

Improve the Capacity of State Management of Education - Training to Ensure Social Justice in Education for Current Primary School Students

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Abstract

Educational management plays the most important role in the implementation of social justice in education. In the past years, education management has achieved many achievements, however, with the requirement of fundamental reform, comprehensive education and training, ensuring social justice, this work is also have certain limitations. Based on that situation, the article proposes solutions to improve state management capacity in education to ensure fairness for elementary school students today.

Keywords: capacity of state management, social justice in education.

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INTRODUCTION

Social justice in education is to create equal and appropriate learning opportunities for all learners in accessing, participating in the educational process, and in treating learners when studying at educational institutions. Education based on certain socio-economic conditions. Social justice in education also includes appropriately resolving the relationship between mass education and cutting-edge education, between concern for the educational interests of the majority and priorities for those who do not. People with special learning abilities, people who have contributed a lot to education and training. Implementing social justice in education means creating fairness in conditions above minimum standards, implementing democracy, openness, and transparency in planning educational policies and investing in education, and in implementing social justice in education. Implement regulations for learners and teachers as well as encourage social forces to participate in the development of education.

CONTENTS

To implement social justice in education, our Party and State have proposed many groups of solutions such as: groups of solutions to raise awareness about the importance of implementing social justice in education; group of solutions on socio-economic development as a condition for implementing social justice in education; group of solutions on mechanisms, policies,

implementation organizations, etc. Social justice in education is expressed in many different aspects, however, within the scope of this article, we only mention one solution that is considered the most important in implementing social justice. That association is the management role of the State.

Ensuring the Party's leadership and state management in education is an objective necessity

The Party and State always affirm that education development is the top national policy, investment in education is investment in development, education is both a goal and a driving force for socio-economic development. Socio-economic development achievements in recent years and the Socio-Economic Development Strategy 2011 - 2020 with requirements for economic restructuring and growth model innovation, along with the Strategy and Regulations. Human resource development planning during the golden population period is a basic premise for the education sector, along with ministries, branches and localities, to develop education and implement social justice in education.

Current state of state management of education

In recent years in Vietnam, social justice in education has basically been guaranteed. "Social equity in access to education has been improved, especially ethnic minorities, children of poor families, girls and disadvantaged groups are increasingly receiving

attention. Basically, equality between men and women in secondary and higher education has been achieved. Education in ethnic minority and remote areas continues to develop. A number of policies on tuition exemption and reduction, granting scholarships, school loans and other support for pupils and students subject to the policy have brought practical effects in implementing social justice and develop increasingly high quality human resources"¹. These achieved results are due to the Party's leadership and the National Assembly's concern; executive direction of the Government and authorities at all levels; the interest and participation of unions and social organizations at home and abroad, and of the entire population towards education. However, "Education and training management still has many weaknesses. The team of teachers and educational administrators is inadequate 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. Investment in education and training is not effective. Policies and financial mechanisms for education and training are not appropriate. Technical facilities are lacking and outdated, especially in remote and extremely difficult areas"².

Specifically, state management of education is still heavily bureaucratic and subsidized, and has not yet escaped the state of over-arching and affairs. The work of building educational development plans still has many shortcomings, far from reality and the people's learning requirements. Many officials working in the education sector in localities have low qualifications and do not understand clearly about educational work. The legal system and policies on educational development are incomplete and ineffective, especially for educational development in remote and ethnic minority areas. Some regulations on investment, human resource management, land, finance... do not really create favorable conditions for the unified management and development of education. Investment from the state budget is still spread out, not enough to ensure the needs of educational development, while there is no strong enough policy to mobilize other sources of investment in society for education. The tuition policy has many points that are no longer appropriate, but is slowly being amended and supplemented, leading to a situation where localities and schools impose too much revenue, causing frustration in society. Recruitment and employment policies favor qualifications and do not pay enough attention to actual capabilities, leading to the situation of "scholars, real degrees" and a number of other negative phenomena. Local governments do not have policies to attract appropriate officials and teachers to work in ethnic minority areas, remote areas, and extremely difficult areas to develop education for people to ensure safety.

Ensuring social justice in education. The direction and management work still has many weaknesses and inadequacies, and is slow to make

synchronized decisions at the macro level. The assignment, decentralization and coordination mechanism between the Ministry of Education and Training, the Ministry of Labor, War Invalids and Social Affairs and other ministries, branches and localities are slowly institutionalized. Government levels in many localities still lack initiative in implementing policies and solving specific education problems; Not paying enough attention to overcoming achievement problems and negative aspects of education. The education sector and local management of non-public establishments is still confused. On the one hand, it has not created favorable conditions for these schools to develop, and on the other hand, it has not promptly prevented policy abuse. socialization to gain illegal profits. Education inspection and testing, especially professional inspection, is still inadequate and ineffective. The qualifications and capacity of a part of educational administrators are still low, unable to keep up with the current requirements for strong innovation in education.

The management team in the education sector in localities still has many limitations, many officials have not been trained in educational management, and are still confused in the practice of educational management in localities. not close to the people and do not clearly understand the role of education in local socio-economic development, especially in rural, remote and disadvantaged areas. The management mechanism of the education sector is not reasonable, there is a situation of taking charge of affairs and lax state management functions; Unified management and discipline in educational work have not been well implemented, and at the same time, the initiative and responsibility of localities and schools have not been promoted. Localities are still passive in developing education, expecting and relying on central support, lacking initiative in developing education and attracting people to the cause of educational development. Therefore, when making educational development plans, they are far from local reality and there is no coordination for effective implementation.

Solutions to improve State management capacity on education to ensure social justice for elementary school students

Continue to innovate the educational management mechanism in the spirit of strengthening the autonomy and self-responsibility of educational and training institutions. Education and training planning and development must be placed in the overall socio-economic development planning of the whole country and each locality. Strengthen forecasting and planning for educational development. Have policies to regulate the scale and structure of training to suit the needs of socio-economic development, overcoming imbalance and waste in training. Associate training with use. Build close relationships between state management agencies and education and training agencies with human resources and employment management agencies. The

State properly performs the function of orienting development, creating a legal framework and checking, inspecting and supervising law enforcement, creating a healthy competitive environment in education and training, and fighting achievement disease. Innovate organization and operations, promote and ensure the autonomy and self-responsibility of schools, especially universities, colleges, professional and vocational schools.

Clearly define the functions and tasks of educational management agencies in the direction of performing state management functions well, building and perfecting policies and mechanisms on education and training, and strictly controlling the Implement goals, programs and quality. Strictly handle negative phenomena in the education sector such as extra teaching, extra learning, exams, enrollment, assessment of learning results and issuance of certificates and diplomas. Innovate the management mechanism, foster, arrange, rectify and improve the capacity of the educational management apparatus. Complete the educational inspection system comprehensively, paying special attention to professional work. Continue to reorganize the network of universities, colleges and research institutes to combine training with scientific research, optimally using existing resources of scientific staff and technical facilities. Enhance the capacity of national and regional universities. Build a number of large national universities and a number of technical training centers of high quality and reputation. Good management of content, programs and training quality of open universities, private universities and other types of informal universities. Innovate the management mechanism, improve the quality of public schools, supplement preferential policies to develop non-public schools and community education centers.

There is a specific roadmap for converting a number of public education and training establishments to private ones, eliminating the semi-public system. Modernize a number of vocational schools, rapidly increase the proportion of trained workers in the entire

social workforce. Encourage the development of a system of non-public universities, colleges, professional and vocational schools, including foreign-invested schools. Expand the management of higher education scale, making clear changes in the quality and effectiveness of training. Gradually promote international information networking in schools. Strengthen educational scientific research to answer theoretical and practical problems raised in the field of education and training today. The organization and operation of the National Council of Education is effective and has reasonable management decentralization between industry, local management and educational institutions. Strengthen expansion and improve quality and efficiency in international exchange and cooperation in education and training, gradually modernize education and training to serve the cause of industrialization and modernity internationalization and integration.

CONCLUSION

Along with the above strategic solutions, the urgent tasks ahead in the coming years need to be completely resolved and complete the textbook program, improve the examination regime, and overcome the situation of "commercialization" of education, preventing negativity in education in general and education at the primary level in particular.

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