

Assessment of the Policy of Teacher Professional's Training in Response to the 2018 General Education Curriculum: A Vietnamese Case

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ABSTRACT Developing teacher professional training policies is an essential task for each country, for training policies should guarantee the minimum training and recruiting requirements. This study evaluates the Vietnamese teacher professional training policy, specifically Decree 116. In this study, the researchers surveyed and interviewed 10 administrators, 30 pedagogical lecturers, and 90 pedagogical students at some Vietnamese pedagogical universities. The findings draw attention to the implementation process, especially the relationship between learners, training institutions, and ordering establishment. The 6-step model was developed by the researchers and proposed to be a solid foundation for implementing this Decree from the perspective of training pedagogical students. This finding contributes to the process of implementing and developing teacher professional training policies in other Asian countries as well as developing countries in general.

INTRODUCTION

After more than 30 years of national restructuring, Vietnam has overcome many challenges and achieved outstanding achievements of historical significance. Vietnam has escaped from the status of underdevelopment and entered the group of middle-income developing countries (Ministry of Education and Training (MoET) 2018). Educational restructuring has become an urgent need and a global trend. In developed countries, educators are adjusting the national curriculum, especially for competency development. Vietnam is both proactive and adaptive, proved by a significant investment in human development. Building a general education curriculum to develop learners' competence and quality is a significant breakthrough to affirm that education is a strategic investment and a top national pri-

ority in Vietnam. Over the years, Vietnamese education has continuously developed and achieved specific achievements with the foundation of the 2018 general education curriculum (GEC).

The GEC was born with an educational orientation focusing on developing comprehensive competencies and qualities for learners. To realise the GEC's goal, the need to improve the quality of teachers is critical because this is the core team that implements the curriculum. About 5 to 10 years ago, Vietnamese pedagogical universities began to be accredited, especially international accreditation, so teacher training in the direction of competency-based learning began to be implemented (MoET 2018). This context creates the need to study teachers' motivations and responsiveness in order to propose optimal solutions to prepare them for effective GEC implementation.

In this context, the task is to renovate the teacher professional training system at universities in order to build a team of teachers who are qualified and capable of educational innovation (Creemers et al. 2012; Zwart et al. 2015), from enrolment activities, training organisations, to measuring and evaluating outputs to reach the required standard of the GEC at teacher professional training universities (often called “pedagogical universities” in Vietnam). The question of whether the current teacher professional training policies at pedagogical universities are consistent with the requirements of the GEC is an issue that needs to be examined, so there is a need for further studies. More specifically, research needs to re-evaluate teacher training models in schools, training programs, supporting conditions for training activities such as human resources, facilities, equipment, assurance activities, as well as the extent of compliance of the quality, scientific research, and international cooperation, especially in terms of teacher professional training policy. The evaluation of the policy on training high school teachers in the new context aims to determine the practical compliance of the basic requirements of the GEC, propose solutions in organising teacher training activities at universities according to standard policies, and meet the implementation requirements of the GEC.

Objectives of the Study

This study aims to evaluate the policy of professional teacher training in several pedagogical universities to explore the advantages and challenges that this profession faces in Vietnam with the implementation of the GEC.

Policy of Teacher Professionals’ Training in Response to the 2018 General Education Curriculum in Vietnam

In many countries, professional teacher training follows a market mechanism according to the needs of the labour market. However, due to the specific nature of each country, there are differences in the role and responsibilities of the government in the teacher training system. Many countries still maintain centralised management of the teacher training system, such as Korea, Singapore, France, Netherlands, UK, China, Japan and Hong Kong (Hardy 2012), with the Ministry of Education

managing almost every aspect of teacher professional training and certification.

On the other hand, some countries, such as the USA, Germany, Australia and Finland, have implemented full autonomy of professional teacher training in higher education institutions. The highlight in training and recruitment, training and development of teachers in many countries is that all of these are done according to the principle of standardisation (Xie et al. 2017). Therefore, teacher professional training and retraining activities must be carried out in accordance with a certain standard. The question that lies is which organisation can develop and approve these standards in different countries.

The most important standard is the professional standard of teachers. In some countries, professional standards for teachers are promulgated and managed by the government. In countries like the USA, Germany and Australia, standards are left to the states to administer. Pedagogical schools decide on the training program’s content, but the program must be appraised and accredited by an independent national agency or a state accreditation commission (Song 2008). Therefore, universities, whether public or private, are autonomous, and they can give pedagogical students special attention on condition of ensuring the autonomy requirements of the university, including tuition fees and investment in preparation for their future career.

The scheme of tuition fee subsidy for pedagogical students can be a successful point in terms of decisions to improve the quality of student enrolment and teacher training. In Clause 3, Paper 77, and Clause 3, Paper 89 of the Vietnamese Law on Education, the scheme for learners is as follows, “Students majoring in pedagogy and those who attend pedagogical training courses are exempted from paying tuition fees and given priority in scholarships and subsidies.” Paper 6 of Decree 86/2015/ND-CP on the tuition fee reduction or exemption scheme and support for study expenses from the 2015-2016 academic year to the 2020-2021 academic year states, “Those who do not have to pay school fees at public educational institutions include primary school students, pedagogical students, students’ specialist disciplines subject to the requirements of socio-economic development, national defence, and security under the provisions of the Higher Education Law.” These poli-

cies, which have been in practice since 1998 until now, have showed specific achievements such as attracting students to register for enrolment, creating favourable conditions for students with poor economic family conditions to continue their study at university, and generating and increasing the motivation to learn and become a teacher (Duong 2018).

Based on the analysis above, it can be considered that teacher professional training policies are the orientation and fundamental principles in determining the purposes, tasks, objects, contents, and conditions for pedagogical students in training at pedagogical universities or teacher training institutions. In order to improve the quality of teacher training activities, it is essential to improve the quality of input right at the enrolment stage. In 2020, the Government of Vietnam issued Decree 116 to subsidise tuition fees and living expenses for pedagogical students (Vietnam Government 2020). The purpose of the Decree is to help students feel content with studying pedagogy, while attracting good students to study and work in the education industry, and promoting the quality of the teaching staff. In addition, it allows teacher training institutions to undertake tasks, ordering, bidding, or training according to social needs to ensure fairness to the training of all majors, avoiding reliance on the state budget while promoting the autonomy and enhancement of teacher training quality in teacher training institutions. This is also a scheme crucial to the improvement of the quality of teacher training in pedagogical schools and meeting the practical needs of localities on the use of teacher human resources after training. This Decree was also born in the context of the implementation of a new general education curriculum, so it clearly shows the focus of the Decree on accelerating the process of training pedagogical students, which is also teacher training. The issues highlighted in the Decree also contribute to making the orientation of the responsiveness of the program implementation clear and specific.

Within the scope of this study, the researchers update the issues related to the legal basis focusing on Decree 116 as an essential basis for teacher training policy in Vietnam, a developing country (Vietnam Government 2020). Some critical points in Decree 116 can be introduced as follows:

1. Training and providing training fees (investment) according to statistical data:

Based on the demand for recruiting teachers fulfilling requirements of qualifications, local training industry and social needs, quality assurance conditions, quality, and training capacity of teacher training institutions, the Ministry of Education and Training determines and announces the recruitment targets for institutions to conduct enrolment.

2. Reviewing, calculating, and determining the need for teacher recruitment and training: Provincial People's Committees carry out this task for each level, school level, major, and subject for the year of enrolment and submit the result to the Ministry of Education and Training before January 31 each year.
3. Contracting and reporting, updating, adjusting data continuously every year: Teacher training institutions and agencies assign tasks, place orders and then conduct bidding, sign contracts with training institutions according to the agreement of demand after feedback, and review and update annual data between the two parties.
4. Supporting pedagogical students choosing to follow the subsidy scheme: Pedagogical students have their tuition fees covered with the value equal to the tuition fees by training institutions with a support level of 3.63 million VND/month to pay for living expenses while studying at the university for no more than ten months each year.
5. Employment and policy compliance requirements: Implementing or designating the recruitment of graduated pedagogical students to be conditional on tasks, ordering or bidding, and placement of job positions based on their expertise according to the requirements, and pedagogical students taking part in the scheme yet not working in the educational sector 2 years from the date of the decision of their graduation recognition or work not enough time as prescribed.

METHODOLOGY

This study aims at evaluating the response of the policy on training high school teachers based

on the actual survey of its relationship with the manpower requirements in the 2018 GEC. Teacher professional training policy is a small system within an extensive system related to university administration, especially the content of training management (Nguyen et al. 2020). The evaluation of teacher training policy is in connection with other systems and personnel in a specific context. Therefore, the evaluation of teacher professional training policies should be based on the policies and guidelines of the government, the Ministry of Education and Training, and the school, human, material, and financial resources, and relationships between faculties, departments, and training support staff (Van-Son et al. 2020). The evaluation of teacher professional training policy needs to be considered as a system with many components such as training framework, admission procedure, training program, training organisation (teaching, learning, and testing and assessment activities), and conditions to ensure teacher professional training activities. There is a need for a harmonious relationship between the evaluation parties, as well as regulations for other parties. In the limited assessment of this work in Vietnam, the researchers mainly consider Decree 116 and several related issues.

With this research objective, the researchers designed a qualitative study, with the primary method of interviewing. By interviewing, the researchers discussed and consulted on the policy of training teachers to meet the GEC, issues related to the analysis, orientation, and prediction on the response of the policy on training high school teachers in accordance with the GEC. The participants include administrators (10), lecturers of pedagogical universities (30), and pedagogical students (90) at some Vietnamese pedagogical universities. This group of participants ensures a complete understanding of the teacher, regular contact with the teacher, a clear understanding of the teacher's teaching and extracurricular activities to ensure the quality and value of the information.

The interviews were conducted via a questionnaire survey on Google Form in the context of social distancing due to the on-going COVID-19 pandemic in Vietnam from April 2021 to October 2021. Participants were provided with complete information about the research topic and signed a written consent to participate in this study. Interview data obtained is committed to not be used for personal purposes.

The interview questions are designed to adhere to the content of Decree 116 to accurately assess the response level of high school teachers to this new training policy, including:

1. Training and training fees
2. Review of calculation and identification of teacher recruitment and training needs
3. Signing contracts and reporting, updating data, adjusting data continuously every year
4. Support services for pedagogical students choosing to follow the subsidy scheme
5. Employment and policy compliance requirements

The data is processed using the thematic analysis method. The researchers process the obtained interview data and synthesise it into related topics. The processing procedure follows triangulation, in which two researchers independently read and process the data, and then they discussed it with an outsider researcher as a supervisor and an education expert to agree on the views, the data process procedure, and synthesise the themes, which are the findings of this study. In addition, due to the large number of participants, the researchers also counted the same number of answers and counted them into specific percentages to increase the persuasiveness of the findings of this study.

RESULTS

Interview data on assessing the response to the GEC of the administrators, lecturers, and pedagogical students participating in Decree 116 are thematically presented as follows.

Training and Training Fees

The training on demand using the relationship between the school and the teacher training institutions must mainly be based on the supply-demand relationship. This relationship must be established to ensure objectivity and fairness. One of the objectives of Decree 116 is to ensure that the beneficiaries of the investment must be in the correct constituent to bear responsibility after training and reduce the redundancy of local teachers. As a result, it is necessary to ensure the input, that is, the training needs, and the output from pedagogical schools, that is, the qualified teachers, because this is an essential basis to maximise the

efficiency of orders and meet the needs of this labour market.

The interview results of local training institutions show that the most challenging part was to forecast training needs, hence the difficulty in guaranteeing accurate training orders to meet the needs of teachers deploying the 2018 program, with the affirmation of eighty-seven percent of lecturers and teachers. Some specific comments are as follows.

K001 said, "It is quite difficult to have accurate teacher data because not all schools can provide thorough and up-to-date information, especially when the education industry in recent years has undergone significant changes. The varying number of contract lecturers, visiting lecturers, and lecturers contracting at many institutions makes it difficult to ensure consistency in data. If this still exists, it will be impossible to plan or forecast the needed number to decide on investment and financing."

K002 reported, "I am very interested in whether the number of graduates can suffice the number ordered. Is it possible for pedagogical students to graduate on time as required? Furthermore, is the allocation of training costs satisfactory if students study in big cities? Will the post-training teachers meet the local needs, especially local education?"

Some local areas were still not clear about Decree 116, so the assurance of satisfying the demands on teachers implementing the 2018 program, especially the provision of training fees, was asserted by seventy-five percent of respondents. Indeed, it is challenging to adopt a decree or documents objectively and effectively without understanding or mastering relevant information. Some possible risks when not fully understanding Decree 116 in the context of implementing the GEC include not boldly advising on ordering, leading to local oversupply, creating a continuous and successive shortage, and lack of teachers to meet the implementation of the GEC, especially for new subjects such as Music and Arts at high school level, Informatics Technology in primary and secondary schools, History, Geography and Natural Science in secondary schools, and legal and economic education in high schools. The data management overlaps 4 to 8 years for a cycle of teacher training (as prescribed) within the term range, and the issues of the local system management make it difficult to meet the needs of teachers implementing the 2018 curriculum is complex, with over ninety percent of respondents agreeing.

K 003 shared, "If according to the training regulations, learners can study for up to 8 years, what will happen if the order is placed and the learners do not graduate on time? Even if learners pay for their study after four years of receiving the subsidy, the local data system will have to be closely monitored, and if so, after four years, do they have to manage the data for eight years? Meanwhile, the profiteering in a term can cause pressure and stress because there may be certain changes in each term."

Thus, it is clear that one must examine the Decree and implement it, but the relevant requirements on data management and data forecasting in a procedure are essential.

Review, Calculation and Identification of Teacher Recruitment and Training Needs

Forecasting teacher training needs was critical yet a significant challenge. Regarding the progress, there was a series of problems. Currently, the upgradation of teachers qualified to teach primary schools was still in the process of implementation (the national figure is between 80% and 90 % in different provinces), and teachers teaching at schools offering both secondary school and high school levels have to comply with the requirements for both levels. However, the subjects are different, forcing teachers to complete different certificates. For example, Natural Sciences in secondary schools are considered to include Physics, Chemistry and Biology, while Natural Sciences teachers in high schools must have a bachelor's degree in pedagogy in each discipline, or teachers of Civic Education in secondary schools may find it extremely challenging to teach the subject of Economic and Legal Education in high schools. In addition, job change, free migration and profession leaving are all heavily influenced by the social context without the consideration of associated issues. In addition, the need for teacher training also needs to take into account the number of children going to school and the number of school students, as there may be fluctuations in the birth rate due to the belief of Eastern culture in the oriental zodiac, the number of overseas students, etc. If the problem of the relationship between the number of children and students attending school and the number of teachers has not been thoroughly considered, it will be difficult for the order number to meet the evolving needs realistically.

The fact that the allocation of the implementation of teacher training according to Decree 116 in the locality to meet the needs of teachers implementing the 2018 curriculum cannot be guaranteed was declared by eighty-one percent of the lecturers and ninety percent of the managers. This issue is a rather big concern, illustrated by such cases as the number of redundant contract teachers in one district of Dak Lak province being up to 500, young teachers not recruited to continue visiting contracts, young teachers not coming to work in some localities without transparent mechanism and regimes after a period of working.

K005 reported, "The allocation of tasks in the locality is not easy because it is decided by the Department of Home Affairs at the province level or district level, mainly through recruitment and allocation according to the system. If pedagogical students graduating from the adoption of Decree 116 are to be assigned tasks objectively and fairly, it will reassure students are studying and graduating. Moreover, there should be a commitment from the beginning or consistent written instructions from the provinces and cities to create a high consensus so as to produce the expected effect."

More than seventy percent of the managers and eighty-five percent of the pedagogical lecturers said that there still exists a focus on a few common training institutions, especially local training institutions, so ensuring the sufficiency of teachers implementing the GEC is a highly complex problem. The reality shows that there is a clear contradiction in thinking, between the desire to improve the quality of the teaching staff and the wish to maintain relationships with familiar universities, especially local training institutions. Moreover, if the case is that this constitutes the province's budget, it is understandable that the local institutions under the province's management are prioritised with regard to training order. Alternatively, a excessively detailed calculation of quotas due to budget-saving or clustering of sectors may quickly lead to a shortage of local teachers due to the inability to predict relevant variables in the implementation of the GEC.

Significant changes in the team, especially relocation to big cities, free migration, profession leaving, job change, and early retirement, significantly affect the sufficiency of teachers implementing the GEC, proclaimed by approximately seventy percent of the pedagogical lecturers and sixty per-

cent of the managers. The economic situation in Vietnam is currently undergoing specific changes, and so is education. In big cities, non-public education is developing quite strongly, so the attraction of talents or highly qualified and honourable teachers is likely to bring about unforeseen changes. On top of that, the relevant regulations on prolonging the working age may lead to early retirement, job change, etc., creating difficulties for ordering training to meet GEC needs.

K006 presented, "It is not easy to convince PE teachers who teach grade 1 students to extend their working at the age of 57 for females and 62 for males, especially since this industry has specific requirements on physical fitness levels as well as image. If I switch to a librarian, working in an office for the last five years of the working age is also not comfortable, so some of my colleagues have planned to change jobs in the last 5-10 years or apply for early retirement to enjoy the one-time benefit."

Contract Signing, Reporting, Updating and Adjusting Continuously Every Year

Findings on contract signing, reporting, and updating and adjusting data continuously every year reveal the emergence of many problems. From the perspective of the participants at the teacher training institution, relevant opinions include the implementation method or coordination model when implementing the Decree, training organisations, and specific instructions to implement the training order contract. This shows that the implementation of Decree 116 to meet the requirements of the GEC requires an intense involvement of relevant parties. Pedagogical universities need to take on this responsibility to ensure the effectiveness of the implementation of the Decree from the beginning to the end, which is the delivery of products, that is, the teacher. Some data and evidence for this can be specified as follows.

First, the identification of a coordination model or the specification of the internal coordination between functional departments of the university related to the current teacher training policy has not created favourable conditions for the sufficiency of teachers implementing the 2018 program, with eighty percent of the administrators agreeing. K007 said, "To operate Decree 116, it is necessary to have a systematic view, from enrolment public-

ity activities to enrolment, signing training contracts, monitoring, and reporting results regularly and continuously.”

Second, the attentiveness and implementation of teacher training in accordance with the teacher training policy have not contributed to of the adequacy of teachers implementing GEC, in such activities as academic counselling for students, academic warning, implementation of measures to encourage students to self-study and self-practice, etc., with nearly eighty percent of the participants who are managers agree.

K008 reported, “I am worried that departments have to understand the training process and arising problems to ensure the effectiveness of this training cooperation.” Meanwhile, K009 described, “The situation and experience of recruitment training needs to be taken into account. If we do not take measures to encourage students to self-study, self-practice actively, and not assess or supervise them, this will still not be possible because some pedagogical students are not truly committed to this profession.”

Third, seventy percent of the participants who are pedagogical lecturers believe that management, specifically the instructions on the implementation of teacher training policies at the university of pedagogy, are inefficient, and hence the inadequacy of teachers implementing GEC. This data is critical, for without a clear understanding of the Decree and the training requirements under Decree 116 there will be a lack of systematic and comprehensive guidelines, giving rise to difficulties in the implementation of training to meet the needs of learners and the needs of the locality.

Support System for Pedagogical Students Choosing to Follow the Subsidy Scheme

The support system for pedagogical students in particular and the support system for students in the progress of studying are issues that many countries are interested in, as the investment in human resources in this educated class will be likely to yield good results. However, some students are still not aware of or interested in the policies beneficial to themselves. The interview results show significant problems leading to the insufficiency of teachers implementing the 2018 curriculum, reported by the participant groups, including students not fully understand the policy on teach-

er training (argued by 72% of pedagogical lecturers, 70% of high school administrative managers, and 61.5% of students), students, in the process of selecting and participating in teacher training policies and schemes, fickle due to a variety of influences (argued by 78% of pedagogical lecturers, 60% of high school administrative managers, and 60% of students), pedagogical students in the training process receiving adequate subsidies, yet neglecting their learning and vocational training (argued by 80% of the pedagogical lecturers, 70% of the high school teachers, and 60.8% of the students), the number of students who study or graduate behind schedule, switching to another field despite being subject to financial compensation (agreed by 75% of the pedagogical lecturers, 70% of the high school teachers, and 68% of the students), students wishing to study for a Master’s degree immediately after a bachelor’s or following the 4+2 model (agreed by 82% of the pedagogical lecturers, 70% of the high school administrative managers, and 61.5% of the students), and the ineffectiveness of communication with interested students about teacher training policy and referring to Decree 116 (agreed by 74% of the pedagogical lecturers, 70% of the high school administrative managers, and 70% of the students).

Specifically, a first-year student, K010 shared, “The issues stated in the Decree are rather complicated, so even though I have been advised, I am still worried. Maybe because our students’ way of handling documents and information is not good, we need a consultation manual or detailed instruction sheets to read and understand more deeply and faster.”

Employment and Policy Compliance Requirements

Regarding the implementation of the Decree in to meet the GEC, it can be seen that the issue of employment and the requirements to comply with the policy as a legal requirement needs serious consideration.

The resolution of the teacher training policy of the University and related parties has not been able to produce the expected results that meet the needs of teachers implementing the GEC, with the assertion of over seventy percent of the university lecturers.

Specifically, K011 said, “Some academic advisors are still not familiar with this new Decree, hence

unnecessary conflicting information. For example, by December 2021, it is still impossible to sign contracts with the ordering provinces, or students have not been granted the announced subsidies. All of this shows that the University and the related parties have failed to produce the expected outcomes.”

There is still a lack of teachers qualified for specialist subjects and new subjects, so it is challenging to ensure the sufficiency of teachers implementing the GEC, with ninety percent of lecturers and school administrators agreeing. In 2021, GEC has been deployed, but the teachers of Citizenship Education, History, Geography, Natural Science, etc. with formal training have not yet met the requirements of this new program. Meanwhile, the number of trained teachers of some foreign languages that are new to the program, such as Japanese and Korean, is rather limited. This proves the lateness in the implementation roadmap of this Decree.

The rotation and handover of education managers and the issues related to human resource management in the sector are still restricted from the management perspective, hence the deficiency in the implementation of training policies to ensure the sufficiency of teachers implementing the 2018 curriculum, agreed by eighty percent of the participants who are school administrators and pedagogical lecturers. This is one of the issues related to system administration that needs serious consideration as well as constant improvement to ensure the implementation process achieves the expected results.

DISCUSSION

From the findings presented, the researchers make the following discussions. Firstly, the review, calculation and identification of teacher recruitment and training needs have been carried out or approved via signature by the Provincial People's Committee in recent years, but this needs to be done scientifically and frequently. At the same time, forecasting teacher needs for teacher training needs is an essential requirement. Based on teacher needs according to qualifications, local training industry, social needs, quality assurance conditions, and the training competence of teacher training institutions, the Ministry of Education and Training identifies and notifies the enrolment quota for institutions. Therefore, this process needs to be high-

ly effective to meet the personnel needs of the education and training industry, especially that of the 2018 GEC and the requirements of a fundamental and comprehensive reform of Vietnamese education with new subjects in the program including Civic education, Natural Science, History, Geography, Technology Informatics, and Music, Arts and English and new foreign languages at primary school level. It is advisable to consider the mechanism of opening majors, enrolment, and quotas for these industries in accordance with the future direction and practice. This finding is similar to the perspective that support the strengthening and improvement of local recruitment policies and training human resources to meet these policies of regional universities and colleges in Thackwray's study (Thackwray 2014).

Secondly, to ensure the practical application of Decree 116, it is necessary to pay attention to the implementation process, especially the relationship between learners and training institutions and ordering establishments. In this study, the researchers propose the following 6-step model, which can be considered as a basis for implementing this Decree from the perspective of pedagogical student training (Fig.1, Deployment model according to internal tasks). This locally-ordered, on-demand teacher training model ensures the inheritance of the international teacher training process of Kildan et al. (2013) and meets the international teacher practice standards of Wyatt-Smith et al. (2021). In addition, the model contributes to promoting the university's training process to meet the standards of pedagogical universities in other developed countries (Smimova et al. 2020; Wyatt-Smith et al. 2021).

Thirdly, it is necessary to continue communicating to learners Decree 116 and other relevant policies as well as the core issues, especially the procedural and legal requirements, through detailed and learner-oriented guidance to properly advise them on their future journey. Decree 116 needs to be communicated internally, and it is necessary to allocate the implementation to specialised parties using plans, data systems, and long-term connections with localities because of the profound impact of the Decree on the university's governance model. This finding contributes to higher education management in developing countries and higher education reform in Southeast Asia by promoting linkages between higher education institutions



Fig. 1. Deployment model according to internal tasks

and recruitment agencies which has been recognized as important for universities in developing countries (Chaudhuri et al. 2019; Levy 2018; McCowan 2019).

CONCLUSION

This paper presents an assessment of the policy on training secondary school and high school teachers in the new context to determine the practical response of the basic requirements of the GEC, specifically Decree 116 issued by the Government to develop education and training policies for Vietnamese teachers. The successful implementation of the 2018-GEC in Vietnam is based on this teacher training policy (the Decree 116), which prepares for the teachers and pedagogical students not only the knowledge and skills but also the guaranteed professional development.

RECOMMENDATIONS

From the findings, the researchers offer firm recommendations for countries in the Asian region as well as other developed countries to consider in developing teacher professional training policies. Firstly, educational policymakers need to compare the current education policy and the national teacher training policy for pedagogical students and continue to ensure learners' rights fol-

lowing the humane goals and effectiveness of the national teacher training policy and other valid documents. Secondly, pedagogical universities need to pay attention to the problems arising in the organisation of training to ensure the progress of the training program and set a clear deadline for the support of the national teacher training policy. Thirdly, localities in need of teachers need to set local expectations, especially orientations for each province's economic, social and educational development, so that pedagogical schools can train and provide qualified teachers. Fourthly, it is necessary to coordinate with localities in training organisations, primarily pedagogical practice with a specific administration model. Fifthly, pedagogical students need to make successful effort to graduate on time in accordance with the university's training program, especially in the context of unfavourable conditions such as the COVID-19 pandemic. Finally, educational managers and administrators of pedagogical universities need to pay attention to the work of career counselling and post-graduation start-up counselling for pedagogical students to offer adequate support on their careers.

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