Revista Jurídica unicuritiba

BUILDING AND DEVELOPING A TEACHER TEAM FROM A PERSPECTIVE OF LEGAL POLICY AND PRACTICE

HIEP DucHo

National Academy of Public Administration, Campus in Ho Chi Minh City, Vietnam. Ph.D. student, Vietnam National University, Hanoi – University of Law, Vietnam.
Email: hoduchiep.2000@gmail.com ORCID: https://orcid.org/0000-0002-1999-2762

VAN Hong Vu

University of Transport and Communications, Hanoi, Vietnam. Email: vanvh_ph@utc.edu.vn
ORCID: https://orcid.org/0000-0003-3867-1865

ABSTRACT

Objective: The study explores the development of teacher teams from the perspective of legal policy and practice in Vietnam. It aims to analyze the current situation, limitations, and challenges faced by the education sector in building and developing high-quality teaching teams. The research also proposes solutions to improve teacher quality to meet the demands of educational reform and socio-economic development.

Methods: The research relies on a combination of document analysis, surveys, and interviews with educational managers, teachers, and students. A 4-point Likert scale was used to assess various factors influencing teacher development. Data were analyzed using SPSS software, and a comparative study of existing policies and teacher development frameworks was conducted.

Results: The findings indicate that while progress has been made in improving teacher quality, significant challenges remain. These include inadequate teacher training, unbalanced teacher-student ratios, and a lack of mechanisms to attract high-quality candidates into the teaching profession. The study highlights the need for better remuneration, restructured training programs, and more autonomy for educational institutions to improve teacher quality.

Conclusion: The study concludes that enhancing the quality of the teaching workforce requires comprehensive policy reforms. Solutions include revising salary scales, improving teacher training, and fostering educational autonomy to motivate teachers to develop their professional skills. These measures are crucial for Vietnam to meet the demands of educational innovation and international integration.

Keywords: Teacher team. Building and developing. Legan policy and practice. Perspective.

CONSTRUINDO E DESENVOLVENDO UMA EQUIPE DE PROFESSORES NA PERSPECTIVA DA POLÍTICA E PRÁTICA JURÍDICA

RESUMO

Objetivo: O estudo explora o desenvolvimento de equipes de professores na perspectiva da política jurídica e da prática no Vietnã. O objetivo é analisar a situação atual, as limitações e os desafios enfrentados pelo setor educacional na construção e desenvolvimento de equipes docentes de alta qualidade. A pesquisa também propõe soluções para melhorar a qualidade dos professores para atender às demandas de reforma educacional e desenvolvimento socioeconômico.

Métodos: A pesquisa se baseia em uma combinação de análise documental, questionários e entrevistas com gestores educacionais, professores e alunos. Utilizou-se uma escala Likert de 4 pontos para avaliar diversos fatores que influenciam o desenvolvimento docente. Os dados foram analisados utilizando o software SPSS, e um estudo comparativo das políticas existentes e dos quadros de desenvolvimento docente foi realizado.

Resultados: Os resultados indicam que, embora tenha havido progresso na melhoria da qualidade dos professores, ainda existem desafios significativos. Entre eles estão o treinamento inadequado de professores, as proporções desequilibradas entre professores e alunos e a falta de mecanismos para atrair candidatos de alta qualidade para a profissão docente. O estudo destaca a necessidade de melhores remunerações, programas de treinamento reestruturados e mais autonomia para as instituições educacionais melhorarem a qualidade dos professores.

Conclusão: O estudo conclui que melhorar a qualidade da força de trabalho docente requer reformas abrangentes nas políticas. As soluções incluem revisar as escalas salariais, melhorar a formação de professores e promover a autonomia educacional para motivar os professores a desenvolver suas habilidades profissionais. Essas medidas são cruciais para que o Vietnã atenda às demandas de inovação educacional e integração internacional.

Palavras-chave: Equipe docente. Construção e desenvolvimento. Política e prática jurídica. Perspectiva.

INTRODUCTION

In recent years, education and training have achieved important achievements, contributing greatly to the cause of building and developing the country. However, in reality, those results are not commensurate with the attention of the Party and State of Vietnam, do not really meet society's expectations, and even in some aspects and fields, education is still lagging behind the general level of the world. To overcome

these limitations and weaknesses, take advantage of opportunities, overcome difficulties and challenges, and train high-quality human resources to meet the requirements of socio-economic development, the XIIIth Congress of the Communist Party of Vietnam (2021) proposes solutions to focus on improving the quality of teachers, considering this a key step in fundamental and comprehensive innovation of education and training.

In the process of building and developing the country, Vietnam has always identified education as a cause of the entire nation, a "top national policy", especially attaching importance to the position and importance of teachers for the development of education and training, contributing to the development of high-quality human resources to meet the requirements of the Fourth Industrial Revolution and international integration.

Document Resolution of the XIIIth National Congress (2021) of the Communist Party of Vietnam defines the task: "Creating a breakthrough in fundamental and comprehensive innovation of education and training"; "Improving the quality of teachers is the key step"; "Focus on training and retraining of teachers"; "Strongly innovate remuneration policies and take care of building a team of teachers. Arrange and fundamentally innovate the system of pedagogical training establishments, synchronously implement mechanisms, policies, and solutions to improve living standards, raise the qualifications and quality of teachers"; "Training people for comprehensive development, focusing on life skills and work skills, adapting to the rapid changes of the Fourth Industrial Revolution; attach importance to the education of moral qualities and good traditional values of the nation".

To clarify the process of building and developing a team of teachers from a practical and policy perspective, this study focuses on the following basic contents:

Current status of building and developing a team of teachers;

Main limitations and problems in the practice of building and developing a team of teachers;

Limitations of the legal policy system in building and developing a team of teachers;

Solutions to improve legal policies on building and developing a team of teachers in the future.

Revista Jurídica unicuritiba

LITERATURE REVIEW

The team of teachers is a special part of the intellectual team, the "intellectual architects", training future generations for the country, and the driving force of development. In terms of leadership and management, "officers are the root of all work" (Minh 2011 p. 309), "every success or failure depends on good or bad staff" (Minh 2011, p. 280), teachers are the ones who nurture and foster the "cadre roots" to sprout and flourish.

According to the Vietnamese Dictionary (Da Nang Publishing House, 1997), "A teacher is a person who teaches". In the word "Teacher", the word "teacher" means to teach, and instruct; is understood as a person who specializes in a certain profession or field of activity and has achieved a certain level. Thus, a person who teaches without expertise and is not a professional is not a teacher. A person who teaches continuously without reaching a certain level is not a teacher.

According to the Education Law (2019) of Vietnam, "a teacher is a person who is responsible for teaching and educating in schools and other educational institutions. Educators who teach at preschool, general education, and vocational education establishments at primary, intermediate, and professional levels are called teachers. Educators who teach at higher education institutions and vocational colleges are called lecturers" (Article 70).

Thus, the connotation of the concept of teacher according to the provisions of the Education Law (2019) includes two basic elements reflecting work and work address. It can be understood that a person who teaches little or teaches a lot is called a teacher if that person is responsible for teaching in educational institutions. A person who is highly qualified and specializes in teaching but is not affiliated with an educational institution is legally not a teacher.

The more society develops, the deeper the division of labor becomes with increasing specialization. Teaching is a profession, something that seems obvious is unfortunately not recognized and clearly regulated in Vietnamese law. Therefore, improving the law on teachers in the current context needs to be aware of and clearly reflect the professional characteristics of teachers.

According to the Vietnamese Dictionary (Da Nang Publishing House, 1997), "A profession is a job that specializes in doing as assigned by society". Thus, talking about

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 | p.545-572|Abril/Junho 2024.
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

a profession is talking about professional work and following the assignment of society in which the person doing the profession needs to have certain requirements in terms of quality, and capacity and have the society meet the conditions to be able to do it work. Like other forms of labor, talking about the teaching profession refers to the purpose, subject (teacher), object (learner), and method of impact.

Teachers also need to be "specialized" like other professionals and have their characteristics and requirements. "Specialize" means spending the main time and effort on teaching. "Specialized" also means to have an ability and level superior to that of the learner. "Professional" requires conditions that society must meet to be able to practice. In UNESCO's recommendations on the status of teachers and university lecturers, it is clearly stated that "Teaching must be respected as a profession" and "Teaching in higher education institutions is a profession, this type of public service requires lecturers to have specialized skills and profound knowledge that they cultivate in the process of studying and researching seriously and persistently" (UNESCO, 1966).

Thus, the teacher is understood as the person who teaches students knowledge related to the subject for each level appropriate to the student. Teachers are responsible for carrying out their lectures to bring knowledge to students. In addition, the teaching profession is also a profession to help students practice the necessary skills in practicing theoretical knowledge and training students in etiquette and politeness towards others, etc., besides, teachers and test takers set questions and score test scores for students to evaluate the quality and capacity of each student according to school regulations and the guidance of the Ministry of Education. In addition, teachers are also the initiators of movement activities, and useful practical competitions and help students learn and discover new things from their competitions.

RESEARCH METHODS

Text research

First, research documents of the Communist Party of Vietnam, focusing on Party documents after the reform period (after 1986); Specifically, the documents of the IX Congress (2001), X Congress (2006), XI Congress (2011), XII Congress (2016) and XIII Congress (2021) that discuss building and developing a team of teachers. Study the Resolutions and Directives of the Central Executive Committee of the Communist

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 **| p.545-572|Abril/Junho 2024.**
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

Party of Vietnam, focusing on Resolution 29 (2013): Resolution "on fundamental and comprehensive innovation of education and training, meeting the requirements industrialization and modernization under the conditions of a socialist-oriented market economy and international integration" was approved by the 8th Central Conference (term XI).

Second, research the State's policies and laws, focusing on Laws such as Law on Education (Law No. 43/2019/QH14); Law on Public Employees (Law No. 58/2010/QH12) is amended and supplemented by Law No. 52/2019/QH14. Research documents of the Ministry of Education and Training on building and developing a team of teachers, such as Official Dispatch No. 6908/BGDDT-NGCBQLGD (2009), on guiding the implementation of the task of building and improving the quality of teachers and educational facility management staff in the 2009-2010 school year; Directive No. 1737/CT-BGDDT (2018) on strengthening management and improving teacher ethics; Official Dispatch No. 1108/BGDDT-NGCBQLGD (2021), on developing the Project for developing the teaching staff; etc.

Survey method

The total number of people surveyed was 217 people (including managers at educational institutions, teachers, parents, and learners).

To facilitate the evaluation and analysis of data reasonably and scientifically, the information collected from the survey questionnaire is based on the average value on a 4-point Likert scale with an interval value = (Maximum – Minimum)/n = (5-1)/5 = 0.8. Therefore, the average values in the scale are conventionally defined below:

+ Average score $(\overline{X})$: **$1.00 \leq \overline{X} \leq 1.80$**, corresponding to Not necessary/Weak (Convention is 1).

+ Average score **$(\overline{X})$: $1.81 \leq \overline{X} \leq 2.60$**, corresponding to Less necessary/Medium (Convention is 2).

+ Average score **$(\overline{X})$: $2.61 \leq \overline{X} \leq 3.40$**, corresponding to: Rather necessary/Rather (Convention is 3).

+ Average score **$(\overline{X})$: $3.41 \leq \overline{X} \leq 4.20$**, corresponding to Necessary/Good (Convention is 4).

+ Average score $(\overline{X})$: **$4.21 \leq \overline{X} \leq 5.0$**, corresponding to Very necessary/Very good (Convention is 5).

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 **| p.545-572|Abril/Junho 2024.**
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

Processing survey data: Use the formula to calculate average score:

$$\overline{X} = \frac{\sum_{i=n}^{k} X_i K_i}{n}.$$

In which: Average score. Xi: Score at level i. Ki: Number of participants rated at level Xi. n: Number of people participating in the evaluation.

The author uses SPSS and Excel software to process survey results.

RESEARCH RESULTS

The current situation of teachers

Current situation of the number of teachers:

According to the Ministry of Education and Training (2023), by the end of the 2022 - 2023 school year, according to preliminary statistics on the industry database, the total number of preschool and high school teachers is 1,234,124 people (excluding university lecturers); Of which, public accounts for 88.57%, non-public accounts for 11.43%. In particular, specific data for each educational level is clearly shown in Figure 1.
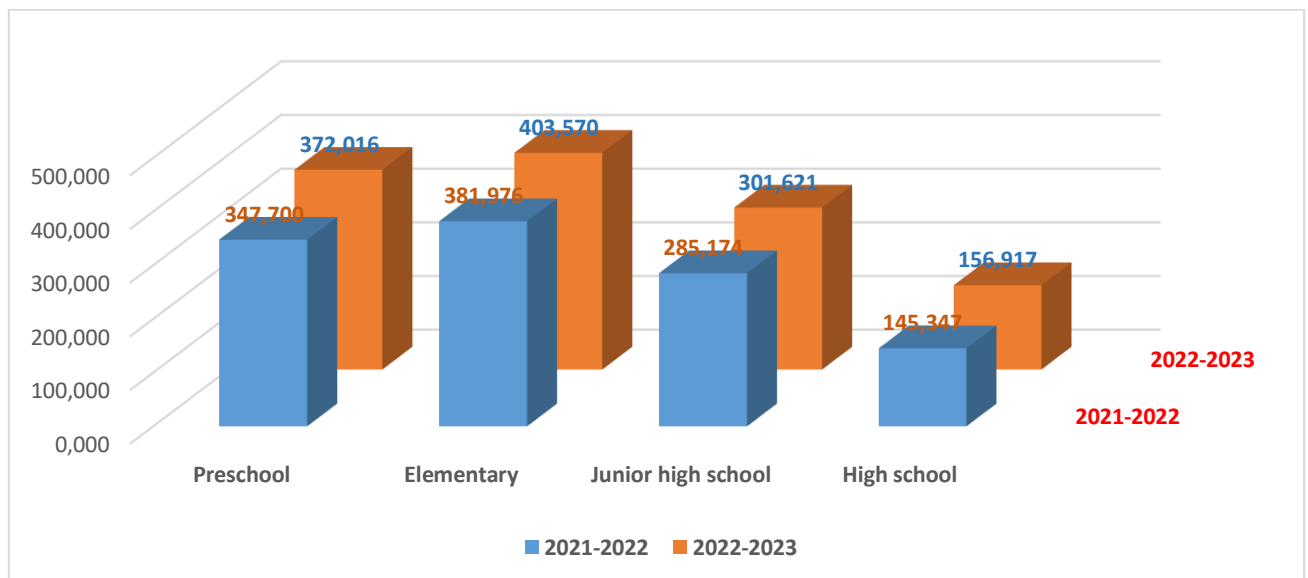

Figure 1. Number of teachers for the school year: 2021-2022, 2022-2023 (Source from Ministry of Education and Training 2023)

Revista Jurídica unicuritiba

However, in localities, the assigned additional educational staff does not meet the needs of teaching in educational establishments; At the same time, implementing the Government's request to streamline staffing by 10% makes the teacher shortage situation even slower to be overcome.

The Ministry of Education and Training (2023) recognizes that the arrangement of public service units, and streamlining staffing associated with improving the quality and efficiency of education is a big challenge for the industry. The ratio of teachers/class in public preschools and general education establishments across the country (only counting teachers on the payroll) is lower than the regulations.

The regions with the lowest rates in the country include: The Northern mountainous region has a preschool teacher/class ratio of 1.6; The Red River Delta and the Southeast region have a ratio of primary school teachers/class of 1.29; The Southeast region has a ratio of middle school teachers/class of 1.69; The Red River Delta region has a high school teacher/class ratio of 1.92.

In recent years, although the number of teachers has been continuously added, it still does not meet the human resource needs of the education sector and is lower than the State's regulations; the teacher/class ratio is lower than the norm (Figure 2). Not to mention, the number of teachers quitting their jobs in recent years has been relatively high, leading to a large shortage of teachers.
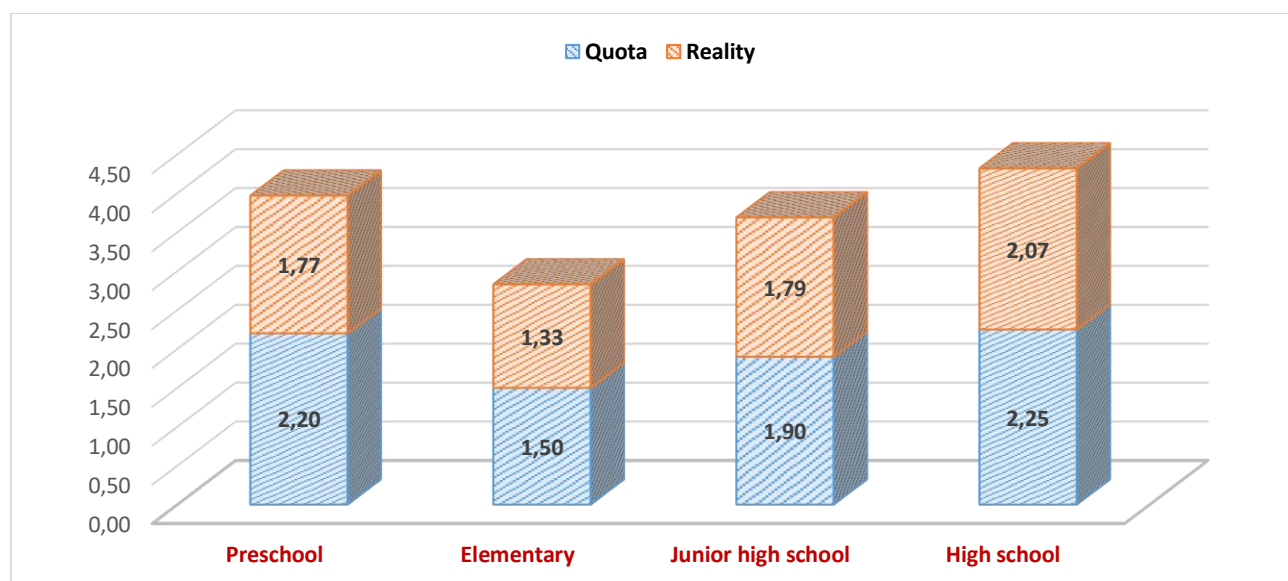

Figure 2. Ratio of teachers/class for the 2022-2023 school year (Source: Ministry of Education and Training)

According to preliminary statistics on the industry database, there is currently a shortage of 118,253 teachers nationwide, an increase of 11,308 teachers compared to the 2021 - 2022 school year (preschool level increased by 7,887 people, primary school level increased by 169 people, elementary school level increased by 169 people). Secondary school increased by 1,207 people, high school increased by 2,045 people).

At the same time, the structure of the teaching staff is still imbalanced between subjects at the same educational level and between regions with different socio-economic conditions. The situation of surplus and shortage of teachers is still common in many localities, especially teachers teaching new subjects (English, Information Technology, Music, Fine Arts, etc.) but is slowly being overcome; Teacher allocation targets for most localities are lower than actual needs (Ministry of Education and Training, 2023).

Current status of teacher quality:

According to comments from the Ministry of Education and Training (2023): The majority of the team is good and good teachers who are appointed and transferred to management work, the majority of whom are dynamic and adapt quickly to new situations innovation in education and training. Many teachers have strived to overcome difficulties to perfect their expertise and profession, and are shining examples of ethics, dedication, and enthusiasm for their profession. Some teachers have sacrificed their entire youth, wholeheartedly for their students, sticking to school and class, becoming second fathers and mothers to students in remote and poor areas. The socio-economy is still difficult, on borders and islands (Duy, 2020). This is the premise for the Ministry of Education and Training to propose raising training standards for teachers in the Education Law (amended).

To redefine assessments of teacher quality, the research team conducted a survey of 217 people (n=217) with the following levels: 5. Very good, 4. Good, 3. Good, 2. Average, 1. Weak. The results are shown in Table 1.

Table 1. Teacher quality assessment

Evaluating	Frequency (People)	Percent (%)	Percent valid (%)	Cumulative percentage (%)
Weak	0	0.00	0.00	0.00
Medium	3	1.38	1.38	1.38
Rather	7	3.23	3.23	3.23
Good	93	42.86	42.86	42.86
Very good	114	52.53	52.53	52.53
Total	**217**	**100.0**	**100.0**	**100.0**

Source: prepared by authors (2023&2024)

Survey and interview results show that: Most teachers love their profession, have good professional ethics, have a high sense of responsibility in their work, and have the will to improve, actively study, and improve their skills. Maintain and improve professional qualifications and skills. The pedagogical capacity of most teachers has been improved, meeting the requirements of innovating educational content and methods. The team has actively and effectively advised party committees and authorities at all levels in developing policies for officials, teachers, and students suitable to the socio-economic conditions of ministries, branches, and localities. The team of teachers has increased sharply in quantity, and quality and has become increasingly synchronized in structure over the past 5 years, gradually meeting the country's educational development requirements.

In general, the teaching staff has developed in both quantity and quality, with an increasingly reasonable structure; In particular, the quality of the teaching staff has contributed to determining the achievements of the educational cause in recent years: The quality of general education is recognized and highly appreciated internationally. Results of international Olympic exams of Vietnamese students in math, physics, chemistry, etc. achieved a very proud achievement. Many educational models and active teaching methods are put into practical application. The quality of university education has improved significantly, university autonomy has been promoted, and the quality of training and scientific research has been improved. As of April 30, 2021, the whole country has 404 training programs evaluated and recognized for quality accreditation, of which 192 programs of 48 universities are evaluated and recognized according to domestic standards, 212 the programs of 36 universities are evaluated according to foreign standards (Ministry of Education and Training, 2021). In 2019, Vietnam had 8 universities ranked in the top 500 best universities in Asia; 2 universities

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 | p.545-572|Abril/Junho 2024.
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

are ranked in the top 1,000 best universities in the world. In 2023, the Quacquarelli Symonds ranking organization assesses that Vietnam will have 15 schools in the 2024 Asian University Rankings. University management and administration "have innovated step by step, the quality of higher education has gradually improved". raised" (Communist Party of Vietnam 2021, p. 63). The above achievements show that Vietnamese education is in the process of extensive international integration.

In particular, in the 2020 - 2021 school year and the 2021-2022 school year, in the context of being heavily affected by the COVID-19 pandemic, the team of teachers proactively and promptly proposed appropriate plans, flexibly applying them. Active and creative teaching methods and forms, especially online teaching so that educational activities do not stagnate; Successfully organized the 2021 high school graduation exam, and university and college entrance exam, recognized by the people and highly appreciated by society.

However, besides the above achievements, the teaching staff still has many limitations and weaknesses, such as inadequacies in quality, quantity, and structure; a department that has not kept up with the requirements of educational innovation and development lacks enthusiasm, and even violates professional ethics; the professional qualifications of a part of teachers are still weak, teaching methods are slow to innovate, and do not meet the requirements of teaching and learning according to the orientation of capacity development. The ability to use foreign languages and information technology in the management, teaching, and learning of many teachers is still limited, especially older teachers. The management capacity of a part of the educational institution management staff is still weak, not meeting the requirements of educational management in the context of innovation. The structure of the university teaching staff is not reasonable (Hang & Van, 2020; Hong, 2022). Determining enrollment targets for pedagogical training for high school teachers is mainly based on the capacity of the training institution, not derived from social needs, associated with the need to train teachers for each level and subject education, region, region, and locality leading to oversupply and a situation of both surplus and shortage (Do, 2019).

Current status of legal policies on building and developing a team of teachers

Directive No. 40-CT/TW, dated June 15, 2004, of the Secretariat (term IX) on building and improving the quality of the teaching staff determined: "Building a

standardized teaching staff, ensuring quality, sufficient quantity, and structural synchronization, paying specia l attention to improving the political bravery, quality, lifestyle, conscience, and skills of teachers; Through properly oriented and effective management and development of education to improve the quality of human resource training, meeting the increasing demands of the country's industrialization and modernization".

Announcement No. 242-TB/TW - Conclusion of the Politburo (term Determined: "Building a team of teachers with sufficient quantity and meeting quality requirements."

The resolution of the XIth National Congress (2011) determined that education innovation in the direction of "standardization, modernization, socialization, democratization, and international integration", including "innovation of education management mechanisms", developing a team of teachers and administrators is a key step."

Resolution No. 44-NQ/TW dated June 9, 2014, of the Government promulgating the Government's Action Program to implement Resolution No. 29-NQ/TW; Decision No. 2653/QD-BGDDT dated July 25, 2014, promulgating the Action Plan of the Education sector to implement the Government's Action Program to implement Resolution No. 29-NQ/TW; Decision No. 404/QD-TT dated March 27, 2015, of the Prime Minister on approving the Project on innovating general education programs and textbooks and the Project on "Training and fostering teachers and staff". The Ministry of Educational Institutions Management meets the requirements of fundamental and comprehensive innovation of general education in the period 2016 - 2020, with an orientation to 2025" (issued together with Decision No. 732/QD-TTg dated April 29 /2016 of the Prime Minister).

The implementation of policies on remuneration and honor for teachers and attracting good students to pedagogical schools is carried out following regulations. Many localities have developed job placement projects and organized a shift from rank to rank for teachers according to professional title standards; organize employee evaluation to review, screen, and reduce staffing in the spirit of Resolution No. 39-NQ/TW of the Central Government, and Decree No. 108/2014/ND-CP of the Government and initially implement Resolution No. 18-NQ/TW, Resolution No. 19-NQ/TW.

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 | p.545-572|Abril/Junho 2024.
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

Decree No. 56/2015/ND-CP dated June 9, 2015, and current regulations on evaluation of officials and civil servants. Encourage units to proactively develop plans to integrate and link assessment results to clarify the current situation of team quality, and use assessment results to screen and streamline team staff according to regulations as well as developing training and fostering plans for the team; strengthening the application of information technology in team management and evaluation.

The project "Developing a team of teachers to meet the requirements of implementing the general education program for the period 2021-2025, with a vision to 2030" has the following main goals: Training teachers to meet qualification standards according to professional titles for the period 2021-2030; training teachers to meet the requirements of reforming the general education program in 2018; training, fostering and recruiting a team of teachers to meet the requirements of general education new period 2021-2030.

Main limitations and problems in practice and legal policies for developing teachers

Many studies have shown that there are many limitations and main problems in the practice of developing teachers. Shown specifically in Table 2

Table 2. Studies on the main limitations and problems in the practice of developing teachers

Order	Author, year	Research project	Research content
1	Tien Dung (2013)	Limited teaching staff and facilities	The implementation, recruitment, placement, and mobilization of teachers at localities and educational institutions still have many problems and shortcomings.
2	Ngan Anh (2018)	9 achievements and 5 limitations of the education sector	Lacking a mechanism to attract good people to enter the pedagogical field and participate in recruiting teachers, some subjects and educational levels still lack resources for recruitment.
3	Nguyen Khuyen (2019)	Difficulties and challenges for high school teachers	Lacking a mechanism to attract good people to enter the pedagogical field and participate in teacher recruitment, there is a lack of resources for recruitment in some subjects and educational levels.
4	TTTN (2021)	Develop a team of teachers and administrators to meet the	There are no adequate sanctions to manage non-public teachers. The provisions of current law, especially the Law on Public Employees, mainly

		requirements of the new General Education Program	govern the team of teachers who have been recruited as public employees.
5	Ministry of Education and Training (2022)	Limitations in developing teachers in Vietnam	Although salary policies have received attention, they still have many shortcomings and are not appropriate to the position and role of teachers; has not created motivation for teachers to stick with the profession
6	Hong Hanh & Quoc Viet (2023)	Limitations and problems of the current team of teachers	The implementation, recruitment, placement, and mobilization of teachers at localities and educational institutions still have many problems and shortcomings.

To more accurately identify the main limitations and problems in the practice of developing a team of teachers; based on the theoretical framework and previous studies, the authors specifically identified the following 6 limitations (Figure 3).
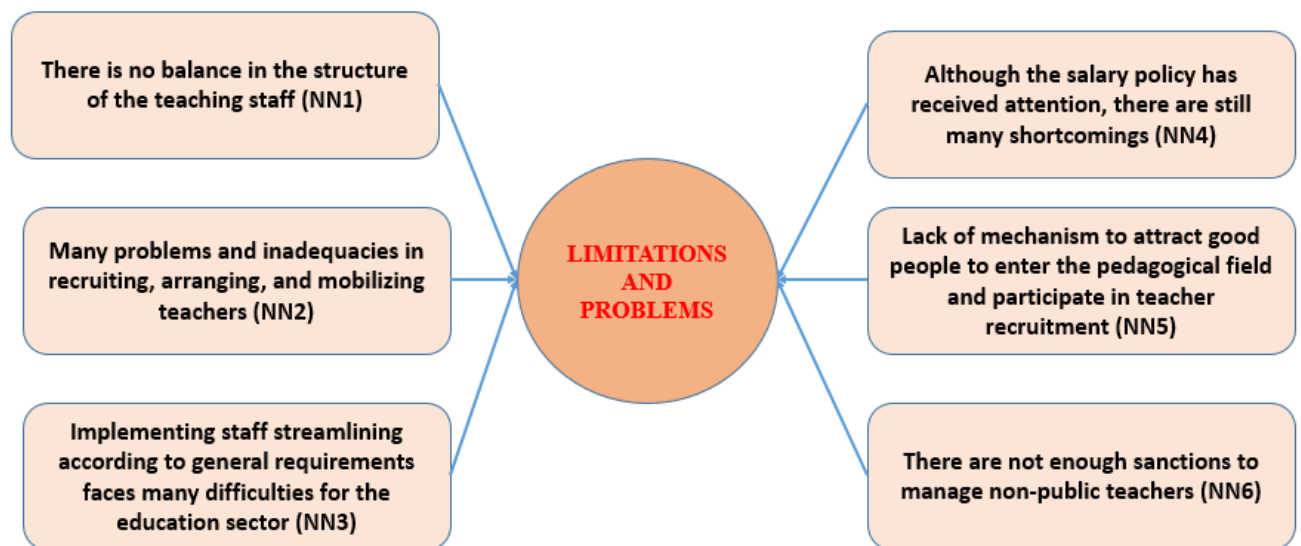

Figure 3. Proposed research model

The results of testing the Cronbach's Alpha scale show that all seven independent variables have high reliability (Table 3).

Table 3. Testing Cronbach's Alpha scale

Order	Content (scale)	Number of variables accepted	Cronbach's Alpha
1	There is no balance in the structure of the teaching staff (NN1)	7	.779
2	Many problems and inadequacies in recruiting, arranging, and mobilizing teachers (NN2)	6	.769
3	Implementing staff streamlining according to general requirements faces many difficulties for the education sector (NN3)	6	.732
4	Although the salary policy has received attention, there are still many shortcomings (NN4)	5	.737
5	Lack of mechanism to attract good people to enter the pedagogical field and participate in teacher recruitment (NN5)	7	.698
6	There are not enough sanctions to manage non-public teachers (NN6)	5	.686

Source: prepared by authors (2023&2024)

According to Habing et al (2003), each measurement variable needs at least 5 observations. Therefore, the minimum number of samples needed is 30 x 5 = 150. However, this topic has 36 observed variables that require factor analysis, so the authors surveyed with a sample size of 217 people through Google Drive. After evaluating the scale's reliability using Cronbach's Alpha coefficient with 36 scale variables, limitations and obstacles in policies and practices for developing teachers were included in the analysis. Through EFA analysis, we identified 6 limiting factors and obstacles in policies and practices for developing teachers. Specifically:

NN1: There is no balance in the structure of the teaching staff;

NN2. Many problems and inadequacies in recruiting, arranging, and mobilizing teachers;

NN3. Implementing staff streamlining according to general requirements faces many difficulties for the education sector;

NN4. Although the salary policy has received attention, there are still many shortcomings;

NN5. Lack of mechanism to attract good people to enter the pedagogical field and participate in teacher recruitment;

NN6. There are not enough sanctions to manage non-public teachers.

Identifying the main limitations and problems in practice and policy for developing the teaching staff, along with clearly identifying the causes, will help find policy solutions to help improve the quality of the teaching staff teachers shortly.

Causes of limitations and problems

Based on previous research, survey results, and interviews with administrators, teachers, and students at educational institutions, the authors went into a specific analysis of the causes with specific content as follows:

Firstly, the structure of preschool and high school teachers is still unbalanced. "The problem of surplus and shortage of preschool and high school teachers occurring in many localities, in each educational institution, in each level and subject has not been thoroughly resolved. Many localities do not ensure this teacher/class ratio according to regulations of the Ministry of Education and Training. In particular, there is a shortage of a large number of teachers to meet the requirements for implementing the 2018 General Education Program" (Ministry of Education and Training, 2021). If a separate law governing teachers can be developed, it will help solve the fundamental problem.

Second, the implementation, recruitment, placement, and mobilization of teachers in localities and educational establishments still have many problems and inadequacies. "Abolishing the lifetime payroll for teachers and implementing a mechanism to recruit teachers as regular public employees has been revealing several limitations:

Recruitment follows the correct process but focuses more on state management knowledge than professional skills. It is difficult to recruit good people into the industry. Changing the lifelong staffing of teachers to a contract-based working regime, receiving salary according to the job position, but without specific regulations, it is not possible to mobilize and recognize teachers from disadvantaged areas favorable socio-economic conditions in areas with particularly difficult socio-economic conditions.

Third, implementing staff streamlining according to general requirements faces many difficulties in the education sector because the professional characteristics of teachers are teaching and educating by grade level and subject.

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 **| p.545-572|Abril/Junho 2024.**
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

The number of downsized payrolls in the Education sector is mainly due to teachers taking leave and transferring jobs, leading to difficulties in arranging and arranging teachers according to norms and training expertise when fulfilling requirements recruitment according to new regulations.

Fourth, although salary policies have received attention, they still have many shortcomings and are not appropriate to the position and role of teachers; has not created motivation for teachers to stick with the profession.

If teachers are considered a special human resource of the country, "the human resource of human resources", then the working conditions of teachers need to have creativity, salary policy, remuneration, honor, and praise regimes. Rewards for teachers also need to have separate regulations, commensurate with the teacher's position and work characteristics.

Fifth, there is a lack of mechanisms to attract good people to enter the pedagogical field and participate in recruiting teachers, so some subjects and school levels still lack resources for recruitment.

Sixth, there are not enough sanctions to manage non-public teachers. The provisions of current law, especially the Law on Public Employees, mainly govern the team of teachers who have been recruited as public employees.

Meanwhile, under pressure to streamline staffing and streamline the apparatus, the solution to reduce the burden of state budget investment in education in general and teachers, in particular, is to expand the education system non-public. However, policies for non-payroll teachers and teachers working in non-public educational establishments have not received adequate attention.

Solutions to improve legal policies on building and developing a team of teachers in the future

To identify policy solutions to improve the quality of teachers, the authors surveyed 217 people (including administrators, teachers, parents, and learners) with assessment levels specified into 5 levels and corresponding points: (5 points) Very necessary (RCT), (4 points) Necessary (CT), (3 points) Rather necessary (KCT), (2 points) Less necessary (ICT), and (1 point) Not necessary (NotCT). Combined with the results of testing the Cronbach's Alpha scale. The specific results are shown in Table 4.

Table 4. Policy solutions to improve the quality of teachers

Oder	Survey content	Degree evaluation					$\overline{\mathbf{X}}$	Cronbach's Alpha
		1	2	3	4	5		
1	Focus on re-planning the network of pedagogical training establishments	8	27	47	77	58	3.69	.693
2	The study proposes to build a separate salary scale system for teachers	8	26	47	78	58	3.70	.702
3	Improve the criteria for teacher quality and capacity to meet the requirements of the Fourth Industrial Revolution	9	28	46	77	57	3.67	.716
4	Improve the quality of training and fostering teachers	12	28	46	75	56	3.62	.724
5	Complete the capacity framework for teachers at all levels as a basis for developing training and fostering programs and materials	15	30	50	70	52	3.53	.669
6	Objective recruitment; Improve the quality of research and teaching through group activities	9	29	48	76	55	3.64	.696
7	Promote educational autonomy along a roadmap to motivate teachers to improve their management capacity and professional qualifications.	15	33	50	70	49	3.48	.691
Total average		**10.86**	**28.71**	**47.71**	**74.71**	**55.00**	**3.62**	**.699**

Source: prepared by authors (2023&2024)

The survey results presented in Table 5 show that: All $\overline{\mathbf{X}}$s are in the range of 3.41≤$\overline{X}$≤4.20, reaching the "important" level, there are no $\overline{\mathbf{X}}$s that the survey subjects rated as "not important", "less important" and "quite important".

From the survey results, combined with previous research and interviews with administrators, teachers, parents, and learners, the authors recommend solutions. As follows:

First, focus on re-planning the network of pedagogical training establishments:

Currently, the whole country has 133 teacher training establishments, including 14 pedagogical schools, 58 multidisciplinary schools with pedagogical training, 02 pedagogical faculties of regional universities, 02 branches of Da Nang University and Hanoi University of Education, 33 pedagogical colleges, and 24 colleges with teacher training majors. Particularly, 14 pedagogical universities (including 07 key pedagogical universities) under the Ministry of Education and Training are schools specializing in training teachers at all levels, with a long history of construction and development, and a strong team, facilities ensure good service in teacher training. In addition, there are 58 local multidisciplinary universities with pedagogical training. For college and intermediate levels, in addition to some pedagogical schools, there are currently quite a few economic and technical schools that also participate in pedagogical training (Party Central Committee, 2018).

Pedagogical training in recent years has not met social needs and is not close to reality because the determination of enrollment targets is mainly based on the capacity of the training institution, not linked to the needs of teacher training. students at each educational level, subject, region, and locality, leading to supply exceeding demand; There is no master plan on the training and development needs of pedagogical human resources in each stage; schools do not pay attention to quality assurance conditions; Accreditation work is still limited, the number of schools with accredited pedagogical training is small. To improve the efficiency and quality of pedagogical training in the coming time, the Ministry of Education and Training has developed a system master plan accompanied by a network of modern, dynamic, and autonomous pedagogical school standards; use these standards to accredit, stratify, and rank pedagogical schools and reorganize the network of pedagogical schools. The system of pedagogical schools will be supported in forming training and fostering services to meet the human resource supply needs of the pedagogical sector. At the same time, promotes quality accreditation for pedagogical schools. Publicly announce the results of the evaluation and inspection of quality assurance conditions along with information related to the training process for learners and society to monitor. Implementing a threshold to ensure input quality for the teacher training industry is also prescribed for both admission methods based on 12th-grade academic results or according to national high school exam results.

Focus on implementing the Project "Program to Develop Pedagogical Schools to Improve the capacity of Teachers and Managers of General Education Establishments" (Ministry of Education and Training, 2022) with support of the World Bank with the overall goal of developing selected pedagogical schools and educational management agencies to enhance the quality of teachers and administrators of general education facilities, through the development of careers according to practical needs, meeting the requirements of fundamental and comprehensive innovation in education. The project will focus on solving specific issues related to pedagogical training, including: Supporting capacity building and promoting the role of core pedagogical schools in training and fostering teachers and staff. Ministry of General Education Institutions Management; support strengthening the management and policy-making capacity of education management agencies at all levels; support pedagogical schools in supporting the professional development of teachers and administrators of general education facilities. In addition, teacher training facilities must regularly update and innovate training programs to meet teacher output standards at all levels following new textbook programs; seriously implement annual teacher training and retraining according to plan, ensuring teachers are updated with advanced pedagogical knowledge in the world.

Second, the study proposes to build a separate salary scale system for teachers.

Currently, teachers and administrators of public educational institutions enjoy benefits and policies according to the provisions of Decree No. 204/2004/ND-CP dated December 14, 2004 of the Government on salary regimes for cadres, civil servants, public employees, and the armed forces. In addition to the salary according to the above regulations, teachers are also entitled to 2 additional types of allowances, which are: preferential allowances (with levels from 25% to 70%) and seniority allowance (calculated increases based on working time). According to recent surveys and assessments, the industry-wide average preferential allowance is about 36%, and the industry-wide seniority allowance is about 18%. Thus, the average income of teachers in the entire sector increases by about 54% (higher for administrative civil servants with only 25% civil service allowances, but this salary and allowances are lower than the salary and allowances) of some other occupations (Do, 2021).

In mountainous provinces, teachers at boarding and semi-boarding schools for ethnic minorities are entitled to a responsibility allowance equal to 0.3 compared to the

general minimum salary. Teachers teaching multigrade classes in elementary schools are entitled to a multigrade teaching allowance of 50% - 75%. Ethnic minority language teachers are entitled to a work responsibility allowance equal to 0.3 compared to the general minimum salary (Ministry of Education and Training 2021). In addition, depending on specific conditions, some localities also have their policies for teachers working in areas with particularly difficult socio-economic conditions, borders, and islands.

In recent years, the Government has paid attention to increasing the income level for teachers such as preferential allowances, seniority allowances, expanding standards and criteria for early salary increases for teachers and staff, etc. That has contributed to improving the lives of teachers, but in reality, teachers' salaries have not kept up with the Party's policy stated in the Resolution of the 2nd Central Conference, term VIII and Resolution No. 29-NQ/TW dated November 4, 2013, of the 8th Central Conference, term - today's society.

With the current salary policy, it is difficult to attract talented people to work in educational establishments, and education and training departments, departments of education and training, or some talented people are not wholeheartedly focusing on performing public duties, leading to a situation where the quality of work is somewhat limited, and has not contributed to attracting and retaining talented people into the pedagogy industry. Many people are passionate about the teaching profession, and even want to contribute to the country's common work, however, with the current salary, they do not feel secure in contributing to the industry. In addition, the salary policy still has many shortcomings, making it difficult to maintain strict discipline and hierarchy and not creating competitiveness among officials, civil servants, and teachers.

The 7th Conference of the XIIth Party Central Committee issued Resolution No. 27-NQ/TW (2018) on salary policy reform, including appropriate State incentive policies on education and training. Implementing this Resolution, the Ministry of Education and Training is researching and proposing a separate salary scale system determined by job positions, with pay based on the complexity, quality, and efficiency of the job. In particular, teacher salaries are implemented following the Party's policies stated in Resolution No. 29-NQ/TW dated November 4, 2013. In addition, the Ministry of Education and Training is also researching and coordinating with relevant ministries

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 | p.545-572|Abril/Junho 2024.
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

and branches to propose to the Government to implement solutions to improve the lives of teachers, thereby attracting more qualified teacher's talent and encourage good students to enter pedagogical schools.

Third, perfect the criteria for teacher quality and capacity.

The Fourth Industrial Revolution has changed production methods, helping people achieve many outstanding socio-economic achievements. But digital transformation and the Internet also change the cultural environment, and social connections and pose potential safety risks for both society and each individual. Fundamental and comprehensive innovation in education in such a context places very high requirements on the criteria of the staff, civil servants, and public employees in the education system to exploit positive factors and overcome challenges educate and train "global citizens" to help the country develop. The higher the requirements of the educational product, the more the teacher's criteria must be raised. To educate a comprehensive person (morality, intelligence, sports, aesthetics), teachers, in addition to being typical of modern educational approaches and training skills, must still preserve and promote typical of a comprehensive, moral, and intellectual model of the period of integration and development. The moral standards of teachers have a great impact on the moral standards of society. People who are outside the general standards of teachers must be people who have modern management knowledge, are decisive, dare to think, dare to do, know how to do things, and do things effectively, for the common good.

Based on the general criteria, at each educational level, appropriate specific criteria are added. For example, for university lecturers, it is necessary to emphasize research capacity, proficiency in at least one foreign language, good communication in English, and proficiency in applying information technology for teaching and research.

Fourth, improve the quality of training and fostering teachers.

Training and fostering are fundamental to improving the quality of teachers. Training and fostering content must be comprehensive, including political ideology, ethics, professional knowledge and life skills, and modern pedagogical skills. In the current period, it is necessary to focus on training and fostering teachers on the following main contents:

Revista Jurídica Unicuritiba.
Vol.2, n.78 | e-6871 | p.545-572 | Abril/Junho 2024.
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

Firstly, the views and policies of the Party and State on fundamental and comprehensive innovation of education and training in the conditions of socialist-oriented market economic development and positive, proactive national integration comprehensive and profound. Training procedures and regulations under the credit system; the content of new subjects under the new program changes compared to the old program. Standardize the expertise and skills of the teaching staff to meet the requirements of innovating general education programs and textbooks.

Secondly, train and foster modern management and administration capacity for managers at all levels; on methods of compiling programs, documents, and lecture outlines according to credit training, quality accreditation standards, building and implementing training program standards approaching regional and international standards; Training and fostering positive teaching methods and forms, promoting learners' independence, creativity, self-reliance and self-research. Fostering the ability to apply science and technology, information technology, and digital transformation in management, teaching, and learning; carrying out digital transformation to meet the general development requirements of society.

Fifth, for training and fostering to be effective, it is necessary to complete the capacity framework for teachers at all levels as a basis for developing training and fostering programs and materials. Training and retraining programs must be updated, flexible, practical, and meet the requirements of deep and broad international integration.

To improve the training quality of pedagogical schools and increase sending university lecturers for training abroad. Develop and implement policies to motivate teachers and students: develop regulations linking teaching and scientific research activities of pedagogical lecturers; adjust and supplement regulations on pedagogical practice and pedagogical internship regulations for pedagogical students; Research policies to support pedagogical students during their studies and after graduation; Research, review and propose regimes and policies on recruitment, employment, salaries, allowances and income of teachers, etc.

Implement ranking and stratification of pedagogical schools and rearrange the network of pedagogical schools. Focus on investing in developing several pedagogical universities to become prestigious training centers in the region and the world, serving as the core for training high-quality human resources. Build the Academy of

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 **| p.545-572|Abril/Junho 2024.**
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

Educational Management in Hanoi and the School of Educational Management in Ho Chi Minh City capable of training and fostering highly qualified people and developing educational management science on a regional level. Under Circular No. 17/2021/TT-BGDDT, dated June 22, 2021, of the Ministry of Education and Training, "Regulations on training program standards; develop, evaluate and promulgate training programs for all levels of higher education", pedagogical schools develop input and output standards at university, master's and doctoral levels; at the same time, promote quality accreditation for pedagogical schools to improve training quality.

In addition to improving the quality of domestic training, it is necessary to promote sending university lecturers to train with scholarships or from state budget sources in advanced educational systems in the world, at educational institutions prestigious and ranked, considering this a breakthrough solution to improve the quality of the teaching staff, bringing Vietnam's higher education to integrate with the region and the world. Practice shows that the majority of articles published in prestigious journals in the ISI and Scopus categories come from lecturers trained in countries with developed education. Educational institutions evaluate the current status of teaching staff, educational level, and ratio between lecturers and students in each major in the school, determine the focus of development of key industries, and forecast the labor market, and human resource needs, on that basis, there is a plan to propose staff for training to ensure sufficient standards and reasonable structure. In cases where it is not possible to train abroad, domestic training is provided in the form of partnerships between Vietnamese universities and foreign universities that meet regional and world quality standards.

Sixth, objective recruitment; improve the quality of research and teaching through group activities.

Recruiting good people means cultivating good seeds for healthy plants, an important step in improving the quality of the teaching staff. In the current context, recruitment is very important to create a new generation of high-quality teachers, meeting the development and integration requirements of the country's education system. For the recruitment process to be objective, fair, and avoid negative phenomena, it is necessary to use technological tools to monitor, and input criteria must be specific, clear, and public (Do, 2019; Vu, 2022 & 2023). Exam designs for professional subjects must closely follow the review content and be testable on

computers so that candidates know the results at the end of their exams. The candidate's lecture before the recruitment committee needs to be recorded by camera image to ensure objectivity. After being admitted, candidates must commit to a roadmap to strive for, practice ethical qualities, and develop expertise, skills, and qualifications according to the requirements of the educational institution. The results of commitment implementation are the basis for continuing to extend the contract. In this way, each new teacher always strives on the path of self-improvement to improve themselves and meet the increasing requirements of the educational career.

Along with the recruitment process is implementing solutions to restructure and arrange appropriately to solve the situation of both surplus and shortage of teachers in a locality and an educational institution. Implement staff streamlining for teachers, according to the provisions of the Law on Cadres and Civil Servants and the Law on Public Employees. Addressing teachers who are weak in expertise, professionalism, political ideology, ethics, health limitations, old age, and are no longer qualified to teach in the classroom and work in the education sector according to regulations. Reasonable levels and policies.

Teaching and research are the main tasks of teachers. Improving the quality of teaching and research is an important measure to improve the quality of teachers. In the context of the development of the Fourth Industrial Revolution, teaching using active methods, in the form of online, teaching via television requires technical knowledge, a person It is difficult to do everything, but it is necessary to form a "group" to support, learn from experience, and improve pedagogical qualifications and teaching methods. Interdisciplinary science develops, and a large-quality project requires the contribution of ideas from many people, so the establishment of a teaching and research group is a requirement. Members of the group are teachers and researchers at educational institutions and research institutes at home and abroad, participating voluntarily. Members of the research and teaching team have opportunities to study and exchange academically to improve their professional qualifications, teaching methods, research capacity, and spirit of cooperation in work. Many major projects and articles published in prestigious international journals in recent years are the results of the research group's activities. That result helps educational institutions increase the ranking and income of group members, serving as a basis for perfecting the income mechanism for teachers through scientific research and technology transfer.

Revista Jurídica unicuritiba

Seventh, promote educational autonomy along a roadmap to motivate teachers to improve their management capacity and professional qualifications.

The Party and State are always interested in improving the material and spiritual life of those working in education. In addition to the salary according to current regulations, teachers also receive preferential allowances (with levels from 25% to 70%) and seniority allowances (calculated to increase according to working time). However, overall, investment resources for educational development are still limited, and the quality of life of a part of civil servants and public employees working in education still faces many difficulties due to prices and inflation increased, so the education sector has not been able to attract the most talented people.

That situation poses a problem: it is necessary to effectively use the State's investment in education and have appropriate mechanisms to create motivation for the development of the education sector and improve the quality of teachers. The most appropriate mechanism at the current stage is implementing autonomy in education. The State needs to focus on investing in several key universities to become prestigious higher education institutions in the region and the world to train high-quality human resources, especially in the areas of high-quality human resources. Industries and occupations have a strong impact on increasing labor productivity, innovating growth models, and socio-economic development.

CONCLUSION

Faced with the need for fundamental and comprehensive innovation in education and training in the current period, the team of teachers is also facing many difficulties and challenges that need to be overcome. That is the increasing demand from society for the Education sector, while the investment budget, regimes, and policies for education are still limited and not commensurate with the viewpoint "education is the top national policy". Because, the rapidly developing trend of the 4.0 industrial science revolution and the pressure to innovate has placed an extremely great responsibility on the shoulders of teachers, requiring teachers not only to be exemplary in terms of character but also to be exemplary human beings but also must be proficient in professional expertise and understanding of social knowledge, while the current teacher remuneration is still very modest, the daily life of many teachers still faces

Revista Jurídica Unicuritiba.
Vol.2, n.78│e-6871 **| p.545-572│Abril/Junho 2024.**
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

many difficulties. On the other hand, also due to the development trend, in reality, there are currently many good students who do not major in pedagogy. Even though the State has a number of policies to encourage good students to study pedagogy, it is still not enough attraction. That is the challenge of the education sector, requiring the state to continue to pay attention, invest more adequately, and have policies with the Education sector to develop education in a sustainable direction, truly a "top national policy" to build and develop the country

REFERENCES

Communist Party of Vietnam. (2001). Documents of the IXth National Congress. Hanoi: National politics Truth.

Communist Party of Vietnam. (2006). Documents of the Xth National Congress. Hanoi: National politics Truth.

Communist Party of Vietnam. (2011). Documents of the XIth National Congress. Hanoi" National politics Truth.

Communist Party of Vietnam. (2016). Documents of the XIIth National Congress. Hanoi: National politics Truth.

Communist Party of Vietnam. (2021). Documents of the XIIIth National Congress volume 1. Hanoi: National politics Truth, Hanoi.

Do, N. H. (2019). Improving the quality of teachers to meet the requirements of educational innovation in Vietnam. Electronic State Organization Magazine. Availiable in https://tcnn.vn/news/detail/42508/Nang-cao-chat-luong-doi-ngu-giao-vien-dap-ung-yeu-cau-doi-moi-giao-duc-o-Viet-Nam.html

Duy, T. (2020). National Assembly Chairwoman Nguyen Thi Kim Ngan meets with outstanding teachers. Communist Magazine. Availiable in https://www.tapchicongsan.org.vn/web/guest/hoat-ong-cua-lanh-ao-ang-nha-nuoc/-/2018/820451/chu-tich-quoc-hoi-nguyen-thi-kim-ngan-gap-mat-cac-nha-giao%2C-can-bo-quan-ly-giao-duc-tieu-bieu.aspx

Duchiep, H., et al. (2022). The changes in education policy in the context of educational innovation in Vietnam. Revista on Line De Política E Gestão Educacional, 26(esp.1), e022043. https://doi.org/10.22633/rpge.v26iesp.1.16772

Hang, et al. (2020). Building Strong Teaching and Learning Strategies through Teaching Innovations and Learners' Creativity: A Study of Vietnam Universities. International Journal of Education and Practice, 8(3): 498-510.

Hong, V. V. (2022). Management of educational activities in schools towards the approach of learners' competency: a case study of a high school. Nuances: Estudos Sobre Educação, 32(00), e021005. https://doi.org/10.32930/nuances.v32i00.9118.

Huber, S. G. (2004) Preparing school leaders for the 21st century. An international comparison of development program in 15 countries. Routledge Falmer.

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 | p.545-572|Abril/Junho 2024.
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.

Revista Jurídica unicuritiba

Luongngoc, V., et al. (2022). The educational role of social networks in policy communication in Vietnam. Revista on Line De Política E Gestão Educacional, 26(esp.1), e022037. https://doi.org/10.22633/rpge.v26iesp.1.16513

Minh, H. C. (2011a). Complete works, volume 9. Hanoi: National Politics Truth.

Minh, H. C. (2011b). Complete works, volume 10. Hanoi: National Politics Truth.

Minh, H. C. (2011c). Complete works, volume 12. Hanoi: National Politics Truth.

Ministry of Education and Training (2019) List of evaluated and recognized training programs (Data updated as of April 30, 2019). Availiable in https://moet.gov.vn/giaoducquocdan/khao-thi-va-kiem-dinh-chat-luong-giao-duc/Pages/Default.aspx?ItemID=5993

Ministry of Education and Training. (2022). The draft report "Proposal to develop a Law on Teachers. Hanoi.

Ministry of Education and Training. (2023). There is a shortage of more than 33 thousand secondary school teachers according to the norm. Government electronic information portal. Retrieved from https://xaydungchinhsach.chinhphu.vn/thieu-hon-33-nghin-giao-vien-trung-hoc-theo-dinh-muc-119230731110526178.htm

Party Central Committee. (2018). Summary report on 5 years of implementation of Resolution No. 29-NQ/TW dated November 4, 2013, of the 11th Party Central Committee on "Fundamental and comprehensive reform of education Education and training meet the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration. Hanoi.

Trung, P. Q. (2019). Effective solutions for team development. Education and the electronic age newspaper. Availiable in https://giaoducthoidai.vn/cac-giai-phap-huu-hieu-phat-trien-doi-ngu-can-bo-quan-ly-giao-duc-post381840.html

Van, H. V. (2022). The State's Legal Policy and Management on Civil Servants: The Current Situation and Issues Raised. International Journal of Early Childhood Special Education, 14(3). DOI: 10.9756/INT-JECSE/V14I3.688

Van, V. H., Thanh, T. T., & Hong Hoa, N. T. (2023). Enhancing learning interesting for students: influencing factors and proposed solutions. Multidisciplinary Science Journal, 5, 2023066. https://doi.org/10.31893/multiscience.2023066

Vu, V. H. (2022). Necessity and solutions for ethical education among teachers in the framework of industrial revolution 4.0. Revista on line de Política e Gestão Educacional, Araraquara, v. 26, n. 00, p. e022166, 2022. DOI: 10.22633/rpge.v26i00.17731. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/17731.

Vu, H. V. (2023). Ensuring the Quality of Education and Training in the Context of Educational Innovation. Quality Access to Success 15(198). https://doi.org/10.47750/QAS/25.198.05

UNESCO. (1966). Recommandation concernant la condition du personnel enseignant de l' enseignement supérieur. Availiable in https://unesdoc.unesco.org/ark:/48223/pf0000114048_fre

Revista Jurídica Unicuritiba.
Vol.2, n.78|e-6871 | p.545-572|Abril/Junho 2024.
Esta obra está licenciada com uma Licença Creative Commons Atribuição-NãoComercial 4.0 Internacional.