2022); intergenerational education mobility (Guo et al. 2019), income inequality (Nakamura 2015), quality basic education (Mirasol et al. 2021), equity (Shi et al. 2022), democracy (Yirci and Karaköse 2010), public education policy (Sano and Tomoda 2010), elite education (Koon 2022).

A study of tuition-free primary school policies in 37 low- and middle-income countries (Quamruzzaman et al. 2014; Kim et al. 2022) shows that maternal education between the ages of 15 and 21 is associated with health. children's health, the relationship between the policy of the free primary school and the number of births, infant risk, and mortality. In the study of education policy in England and state spending on school education (Jennings 2015), the authors found that the regional distribution of students is geared towards middle-class families and that the allocation to schools by lottery may be accurate but not necessarily desirable. In addition, efforts to create a policy with ethical content to satisfy the correct priorities may be ineffective and deviate from the requirements of the policy.

According to human development research (Zeng and Zhang 2022), the poverty trap is stable in low initial average human resources due to the inability to connect with external human resources, reducing the scale of education; however, if compulsory public education exceeds the threshold, it is possible to escape the poverty trap; additionally, time spent in school and appropriate expenditure on education by income tax can promote external forces. Also studying human capital (Zakharia et al. 2022), the authors' social media analysis of refugee education partners pointed to a complex mix of local, national, and global factors. bridge, and at the same time identify pow-

er that is disproportionately concentrated due mainly to the influence of international organizations and the presence of private actors.

Using a two-field model (Sano and Tomoda 2010), the two researchers analyzed the relationship between public education policy and career structure and its influence on human resource allocation. It is noteworthy that social participation (Soemartano 2014) will support government services in education, including reducing the budgetary burden on local governments. And a complex interweaving of policy actors from different professions and state agencies influences the vocational education sector in China (Hardy and Liu 2022), notably in the form of a policy network with a more variegated conception of private-public engagement.

Research on intergenerational education mobility in China (Guo et al. 2019) shows that urban areas have a positive influence from the Compulsory Education Law (1986) and university development policy (1999), but regional rural areas do not have a positive effect, which may reduce the effectiveness of the policy and the lack of education supply and demand reform. In the study on assessing the policy of higher education and primary education with income inequality (Nakamura 2015), the author points out the breakdown of the middle-income group due to a decrease in income while the cost of education increases and solutions to overcome it. It is a policy that must help primary education increase more than university education. Research on quality basic education (Mirasol et al. 2021) shows that key stakeholders in education policy in the Philippines have an important role in the development, implementation, monitoring, and evaluation of basic education itself. The disadvantages of disadvantaged learners who lack reliable access to materials and learning conditions are highlighted in the study of equity (Shi et al. 2022), and those with learning difficulties require support when they are unable to attend school due to social distancing. For the study of democracy (Yirci and Karaköse 2010), the authors use the general approach that schools are the best place to teach democratic values, but in Turkey, it is not yet implemented commensurately and needs to be specifically addressed. Institutionalization in educational policy. In addition, there is research on the risks of focusing too much on elitist views while the education policy

network is no longer the same and is in the process of restructuring according to new conditions and circumstances (Koon 2022).

The studies of information-technology-related policies, a study on e-participation tools development, and education policy (Vidiasova et al. 2016) using web analytics, and in-depth interviews showed that education policy can be formed through electronic interaction forms. The study of education and learning data usage policy in Japan (Ueda et al. 2021) also shows data management responsibilities and templates that can be used for legal personal information management and information sharing between universities.

Thus, it can be said that education policy studies are diverse in topics and research issues, which focus on basic aspects including special education, the education system, economic issues, etc., as well as social and information technology. Additionally, some notable aspects that can be found in recent above studies on education policy are 1) research topics are diverse in terms of multidisciplinary and interdisciplinary research themes; 2) education policy has not been researched into the scope of education but to issues that can affect education; 3) these studies also reflect current trends such as digital issues as well as the cooperation of policy networks; 4) research methods and presentation of research results are also diverse, including both qualitative and quantitative. These studies provide important insights into the roles and significance of education policy in the education sector, in particular, and in other areas in general. They also give some implications to review the studies of education policy that have been conducted and published in Vietnam.

Objectives

The aim of this study was to clarify several aspects of educational policy studies that have been collected by the nationwide database with some questions as follows:

1. How many areas are relevant to educational policy?
2. What are educational policy domains?
3. What are the main characteristics of the publications on educational policies?
4. What are conclusions that should be reached and what are recommendations that need to be considered?

METHODOLOGY

Define the Inclusion and Exclusion Criteria

This paper uses the method of reviewing all documents published on the national data system under the management of the Ministry of Science and Technology. This database is a collection of all education policy publications across the country. The term “educational policy” is used to systematically refer to published documents relating to all aspects of education policy. The results obtained are a total of 138 documents in different fields, including agricultural science (12), social science (121), and humanities (5).

Search, Select and Extract Data

According to the set criteria, the documents need to focus on a few basic aspects, like what kind of education policy does it have, preschool, primary school, secondary school, university, etc.? Which policy domains are included? The number of documents did not completely meet the information requirements, so the research team took steps to assemble all available documents, like full text and abstracts of the documents. These documents, irrelevant policy material were removed and policy documents were retained by identifying the document’s title and summary. Standardisation of documents in the form of APA 7.0 citations and saved by Mendeley software was done by creating a paper outline based on the set criteria, arranging documents based on the paper outline, and analysing, commenting on, and evaluating the content of documents, and finally completing the contents outlined in the outline of this paper.

Assess Quality and Data Analysis

The papers are graded in the order of increasing quality with the overall layout of a scientific paper, the structure of the paper ensures the following requirements of title, method, results, comments, conclusions, and references, a clear description of educational policies, and provides conclusions and recommendations for this approach, both theoretically and practically. Furthermore, all educational data is separated into two groups. One alternative is to remove papers

that have nothing to do with education. The second portion organises instructional content by the educational field of preschool, elementary school, high school, and university. The data is then classified by author/year, topic/discipline, research design, data collection, and significant results. Each topic has been thoroughly studied and emphasised based on critical factors such as the number of published papers between 1998 and 2021, publications based on policy features, and so on (general issues, special education, ethnic minority educational policies, teacher policies, lessons learned, policies in the historical periods).

FINDINGS

How Many Areas are Relevant to Educational Policy?

The aggregated data shows that education policy is not entirely related to the field of education as the concept related to the educational levels in the national education system, but education policy is also mentioned in many various fields, which are mainly concentrated in the groups of agriculture, social sciences and humanities, and some human resource studies. It is worth noting that there are 12 studies in the field of agricultural sciences, covering topics such as crop and livestock industries, as well as the contributions of fishermen. In addition, there are a number of studies on human resources in other sectors, such as solutions to human resource development in the customs sector, policies to promote the economy by developing human resources, the fourth industrial revolution, and human resources, ASEAN human resources in the period of industrialisation, and policies on civil staff development in the new period.

What are Educational Policy Domains?

Education policy is one of the basic social policies in the state’s socio-economic policy system, a macro-management tool for educational activities in order to realise the state’s goals. A country’s education is a system of views and goals of the state on education, as well as methods and solutions to achieve these goals in a certain period. Good education policies result in better human resources, lower unemployment, in-

creased cost efficiency and labour productivity, and so on. Conversely, it limits any developments.

The number of education policy studies produced between 1998 and 2021 is represented in Table 1. Over the last two decades, the number of publications on education policy has been close to nil despite the fact that the overall trend is upward. In particular, in the early years, the most number of published works was three or one. Despite the fact that there were no published works in the years of 1999 and 2006, the number of works grew to six in 2009 and 2010. However, in 2011, the number of positions was reduced to two. This pattern persisted in the following years, although the number climbed more, reaching a peak of 19 in 2019. In conclusion, the table demonstrates a rising yet unstable trend.

Table 2 illustrates the characteristics of Vietnam’s education policy research over two decades. It can be seen that most publications related to international experience in education policy are very few. In contrast to teacher policy, there are only few. Specifically, the lowest is the study of teacher policy (n = 2; 3.28%), followed by education policies of previous dynasties in Vietnam (n = 5; 8.2%), special education policy (n = 7; 11.5%), general studies on education policy (n = 8; 13.1%), studies on ethnic education (n = 11; 18%) and the highest research on international experience (n = 28; 45.9%). Thus, it can be said that international experience in education policy is of more interest to researchers in Vietnam than education policy in other fields.

Table 2: Publications based on policy characteristics

	No.	%
1) General	8	13.1
2) Special education	7	11.5
3) Ethnic minority	11	18
4) Teacher	2	3.28
5) International	28	45.9
6) Educational policies in the past	5	8.2
Total	61	100

Source: Authors

What are the Main Characteristics of the Publications on Educational Policies?

General Issues of Education Policy

The authors focus on general issues of education policy, such as information technology

Table 1: Number of published papers from 1998 to 2021

Years	1990s										2000s										Total No.						
	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21
No	1	1	1	3	1	1	1	1	3	2	1	6	6	6	3	2	10	4	5	11	10	7	10	19	14	16	137
%	0.7	0.7	0.7	2.1	0.7	0.7	0.7	0.7	2.1	1.4	0.7	4.3	4.3	4.3	2.1	1.4	7.3	2.9	3.6	8.0	7.3	5.1	7.3	13.8	10.2	11.6	100

Source: Authors

education and training policy in the country (Phan 2002), characteristics of education policy in the transition economy in the country (Đang and Trinh 2004), some measures to effectively implement early childhood education policies (Đo and Nguyen 2019), policies on education for children under the age of 36 months (Cao 2009), the role of social policy in the development of education and training (Phan 2016), inclusive, sustainable development, and higher education policy for all in Vietnam (Lê 2010; Le 2016), and education policy development process (Nguyen 2017).

Special Education Policy

Special education policies and people with difficult circumstances are interested in research by some authors, like educational support policies for children with disabilities in Da Nang (Kieu 2009), inclusive education policies for children with disabilities (Le and Nguyen 2019), the disadvantages of implementation of special education policies (Le 2010), the gaps and their impact on people with disabilities (Nguyen and Nguyen 2013), development of inclusive education policies (Nguyen 2008), and policy development for inclusive education for disadvantaged children (Pham and Tran 2012). Many legislation and social programs have been enacted by the Party and government in recent years to protect the well-being of underprivileged populations, including those with disabilities.

Educational Policies on Ethnic Minority

Ethnic education policy research has attracted the attention of many scientists towards policies for ethnic minority students (Vi 2008), policy propaganda in ethnic minority areas (Tran 2009), contributions of the Centre for Ethnic Education Research in studying ethnic education policies (Kieu 2012), the role of the family in the execution of education, training, and knowledge-raising initiatives in the Khmer Southwest area (Nguyen 2015), formulating and implementing education and training policies for Khmer people in the Mekong Delta today (Pham 2015), implementation of new education curriculum at primary education level in the ethnic minority areas (Kieu 2016), educational policy recommendations for ethnic minority students in the Central Highlands

(Đao 2018), education policy for ethnic minorities in Vietnam today (Vu 2018), the role of ethnic education policy in human development (Nguyen 2019), supporting the education of Koho ethnic children in Lam Ha district, Lam Dong province (Nguyen and Nguyen 2019), and ensuring equality in the implementation of education policies in ethnic minority areas of Vietnam (Trần 2019).

Teacher Policy

The development of teachers is the most important problem in meeting the criteria of educational innovation since it is the determinant of educational quality. Completing the salary policy for teachers (Bui 2016) or a number of factors determine the development of teachers to meet the current educational innovation requirements (Dam 2021). Numerous variables impact teacher development, including education and training, education policy, and the educational environment. The research identifies the critical components of teacher development in order to achieve the demand for educational progress. The authors then provide numerous practical methods for teaching staff to implement the current educational innovation.

Lessons Learned From International Experiences

International experience has attracted the most attention of researchers, with countries in south-east Asia having typical studies on the impact of social research on education policies and education reform (Đo 2005), British educational policy toward the indigenous Malay community from the second half of the nineteenth century to the beginning of the twentieth century (Lý 2011), Spanish education policy in the Philippines (Đang and Le 2013), Singapore multiculturalism and education policy (Nguyen 2015), British educational policy towards Malays (Hoang 2017), Dutch dual education policy toward the indigenous Indonesian community – between the end of XIX century and the middle of XX century (Nguyen 2018), education policy for high school students in Cambodia in the period 1993-2013 (Vu 2017), education and training with quality resource development in Singapore (Nguyen 2017), Laos' primary education policy from 2001 to 2015 (Le

2018), bilingual education in the cases of Asian countries (Nguyen and Nguyen 2019), promoting the economic growth through human resources development policies of Singapore (Luong 2019), and teachers' professional development in Singapore (Duong 2021). With the study of the experience in USA, strategic priorities in US education policy are ahead of the twenty-first-century prospects (Đo 2008), like those on the higher education policy in the United States (Ha and Pham 2010), US educational policies over the last half-century (Nguyen 2012), adjusting US education policy under the administration of President Obama (Le and Bui 2015), and the impact of educational interest groups on education policy in the US today (Phan 2016).

For East and West Asian countries, education policy contributes to Japan's economic development (Kikuchi 2005), policy on the development of education and training of human resources in Korea, vocational education and training policies to create jobs in rural China (Pham 2015), China's current ethnic minority education policy (Tran 2011), some features of education in Iran (Tran 2019), some comparative studies are contributing to the development of policies on Vietnamese language education abroad: observations in Australia (Thai 2007), British colonial education policy in India and its consequences (Tran 2015), policies to attract and recruit university lecturers from around the world and lessons for Vietnam (Vu 2015), the harmonisation of higher education in southeast Asia: a comparative analysis of policy and process in Thailand and Vietnam (Le 2017), education in Mozambique and educational cooperation with Vietnam (Le 2019), and inclusive education policy in India and comparison with Vietnam (Đo 2021).

In the Previous Dynasties and Historic Periods

Based on the historical aspect, there are four studies on education policy. That is, the title of the junior doctor or second best examinee who passed the exam held in the royal court, which refers to the education policy of the Nguyen dynasty (Đo 2012), which was a flourishing feudal dynasty. In order to quickly build a unified country, the Nguyen Dynasty implemented the policy of developing Confucianism by selecting talents from the whole country for the imperial appa-

rus. The authors provides examples and comments on expanding examination activities to select educated people throughout the country, even though the government has reduced the conditions for regions with special influence in order to create conditions for talented people in these areas to have the opportunity to contribute to the work of the dynasty, thereby creating national unity.

During the French colonial period, French education policies were implemented in the South from 1860 to 1975 (Cu 2014). According to the purpose of the colonial government, it is not only limited and compulsory to use French to replace the national language in the education system, but it is also to develop the elementary and technical education levels but limit high-level education in college and university. Thus, not only in the number of French-language schools but also in the number of students enrolled in Catholic schools, traditional cultural values are lost. This is a long time for the transition from traditional education to Western education. This change has contributed to the formation of a modern Vietnamese educational foundation.

It is noteworthy that there are three studies on the education policy promulgated by the government of the Republic of Vietnam in the period from 1954 to 1975, which is the education policy for the Chinese in Saigon (Phim 2019). The issues of curricula, school administration, renaming schools and teaching Vietnamese in Chinese-founded schools, etc., have contributed to meeting the learning needs of Chinese-Vietnamese and are a part of the entire education system of the contemporary government, and educational policy with local ethnic minorities in the Central Highlands (Nguyen 2009). The author has pointed out the mistakes of the Saigon government when repeating the mistakes of the French colonialists when assuring culture and minority language, and higher education policy in southern Vietnam (Nguyen and Luu 2021) that evaluates and then provides an answer on the government of the Republic of Vietnam has implemented basic steps to shape educational views and policies in South Vietnam with the goal of training qualified personnel to serve national construction and researching practical problems of social life in South Vietnam with the assistance of the United States. Higher education in South Vietnam has advanced due to the establishment and execution of a vari-

Table 3: Characteristics of papers and key findings

<i>Author/Year</i>	<i>Topic/ Discipline</i>	<i>Methodology</i>	<i>Findings</i>	<i>Variables/ Dimensions</i>
1. Phan 2002	Information technology	Theoretical development	Human resources	Regarded as an economics sector / Contributes to other sectors
2. Đang and Trinh 2004	Policy characteristics	Theoretical development	Each sector of education needs its own policies	Universal primary education Streaming / State investments / Schemes for stakeholders
3. Đo and Nguyen 2019	Pre-school education	Review	This sector should be legalized	Legal, more invested, long-term plans and teaching staff development by the government
4. Cao 2009	Education for children at U36 months	Review	Detailed legal of education	Legal needs / Teacher compensation
5. Lê 2010	Education policies	Review	Management renovation	Attainment / resource allocation / Socialization / Equality
6. Le 2016	Sustainable development	Review	Human rights	From quantitative to qualitative directions / opportunities
7. Nguyen 2017	Policy development process	Theoretical development	Equality	The analysis, drafts, evaluation, consulting and decision making, planning, implementation, impact assessment, adjusting
8. Kieu 2009	Education support	Review	Forecasting, the context analysis and stakeholders	Financial incentive/Non-government aids mainly/ Vocational education Inclusion / Private-owned schools
9. Le and Nguyen 2019	Inclusive management	Conceptual	Legal needs	More schools, curricular/ Teacher development/ Stakeholders/Parents and community involvement
10. Le 2010	Difficulties and solution	Theoretical	Improve the awareness	Legal dissemination and implementation / Monitoring
11. Nguyen and Nguyen 2013	Policy comparison	Theoretical	Solutions	A plan and awareness raising / Government and stakeholders' involvement / a strategy
12. Nguyen 2021	School dropout	Theoretical	The gaps in policies and practices	Teachers, learners, poverties, family background, socioeconomic status Education strategy
13. Pham and Tran 2012	Inclusive education	Review	Different causes	Human resources / Educational barriers/Accessible/Supportive staff and system
14. Vi 2008	Policies on learners and students	Review	Policy needs for disadvantaged learners	Dissemination / A strategy flexible policies/ Social equality
			Effectiveness	

Table 3: Contd...

<i>Author/Year</i>	<i>Topic/ Discipline</i>	<i>Methodology</i>	<i>Findings</i>	<i>Variables/ Dimensions</i>
15. Tran 2009	Policy dissemination	Review	Solutions	Geographical conditions/ To raise awareness / Materials Authorities collaboration/ Low-education Equality / Solutions Degrees, Circular, Decisions Other legal texts
16. Tran 2011	Equality	Review	Ethnic minority	The awareness need to improve Authorities are more responsible/Management schemes / Human resources
17. Kieu 2012	Policy development	Review	Policy development	Management schemes /Human Authorities are more responsible / The awareness School accessible / Scholarships
18. Nguyen 2015	Roles of family	Review	The awareness, management, dissemination	School management schemes Teaching and other staff training / Local policies
19. Pham 2015	Khmer people	Imperial	Quality improve-ment needs	Challenges remain Improve living conditions
20. Kieu 2016	Curriculum	Review	Mobilize resources	Cultural and language conservation Local or national curriculum
21. Dao 2018	Ethnic minority students	Documentary	Sustainable development	
22. Vu 2018	Ethnic minority areas	Review	Flexible policies in multicultural areas	
23. Nguyen 2019	Ethnic minority	Review	The gap development	Materials and facilities Bilingual / Scholarships and incentives/Quality assurance
24. Nguyễn and Nguyen 2019	Ethnic minority children	Empirical	Remain challenges	Educational services access Personnel development / Local players / Varied activities
25. Trần 2019	Policy dimensions	Review	Solutions	Financial / Legal / Teaching staff/Bilingual Application / Salary / Financial autonomy
26. Bui 2016	Teacher salary	Review	Several practical solutions to	Recruitment, training and retraining/The code of conduct / Salary and pedagogical
27. Dam 2021	Teacher development	Theoretical		

Table 3: Contd...

Author/Year	Topic/ Discipline	Methodology	Findings	Variables/ Dimensions
28. Do 2005	The Philippines education policy	Literature review	The quality and Quality of authorities	Interdisciplinary curricular Stakeholders
29. Li 2011	English's education policy and Malaysia	Review	Nationalist movement	Elite education Malaysia was divided into aristocracy and peasant class
30. Đang and Le 2013	Spain's education policy in the Philippines	Review	Subjugation targets	Ruling apparatus/Centralised management/Pri mary education, teachers, and salary were considerably established
31. Nguyen 2015	Singapore education policy	Review	Multi-culture	Multi-languages Bilingual
32. Vu 2017	Secondary students in Cambodia	Policy review	Achievements and disadvantages	English is a working language Universal basic education Gender equality/Fees free Scholarships
33. Nguyen 2017	High-quality human resources	Review	A driving force for human development	A holistic system/Foreign languages/?nvestment Benefits of the staff
34. Hoang 2017	English's education policy and Malaysias	Review	Control the thought of the indigenous people	a "divide-and-rule" strategy dividing the races
35. Le 2018	Lao's primary education	Policy review	Improve the education quality	Universal primary education/ Ethnic minority and disadvantaged student's ssstudents re schools and quality
36. Nguyen 2018	The "dual education" policy of the Dutch in Indonesia	Review	To support the ruling apparatus	The indigenous Indonesian community/differ- ences in the history and culture of the races
37. Nguyen and Nguyen 2019	bilingual education	Documentary	Educational model	Subject contents/Other skills Dual language/Lan- guage immersion education
38. Luong 2019	Human resource develop- ment	Conceptual	Invest in human resources	Financial investment into education/Teacher re- cruitment Salary and incentives/Carrier de- velopment
39. Duong 2021	Teacher training in Singapore	Review	Unique educational	Career development Quality Lessons learned
40. Đo 2008	Educational strategies of the USA	Review	Based on the prin- ciples of democracy	Computerization and the Internet Secondary edu- cation quality

Table 3: Contd...

<i>Author/Year</i>	<i>Topic/ Discipline</i>	<i>Methodology</i>	<i>Findings</i>	<i>Variables/ Dimensions</i>
41. Ha and Pham 2010	Salient points of the USA tertiary Basic education policy of the USA	Review	Futuristic developments Legalization	Fiscal financial in education/Management: democracy and diversity/High quality Citizen right Act, Act of primary and secondary education (1965), higher education (1965)
42. Nguyen 2012	Education policy amendment in the Obama administration	Review	Creative, practice	Race to the top/Achievements assessing and checking/ STEM/Investing in Innovation/Teacher policy/Pell grants
43. Le and Bui 2015	Interest groups and education policy	Review	Help people achieve the best education	National Education Association/American Federation of Teachers/American Association of School Administrators National School Boards Association
44. Phan 2016	economic development	Review	Human resource training in the companies	Universal primary, secondary education/Lifetime employment/Seniority wage
45. Kikuchi 2005	human resources	Review	Meet the demands of modern industry	Education and vocational training /education reform/Scientific talents
46. Pham 2015	Vocational training and employment	Review	Jobs in the rural areas	Rural labors/Employment skills/Skills looking for jobs Non-agricultural jobs
47. Pham 2015	Education in Iran	Review	Political influence	Religion education/Textbooks/Employment short age
48. Tran 2019	Vietnamese teaching	Review	Languages proficiency	Learning motivation/target language/Functions
49. Thai 2007	English's education policy in India	Documentary	Service the authorities/ education system	Education and regional missions and commercial Training civil servants monitored by England
50. Tran 2015	Lecturers recruitment	Review	Lessons learned	Talents/Strategic plan/Recruitment/traditional and modern values
51. Vu 2015	Policy comparison	Imperical	regional harmonization	Cooperation Agencies/Collaboratively expedite de-green recognition
52. Le 2017	Education cooperation	Review	First achievements	Scholarships/Exchange students/Furturistic potential
53. Le 2019	Inclusive education	Review	Differences and similarities	The same concept understanding/Different application/More opportunities
54. Do 2021	Nguyen dynasty	Review	Renovation	Exams/Human resource development/Feudal system's personnel
55. Do 2012	Policy impacts	Documentary	Basic changes	System education/a foundation of modern education
56. Cu 2014	Chinese Vietnamese Ethnic minority Higher education	Documentary	Achievements	Schools/Vietnamese teaching Teaching staff
57. Pham 2019		Documentary	Achievements	Dormitories/Minority languages/Land ownership
58. Nguyen 2009		Documentary	Certain achievements	More schools and classes Types of training/ number of students
59. Nguyen and Luu 2021				

Source: Authors

ety of programs, particularly in terms of the number of schools, courses, training kinds, and students.

DISCUSSION

General Issues of Education Policy

These studies focus on general aspects of education policy related to information technology that was mentioned by Vidiasova et al. (2016), in the transition economy but it was different from what was discussed by Koon (2022), early childhood education should be implemented by certain solutions while Su et al. (2020) concerned with school attendance and its family status, sustainable development and higher education were the same interested by Vargas et al. (2019), and policy making was on its process but Sano and Tomoda (2010) studied the policy in terms of human development. The method was used by Vietnamese authors is mainly a theoretical overview and generalisation of the research problem while current studies by authors of other countries were conducted by more varied methods. The findings often provide the necessary set of solutions or problems that the education policy system needs to complement and develop.

Special Education Policy

Education policies for handicapped children have been realistically implemented in order to promote and defend the rights of children and persons with disabilities in order to secure their complete physical and mental development, enabling them to live freely at the maximum level. Some of these studies examine newly established educational policies that promote inclusive education for children with disabilities. Some ideas are given to accomplish the objective of managing inclusive education in Vietnam's schools more effectively based on the findings of the evaluation of inclusive education policies for children with disabilities and the strengths of the policies when put into reality that was somehow the similarity concluded by van Kessel et al. (2020).

Educational Policies on Ethnic Minorities

Ethnicity and ethnic unity have a long-term strategic position in the country's revolutionary

cause. In the field of education, most of the highland communes have kindergartens, and primary schools have been built in all areas. All communes, commune clusters with lower secondary schools, districts with upper secondary schools, and a system of boarding schools for ethnic minorities were formed. However, education policies in ethnic minority areas still have limitations, especially in disadvantaged areas, which have the most limitations when some policies cannot completely solve the problem but are only temporary. Therefore, the above studies have pointed out issues, including advantages and disadvantages, when implementing policies, identifying reasons for managers to have plans to adjust policies to be more effective than policies and the books and programs that the Party and State have invested in ethnic minorities. This aspect was similar with suggestions of Shi et al. (2022) regarding the equality.

Teacher Policy

The teaching staff is always identified by the government as a determining factor in the quality of education that needs to be developed. Therefore, teachers' salaries are given the highest priority in the career and administrative salary scale system and have more benefits. allowance depending on the nature of the work. However, when social conditions change, other occupations also have a shift in remuneration, so the teachers' salary policy needs to be improved according to the requirements of the new situation. Specifically, it is necessary to realise the government's viewpoint and orientation on salary policy for teachers, perfect the salary scale and grade system in a scientific and reasonable direction, and give real autonomy to institutions. Education has the right to negotiate salaries and allowances with teachers, to diversify sources of salary payments for teachers, and the state should allow educational institutions to organise classes according to their needs to increase revenue. The roles of teachers in education of children with disability in some European countries were very important (van Kessel et al. 2020).

Lessons Learned From International Experiences

Studies of international experience on education policy show the following basic character-

istics of research on education policies of colonial countries applied in colonial countries with a negative nature. At the same time, these policies lay the groundwork for the current educational system. In these countries' later eras, studies in various regions, primarily southeast Asia, the United States, and East and West Asian countries, experiences gained from research in developed countries are policies, strategies, and orientations associated with socioeconomic development in the context of research and future preparation, and experience gained from developing research is to compare the current state of research problems, solutions, and educational cooperation, while Kakuba et al. (2021) researched into schooling access only. In summary, the research results show that Vietnam can learn and apply valuable experience from a variety of research issues especially if the policy process analysis in English education in Japan is regarded as a good example (Terasawa 2022).

In the Previous Dynasties and Historic Periods

Vietnam is a country with a history of thousands of years of ups and downs, with many different fluctuations. During periods of invasion and domination by imperialist countries, education policies also showed quite clearly the domination of the colonial government's purpose to limit the development of the Vietnamese nation in general. At the same time, to realise the colonial policy (political dependence, economic exploitation, domination of the Vietnamese people rather than providing educational and other development opportunities, etc.). These studies, on the one hand, reflect the reality of educational policies with many conspiracies as well as the social policies of colonial governments toward the Vietnamese people. On the other hand, they provide historical lessons not only to identify and overcome the consequences of colonial policies but also to remind one of the dangers and risks that may appear in the current educational context, with many more diverse and complex forms. Thus, historical education policy studies are always valuable for social awareness in general and provide important evidence for the current educational policy development process in particular. These historical features can also be referred to the balance of political power of different periods

of Japan (Terasawa 2022) or two policies were issued in two periods in China (Su et al. 2020).

CONCLUSION

Education policy has always played an important role in the public policy system of the State of Vietnam, demonstrating the development of the content of education policies according to the development stages of education in particular and the development of education in particular. Furthermore, it reflects the evolution of the educational system at each stage of social development.

Although the subjects and research concerns collected in this study from education policy journals are relatively broad, they mostly focus on the characteristics of society and the state's priority for education. First and foremost, it reflects the need to learn from the experiences of countries all over the world, both developed and developing, particularly those in Southeast Asia, East Asia, and the United States, followed by educational policies for disadvantaged groups and priority groups of society, such as ethnic minority education, students with disabilities, and students from difficult backgrounds. Notably, there are a lot of publications demonstrating education policy research in historical periods, covering education policy in Vietnam and in other nations. These research's findings offer several policy insights that not only explain historical difficulties but also recommend future policies, such as land-independent, national, or international policies.

RECOMMENDATIONS

This research has certain limitations. The data system is part of the Ministry of Science and Technology's single data system, therefore it does not represent the whole system of all studies on education policy. There are education policy studies published in other information systems but not collected in this study, the documents collected in this study are entirely in Vietnamese, so they do not fully reflect policy studies presented in other languages, the statements and assessments in this study represent the research team's views and opinions only, and in-depth studies on each policy element are required to highlight the important aspects of each policy issue, while larger

general studies are required to obtain additional knowledge about each policy issue, data and gain a comprehensive picture of Vietnam's education policy.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

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