

CURRENT SITUATION OF DEVELOPING HIGH-QUALITY HIGH SCHOOLS IN HANOI URBAN AREA

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Abstract: The article presents some concepts of developing high-quality high schools, the status of high-quality high schools and the current status of developing these schools in Hanoi in the current context. Research results of the study are the basis for educational managers to propose solutions to build this school system in the upcoming future.

Keywords: High schools, high-quality, high-quality high schools.

1. INTRODUCTION

In order to meet the increasing needs of learners in the society as well as the demand for high quality human resources for national development, it is necessary to develop new school models in which content, methods and conditions are ensured for organizing good quality educational activities in the direction of approaching education standards of advanced countries in order to create high quality educational products. With that requirement, implementing the *Capital Law*, dated June 24, 2013, the City People's Committee of Hanoi issued Decision No. 20/2013/QĐ-UBND, promulgating specific regulations on facilities, teachers, programs, teaching methods and high-quality education services applied at a number of high-quality preschool and general education institutions; at the same time, issued Decision No. 21/2013/QĐ-UBND, promulgating the Regulation on supplementing advanced teaching programs, in addition to preschool and general education programs for high-quality institutions. Shortly thereafter, on July 17, 2013, the City People's Council issued Resolution No. 15/2013/NQ-HĐND on financial mechanism applicable to high quality public educational institutions in the city.

The high-quality high school concept was founded and became a counterweight to the specialized school system and the international schools, becoming the one that is expected to play a key role in training talents, developing high quality human resources in the national education system. This model becomes even more important when it is developed in the area of Hanoi - which is considered the center of culture, politics and education of the whole country, and is the vanguard for the country's education sector. Therefore, the construction of high-quality high school in the city is one of the key issues in the orientation of education in particular, in social progress in general at present and in the coming years. However, how to develop high-quality

high school in accordance with the actual conditions such as environmental, social, institutional, financial factors is a question that managers should take into consideration. Therefore, it is necessary to re-evaluate the situation of developing high-quality high schools in Hanoi to have a basis for proposing solutions to build this school system accordingly in the current context.

2. LITERATURE REVIEW

2.1. High-quality high school

According to Circular No. 12/2011/TT-BGDĐT, high school is a level of education in the current education system in Vietnam, higher than primary and secondary schools. High school lasts 3 years (from grade 10 to grade 12). To graduate from this level, students must pass the high school graduation exam at the end of the 12th grade year. High school is a general education institution of the national education system. The school has legal status, its own account and seal.

Clause 3 - Article 12 of the *Capital Law* dated November 21, 2012 states that "*Building a number of high-quality preschool and general education institutions in the capital according to the criteria of facilities substance, teaching staff, programs, teaching methods and educational services. Studying at high-quality educational institutions follows the voluntary principle*".

High-quality high schools must fully and properly meet the regulations of the Ministry of Education and Training of the national high schools; standards for assessing the quality of high school education and other standards for staff and programs; at the same time, adding some criteria on facilities; staff and teachers; education program; teaching methods; high quality services in education.

2.2. Developing high-quality high schools

It is easy to see that the learning needs of Hanoians are more and more diversified as the residents are also

increasingly aware of the trend of advanced education in the world. Many parents want their children to study and practice in a modern, advanced educational environment and enjoy high quality facilities and education, like those educational institutions that have foreign elements but with lower costs suitable for their family's economic conditions. Therefore, building a high-quality public school model is a remarkably reasonable policy of the city in accordance with the development trend of education and the learning needs of students and parents. However, in order to study in such an environment and conditions, it is necessary to have support mechanisms and policies under the motto "The State and public cooperation". Also since 2007, Hanoi's educational sector has 18 schools that achieve the pilot high-quality school models, receiving recognition and reputation from parents, students and teachers. These school models have been complementing the diverse learning needs of children from families living across the city. Developing high-quality high school is an objective requirement in the development of high school education.

From there, it can be understood that developing high-quality high schools is to synthesize the impacts of management subjects to high schools in order to develop high school according to the high-quality standards, contributing to the innovation and improvement of the educational quality for this education level.

Thus, the constructor is primarily the City People's Committee - the direct agency to establish high-quality high school(s) in the area. Based on the direction of the City People's Committee, Hanoi Department of Education and Training is the direct agency to implement and closely manage all aspects of high-quality high school units built and located in the area.

3. METHODS AND RESULTS

3.1. *The current situation of high-quality high school system in Hanoi*

3.1.1. *Quantity*

- According to statistics from Hanoi Department of Education and Training, by the end of 2015, there were 43 out of 207 schools reaching national standards, accounting for 20.8%; in which, public sector has 37/109 schools, accounting for 33.9%. Compared to the previous period, the number of schools recognized national standards is constantly increasing, always reaching and exceeding the target compared to the plan of each school-year. The school and class network has been expanded; investment into facilities and equipment has increased; information technology infrastructure has been improved. In 2016, the city had 1,135 schools

reaching national standards, of which the standard public school system accounts for 52.7%.

- The statistics of the Ministry of Education and Training show that by the beginning of the 2017-2018 school-year, cities and provinces across the country have developed 618 lower secondary schools and high schools meeting national standards. At the high school level, there were 726 schools reaching the standard among the total of 2,800 high schools (28.5%); the increase rate is 6.5%.

- Hanoi has the highest proportion of standardized middle and high schools compared with other cities/provinces in the country. According to the statistics of the Hanoi Department of Education and Training, by the end of August 2017, the ratio of the standardized secondary schools and high schools is 61% and 30%, respectively. Compared to the national average, the proportion of lower secondary schools meeting the standards in Hanoi is 19% higher, and the rate of high school level is 1.5% higher.

- In 2018, the percentage of schools reaching the national standard of Hanoi is 52.0% (1,373/2,641), of which public school ratio is 62.0% (1,337/ 2,155). The upper secondary school rate is 32.1% (68/212), of which public schools account for 54.5% (61/112). In 2018, the Department of Education and Training planned to re-recognize 187 schools, 6 of which are high school.

- In 2018, Hanoi has piloted 18 high-quality public schools, 13 of which are overall high-quality schools and 5 are partial high-quality schools.

- Drawbacks: the number of schools increased but still did not meet the learning needs of the people in the best conditions. In most public high schools, the number of students per class is still high (over 40 students per class). In some districts, this rate is higher than the regulation's allowance. The cause of the situation is due to the fact that development of general education has not kept pace with the growth rate of the population as well as the learning needs of the people's children.

3.1.2. *Quality*

In some provinces and cities throughout the country, especially Hanoi and Ho Chi Minh City, in recent years, high-quality schools have been deployed at all levels. There are 5 criteria for high-quality schools including facilities, teachers and staff, education program, teaching methods and high-quality services. Specifically, in addition to qualified teachers, the school must also have a team of domestic and foreign experts to teach and provide professional support. The school has a green,

clean and beautiful landscape; classrooms are qualified to ensure conditions of temperature and light; there are enough functional rooms, department rooms to serve high-quality programs; the school is provided with synchronous and modern educational equipment with the information technology system connected to the Internet. The teaching program supplements capacity-oriented teaching methods and is suitable for developing students' ability; it also enhances English teaching program, organizes bilingual classes in some basic subjects; innovates teaching methods, especially ones that encourage students' self-study, and develops commute and lunchbreak services for students.

- Achievements:

Projects, plans and working programs up to the end of the 2014-2015 school-year were always implemented by the Department of Education and Training. The direction of the sector also focuses on key tasks, sticking to reality, setting out specific solutions to determine the direction and implementation. With such active initiative, the Branch advised the City Party Committee, People's Council and City People's Committee to propose criteria for education and training development in the coming years. Conditions to ensure the quality of education are constantly invested and improved. The Capital Education sector, with the advice of the People's Committee of the City, has had many solutions to stabilize enrollment so that there is no shortage of study places. The quality of education is comprehensive and have been experiencing positive changes. Teachers and staff are strengthened, ensuring professional quality and pedagogical capacity. Management and assessment are constantly being renewed with constantly maintained discipline. Socialization of education has many steps to transform, mobilize investment resources with a focus on educational development. Activities and emulation movements are organized in a lively, practical and meaningful way.

Currently, the city is appraising a project to grant financial autonomy to high-quality schools. Another aspect that gains strong interest is the application of science, technology and information technology in all areas of education and training; promote socialization and international cooperation in education and training, especially piloting high-quality schools and parallel training schools.

High-quality schools in the project are provided with initial facilities by the state according to the criteria of a high-quality public education institution and funded

within 3 years after being recognized according to the decreasing roadmap.

According to the guidelines, the quality of training and tuition of high-quality public schools will be assessed annually by the city. High-quality public schools must comply with the regulations of public school operation regulations. In addition, the school is implementing a number of services, improving the quality of training through subject design, enhancing soft skills for students. Currently, according to the evaluation, there is no high-quality school that does not guarantee the conditions.

- Limitations:

In some places, the structure of teaching staff is not synchronized; the quality is not uniform; management in some institutions has not met the requirements set out in each stage or each school-year. For example, there are still cases of failure in management of revenues and expenditures, organizing illegal additional tutoring; democratic regulations have not been fully implemented. The investment of facilities for schools reaching national standards after 5 years to maintain and promote the results of the standard schools in some districts has not been given adequate attention. The direction of education and training in some districts is not fully synchronous, resulting in the lack of effectiveness of education quality. There are several reasons for these limitations: The strength of human resources of managerial personnel in terms of both quantity and quality has not met the requirements; incapable of handling the task of managing, monitoring and supporting applications the general education officer performs the task at the current scale; financial investment for general education is limited; uneven development, different characteristics of people in the areas of the city also cause difficulties for the development of the quality of general education.

3.1.3. Evaluation of some criteria in high-quality school system

- Achievements:

Capital Law became the official legal basis for the deployment of a high-quality school model in the Capital. The first high-quality schools are recognized as a modern school model, meeting the diverse learning needs of students in the context of integration. After a period of implementation, this model is initially replicated, received the support of the social community, the trust of the parents and gradually assert the effectiveness of the model.

High-quality schools have met the criteria set in Decision No. 20/2013/QĐ-UBND on facilities, teachers,

staff, programs, teaching methods, and high-quality education service.

The schools are invested with good facilities, modern and synchronous equipment, meeting the criteria of facilities according to regulations, equipment, effectively promoting teaching and learning devices, which already partially meet the needs of learning, care and education activities for students. Consideration is also given in the application of science and technology, information technology in the field of education and training; especially for high-quality school models.

- Limitations:

However, there are still many shortcomings. Firstly, with the current financial mechanism, the high-quality school model is difficult to develop in suburban districts where people's income is low, creating differences among regions in Hanoi. Currently, Hanoi does not have a high-quality school in suburban areas. In fact, schools encounter many difficulties to meet all 5 criteria.

The facilities have been improved but still lack many functional rooms and auxiliary equipment. It is very difficult for schools to meet the criteria of 40% of excellent teachers. The contingent of qualified and professional teachers meets the requirements, but not yet abundant, so the activities do not have specific characteristics for each school and area. For many non-public schools, the regulation on the rate of good teachers in the city is too high compared to the practical situation, which is not suitable for the conditions of non-public schools. The curriculum is not extremely of high quality as expected.

For high-quality public schools, aside from ensuring that the building of a competent and program development team is more and more responsive to learners' needs with access to regional education programs, the main issue still lays in the investment of facilities and financial resources. The tuition fee is much higher than that of public schools, so it has not attracted many expected students. This affects the ability of public schools to self-finance and organize school activities to effectively meet the high-quality public school activity requirements.

3.2. The current situation of developing high-quality high schools in Hanoi

3.2.1. Orientation of the Party and Government

- Planning the network of high-quality high schools:

According to the implementation roadmap, in the school year 2013-2014, Hanoi Education and Training sector has built 15 high-quality schools, including 8 public schools. In the 2014-2015 school year, 20 schools

were built, including 10 public schools. Resolution No. 06/2009/NQ-HĐND dated July 17, 2009 of the Hanoi People's Council decided that by 2015, the whole city was expected to have 35 high-quality schools (including 3 high schools). This is also the goal that the Department of Education and Training of Hanoi is pursuing and has taken steps to implement in time, towards fulfilling the tasks assigned by the Party Committee.

From 2011-2016, the city renovated and built nearly 800 schools (including 250 newly-built schools and more than 500 renovated schools) with the expansion of school and class networks; increased investment in facilities and equipment and enhanced information technology infrastructure. It at the same time advised the City People's Committee to approve the adjustment and supplement of planning the school network system in the city; reviewing the need to build schools to implement the criteria under Program No. 04-CTr/TU of the Party Committee and Plan No. 165/KH-UBND of the City People's Committee, which indicates that there will be a focus on developing schools and classes in industrial parks and export processing zones. The city also proposes a new solution and accreditation solution of re-recognizing schools to meet national standards by 2020 and address the lack of schools in some areas, especially the central districts. It evaluates the construction results and proposes solutions to build high-quality schools by 2020. At the same time, attention to repair and upgrade schools, systems of toilets and trees, creating a green and beautiful, safe and clean pedagogical environment is also paid. By 2030, it is expected to build 112 additional high schools.

In addition to the aforementioned tasks, the Chairman of the City People's Committee also emphasized on strengthening facilities to ensure the quality of education and training activities as well as improving the quality of teachers and education managers.

- Mechanisms and policies in developing high-quality high schools:

The Party and State consistently agree that education and training are the priority national policies. This view is expressed throughout the Party's documents. The 3rd Central Resolution (7th term) in 1993 affirmed that "Science and technology, education and training are the top national policies; investment in education is investment in development". The 8th Central Resolution (11th term) once again confirmed that "Education and training are the top national policy, the career of the Party, the State and the entire public".

With the awareness that the policy of education and training together with science and technology are the two

national policies that need to be given the highest priority to achieve the long-term sustainable development goals, in the past years, education and training progress in our country have been paid a high amount of attention, creating many important results contributing to the overall development of the country.

The field of education and training is prioritized to invest large resources from the state budget. The rate of annual budget spending on education is approximately 20%, equivalent to 5% of GDP. This is a very high level compared to that of many countries in the world, including countries with a higher level of economic development than Vietnam.

In 2015, the total state budget for education and training was 224,826 VND billion, accounting for about 20% of the total state budget expenditure. Regular expenditures for education and training in 2015 were 18,070 VND billion. Accordingly, the expenditure estimated from the local budget is 152,000 VND billion to implement the local education and training task; expenditure from the central budget is 32,070 VND billion. Expenses for investment in education and training development in 2015 were 33,756 VND billion in which, the central budget expenditure is 14,096 billion VND, local budget expenditure is 19,660 VND billion. Funding is prioritized to build more classrooms for general education to clear temporary classrooms, build classrooms, laboratories, etc.

Implementing the Capital Law, on June 24, 2013, Hanoi People's Committee issued Decision No. 20/2013/QĐ-UBND to promulgate specific provisions on facilities, teachers and staff, programs, teaching methods, high-quality education services applied at a number of high-quality preschool and general education institutions. On the same day, Hanoi People's Committee issued Decision No. 21/2013/QĐ-UBND promulgating the Regulation on supplementing the advanced curriculum in addition to preschool and general education programs to apply for high-quality preschool and general education establishments. On July 17, 2013, Hanoi People's Council issued Resolution No. 15/2013/NQ-HĐND on the financial mechanism applicable to high-quality public educational institutions in Hanoi. The resolution stated that the tuition fee level of high-quality public educational institutions reached 3,400,000 VND per month for the 2014-2015 school-year, and it will be adjusted accordingly in the coming years. Most of the funding is provided by the State budget to support regular operation of high-quality public educational institutions. The State budget invests in procurement of equipment, building initial facilities

for high-quality public educational institutions to ensure high-quality school facilities from capital construction, non-business capital and other lawful capital sources of the city according to projects and lists approved by competent authorities within the assigned estimates according to the provisions of the Budget Law as well as the Social and Budget decentralization policy of the city. High-quality public educational institutions, according to their functions and tasks, are allocated funding for non-operational/ project activities by the State budget including: performing scientific and technological tasks and implementing programs training and fostering officials and employees; implementing national target programs; performing tasks ordered by competent state agencies (investigation, planning, survey and other tasks); implementing unexpected tasks assigned by competent authorities, reciprocal funding for implementation of projects with foreign capital. High-quality people-founded educational institutions must find their own funds to implement such educational activities.

3.2.2. The current situation of developing high-quality high schools in Hanoi

- Current situation of coordinating different forces in the construction of high-quality high schools:

Notice No. 242-TB/TW, the Politburo's conclusions on continuing to implement the Central Resolution 2, Session VIII, clearly states that "Striving to 2020, our country has an advanced education with bold identity and ethnicity, meeting the requirements of industrialization and modernization in the context of international integration".

In order to have advanced education, first of all, there must be an advanced school. The advanced school here is a school that meets the requirements of international integration, access to institution of countries with advanced education in the world, not advanced schools under the title of emulation where the assessment is primarily on the subjective efforts of the pedagogical team and the management apparatus of the unit but has not mentioned properly the school institution and the conditions for organizing to improve the teaching quality.

High-quality schools built under the Government's Decree No. 49/NĐ-CP will now have different levels, depending on the local conditions. In the long term, high-quality schools must approach advanced schools in the spirit of Notice of Politburo No. 242-TB/TW.

The construction of a high-quality high school is paid special attention by the Party, State and people of Hanoi.

It is considered one of the key tasks in the education reform and renovation program, which both the government and public are trying to implement. Therefore, the construction of a high-quality high school receives close attention, close coordination between the relevant forces. Specifically, in the case of Hanoi, People's Committee, People's Council of Hanoi City, Hanoi Department of Education and Training, high school institutions all participate in the development phase of high-quality high schools, along with parents, students and Hanoians.

- The current situation of promoting the role of high-quality high schools:

The current situation shows that the majority of high school students with excellent academic performance want to go to university. The goal of creating high-quality schools is the desire of schools where parents are able to help their schools reach autonomy process, leaving the state budget available to other schools.

As the development of high quality high school models is still in the early stages, the number of high schools that have been recognized as high quality schools is very small. Therefore, assessing the promotion of the role of high quality high school is still lacking in terms of evaluation criteria. On the other hand, in general, the existing high-quality high schools technically all have shown the role of providing comprehensive education services, with foreign elements and other factors according to the high quality standard. High-quality high schools now partly meet the needs of the people, some of which demands for their children to enjoy the best educational services in accordance with the most modern trend. However, these high-quality educational institutions have a high level of tuition fees, which are not suitable for the income of the majority of people living and working in Hanoi. In this respect, high-quality high schools today are still unable to resolve these conflicts.

- The situation of checking and evaluating the development of high-quality high schools:

Up to now, the work of checking and evaluating the construction of high quality high schools has been implemented effectively and thoroughly by Hanoi Department of Education and Training. Department Inspectorates as well as Education and Training Departments of districts and towns have developed an inspection plan for high-quality general education institutions for each academic year, closely following the guidance of the Ministry of Education Inspectorates as well as the training and practical situation of each area, guiding the implementation of inspection as planned. The

Department Inspectorates also did the propagation and dissemination of the law well by organizing training for 100% of the managers and 100% of the affiliated inspection collaborators in the districts, towns and cities; advising the Director to promulgate documents to guide the inspection work, to develop assessment reports and criteria for inspection teams to perform professional work in high-quality high schools or currently in the development phase under the pilot scheme. Due to well-organized inspection activities, educational institutions have built internal inspection plans of the school and implemented them according to the planned objectives with the implementation and report conducted in a regular and timely manner. Inspectors of the Department of Education and Training of districts, towns as well as at educational institutions under the Department of Education and Training have been appointed by the Director for a three-year term, all of whom have good political, moral, professional qualifications, work experience and a high sense of responsibility. The inspection work of Hanoi Department of Education and Training has contributed to bringing educational management activities at high-quality high schools into order and maintaining discipline in the educational activities of the sector.

4. DISCUSSION AND CONCLUSION

It can be seen that Hanoi is still the largest educational center in the country. Public education is still a key group in general education throughout Hanoi. In the development trend of the capital city's education sector, the foundation of a high-quality high school model in Hanoi city is an indispensable one to meet the conditions that the practical foundation put out in terms of policies, guidelines and policies of the Party and the State as well as the development trend of the economy and society in recent years. Surveying the situation of high-quality high schools and the status of building high-quality high schools in Hanoi city shows that high school education in the Capital area in the past years has achieved many remarkable achievements with development both in terms of scale, number of classrooms as well as school quality. Besides, there are still limitations and unresolved situations, which are the basis for us to propose solutions for more suitable development strategy of the school system in the current context.

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