

EFFECTS OF GLOBALIZATION AND NECESSITY OF VIETNAMESE EDUCATIONAL MANAGEMENT FOR INTEGRATION INTO THE WORLD

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ABSTRACT: Vietnamese education has a long history. It has been influenced by some advanced educational systems, including French, American, Eastern European and Chinese. Vietnamese people value diligent study and do not lack intelligence. The Vietnamese education market is considered to have great potential. Today, with the whole world becoming a “flat world” education worldwide is gradually moving toward a unified approach. Integrating with the educational market worldwide is the only way to move forward for Vietnamese education. The process of integration presents to Vietnam many great challenges, especially for management. If Vietnam can take full advantage of the opportunities and overcome the challenges of this new era, Vietnam will develop quickly. At first, renovation for management is the best way for the integration of Vietnamese education to the world.

Keywords: Globalization; Vietnam; Education; Integration.

1. Tradition. Vietnam is a country with a long tradition of education. Through four thousand year history of building and defending the country, with many immigrants and feudal war, Vietnamese education is by blending folk culture as well as foreign influences. Influence oldest is probably cultural Confucianism. To this day the values of Confucianism is still preserved as five virtues: *nhân* (kindness toward others), *ngĩa* (understanding one’s duty), *le* (knowing how to relate to those under and over you in the social hierarchy), *tri* (knowledge), and *tin* (trustworthiness).

2. Changing of Thinking from Effects of Globalization. Beside affecting of Confucianism, Vietnam has been also greatly influenced the education of Europe such as France, Russia and the United States. The education also helped the advanced VIETNAM achievements in the development of scientific-technical for country. VIETNAM education gradually moved from an education with a feudal backwardness into an advanced education and more modernization.

Since 1986 a profound socioeconomic policy change has taken place in Vietnam: the transition from a centrally planned to a market economy. Thus, Vietnam has become one of the many economies now classified as a transitional economy. From 1992-2003, the average GDP per year of Vietnam increase such as 6-7%. Among that, the labor contributes about 60%-65% this increase GDP. Vietnam has had considerable success, especially in increasing the size of the education sector.

The education renovation in that time was the changing of thinking system from subsidize to marketing. Absolutely, it was a process of thinking change. The success of

economic renovation has pushed education to change. The idea of democracy in education has been developed. With the influence of globalization, Vietnam is being brought into the process of democratization. It is possible to observe the following shifts in the emphasis on higher education:

- From meeting human resource demand for state organizations and enterprises to meeting human resource demand for a multi-sector market economy.
- From relying solely on state budget for the provision of higher education to multiple sources of funding.
- From centralized planning in university admission and training to decentralized planning at the provincial and sector level.
- From offering government financial scholarship to requiring students to pay tuition fees.
- From narrow specialization in specialized institutes to broad-based education in comprehensive universities.
- From training for state allocated job employment to life-long learning gearing for occupational changes through out one's lifetime.

3. Successes and Challenges. After more than 25 years of innovation, Vietnamese education also has achieved certain successes, but also accompanied by numerous challenges.

Scale Education has developed quite strong in number, were moved from elite education to mass, for example in higher education during the period 2001-2011 an increase from 918,228 to 2,162,106 students. Year 2011, there 163 universities and 223 colleges (more than doubled since 2001) (MOET) but does not retain the quality requirements. The problem seems that the relationship between size and effectiveness of training is not found a proper solution.

Education has international orientation but comparative studies seriously in order to find the most appropriate model for VIETNAM education has not really been interested. In addition, in an era of globalization, to successfully integrate, understand and respect the rules of the game, first of all the rules, standards and international practices. But from the most common standards for facilities, teaching staff, for admission to master's, doctoral and evaluation of scientific research work, reviews of Master and doctor, selection, evaluation Professor, Associate Professor, evaluating etc. Most are not in compliance with international standards, lack of objectivity, lack of scientific basis (H. Tuy).

Social policy education helped VIETNAM education and richer diversity in academic year 2008-2009, the percentage of students in non-public institutions on general students is 13.3% (up from 11.8% in 2000). (MOET), but the government has been very confused for policy-making as well as the management for type of private institutions. Because VIETNAM has not been through the capitalist stage so it lacks of big capitalists. There are not investors who have the potential to build universities of international standard. Therefore generally the most non-public schools and private universities in VIETNAM are very small, weak. They can hardly compete with public schools are state-sponsored. Besides, Management work of government to maintain harmony between the intellectual educations for operating with financial interests of investors in the non-public schools is still very difficult to solve.

The management and human resources development is still inadequate. The structure of Vietnamese human resources is the reverse pyramid -engineer degree more than workers. Plan of branch division at the high school through many revisions have not met the requirements, not to satisfy the learners needs and demands of socio-economic modernization. According to Pham Chi Lan, former Vice President of Chamber of Commerce and Industry of Vietnam: the human resources of Vietnam are not currently meet the requirements of human resources with international competitiveness such as Specific levels, fitness, professionalism, discipline, adaptability to change etc.

One thing that public opinion pressing wider cheating is blatantly still exists although the management has set many policies and measures for handling.

Concerned about the quality of Higher Education in the country, many students choose to oversea study. Only in the United States (LTHy), number of Vietnamse students in US has increased from 2,022 in 2000year to 12,823 in 2009year (source: Institute for Vietnamse Culture & education (IVCe), New York, 04.08.2010) . Just take the average cost of \$ 30,000 / student / academic year, the 2008-2009 school year, the amount from Vietnam into the U.S. for oversea studyl students is about \$ 30,000 x 12,823 = \$ 384,690,000 / year. And perhaps the total cost of Vietnamese oversea 'study in all other countries is approximately nearly \$ 1 billion / year. It was approximately two thirds of the cost of higher education / college both public and private schools in the country! (P.D.N.Tien}

Besides the initial achievements, the weaknesses in quality and efficiency, structural development, for social justice has accumulated in focusing on handling the situation and thus challenges set for education in the harsh economic and social change than ever.

4. Causes of Weakness. The fundamental cause of the persistent weakness is partly due to the global re-cession affect to VIETNAM, led to the financial shortfall for the education sector. Adding, economic model oriented market socialist VIETNAM selection means that there are no practical examples to follow. Therefore, Vietnam must find own answers through the process of exploration, experimentation and creativity. And from that subjective reasons are the lack of an overall vision, lack of a uniform plan, resulting in a patchwork reform. Management mechanisms are only education focuses primarily on the relationship between the State and the school, lack of interest in two new areas is the market and civil society (P.DN.Tien). The mechanism is necessary to reform from the state to monitor and control autonomy for more schools. Innovation will also need to synchronize management of teachers, teaching and learning methods, curriculum-textbooks, scientific research towards international standard and more practical, transparent financial management and more efficient.

5. Necessity of 2nd Renew for Education Management. Now, when the country has become a middle income country, again deep integration with the world, the economic system-society becomes more complex and diverse than ever before. Education itself has also more extreme on the scale of development, about the network of schools, with higher requirements for quality and efficiency, providing rich policy system and international relations open. International integration on education puts Vietnamese education with new challenges. VIET-NAM education to the 2nd renewal has stronger and more comprehensive than the first innovation in the 80 century. Innovation and comprehensive basic education and training from the perception that innovation,

approach, innovation conditions, the solution, the core, systematic process elements of education, creating quality products; same time towards standardization, modernization, socialization, democratization and international integration and inheritance must change to suit the new stage of national and regional development (Education action Plan period 2011 -2016, MOET).

6. Conclusion. With VIETNAM, international integration is opportunities, as well as challenge and also the only way to VIETNAM development. Educational innovation, especially innovation management towards a comprehensive internationalization is opening up a horizon of hope for VIETNAM and education for future integration, also the contribution of VIETNAM with the region.

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