



**3rd International Conference
on Public Policy (ICPP3)
June 28-30, 2017 – Singapore**

T16P15/Session 1

Conditions of Sustainable Development Policy

Title of the paper

Inclusive, sustainable development and the social policy: the Vietnam case study
of education and growth

Author(s)

*Hung, Le Ngoc, Institution of Sociology, Ho Chi Minh National Academy of
Politics, Ha Noi, Viet Nam. Email: hungxhh@gmail.com*

*Phuong, Bui Thi, University of Social Sciences and Humanities, Hanoi National
University, Ha Noi, Viet Nam. Email: phuongbui.sociology@gmail.com*

Date of presentation

Wednesday, June 28th, 2017

Contents

Abstract..... 3

1. Background 3

2. Inclusive and sustainable development: Models and stages 4

3. The situation of Vietnam’s education through the net school enrolment rate.... 7

4. The technical qualification of Vietnam’s human resources..... 8

5. Question and discussion of social policy of education for the inclusive and sustainable development..... 10

References 14

Abstract

Vietnam is restructuring from the model of extensive development based on resources to the model of intensive development based on the effectiveness. The modern theory of development and the statistical facts of Vietnam's net school enrolment and technical qualification level demonstrate that the inclusive, sustainable development strongly requires the new educational management thinking of policy makers and the implementation of the social policy of high education for all people.

Key words: Model of development, extensive development, intensive development; inclusive, effectiveness, creativity; inclusive, sustainable development; net school enrolment, technical qualification, high education, policy.

1. Background

Most of Vietnam's public opinions state that Vietnam is in the condition of 'redundancy of teachers, shortage of workers'. This means that Vietnam has too many teachers and shortage of workers. This public understanding may lead to decisive policy prioritizing increasing education quality rather than increasing the quantity, rate of education enrolment at the right age from kindergarten to university. Under the pressure of this public social opinion renovation of education has been strongly centered in reforming education, training program contents, textbooks, training materials and examination procedures. A system of (internal) education quality insurance organs, organizations, centers have been set up and are operating in order to improve the quality of primary and lower-secondary education for the majority and post- upper-secondary and tertiary education for the minority of the population. Rapid assessment of thousands of people of tertiary and post-university education level indicate clearly the above-mentioned opinions of 'redundancy of teachers, shortage of workers' stemmed from the lack of the information or knowledge exaggerating the rate of enrolment at the right age of the population of secondary and university age.

Being asked about the rate of university admission of the population of university age in 2009 most of respondents of over university education gave very optimal numbers (40%-80%), 2-4 times higher than the official survey results of net university enrolment rate. There maybe they did not know exact statistics or survey results of kindergarten-university education opportunities, their opinions, comments and evaluation or contribution to education renovation are affected by public social opinions. In fact, Vietnam is in the shortage of high quality teachers as well as of workers with high technical training after their secondary school graduation, especially well-educated university and post-university workers.

At the same time, a socio-economic policy made is that Vietnam needs to transmit from extensive development model basing mainly on low-level, cheap labor and high capital and material input used to intensive one basing on science, technology and

invisible capital, social capital and high educated human resources. But, how this transmission to this inclusive, sustainable development model can happen when the public social opinion of ‘redundancy of teachers, shortage of workers’ is prevail among the people, leaders, managers and even scientists and educators. Facing this situation this paper has the task of introducing the approach of inclusive and sustainable development model to emphasize that that kind of development requires to start from the people, for the development of the people through social policy opening more education opportunities from kindergarten to university for all people.

2. Inclusive and sustainable development: Models and stages

Where is Vietnam in the development stages? Vietnam is at the initial stage of the process to the socialism (Le Ngoc Hung 2014). If this initial stage is divided into smaller steps then Vietnam is still in the first steps of the renovation process, from a subsidized, bureaucratic, command economic system to a market-led oriented to socialism. A question here is how long will this thereby process take place? How many stages, steps, smaller steps, and so on? What kind of features, properties do each stage, step have? To provide answers to these questions one needs to refer to inclusive and sustainable development approach that is based on latest studies of national competitiveness, studies of the development of human rights, human capacities done by Amartya Sen (2002) in 1980s and studies about human capital by Gary Becker in 1964 (2010).

The Report of global competitiveness in 2014-2015 provides a classification world economies (three groups) by per capita income: Group 1 of under US\$ 2000 per capita income; Group 2 is of from US\$ 3000 to about 9000 and Group 3 is of over US\$ 17000. Between these groups are those which are mediate and transforming ones. The Report also gave 12 national competitiveness pillars and divides them into 3 groups as follows: Group 1 consists of 4 pillars of human resource factors (I) institution; (II) infrastructure; (III) macro-economic environment; and (IV) Health and education. Group 2 consists of 6 effectiveness pillars (V) high education-training, (IV) effectiveness of commodity market’ (VII) effectiveness of labor market’ (VIII) the development of financial market; (IX) the availability of technologies and (X) scope of market. Group 3 consists of 2 pillars: creativeness and dedication (XI) the dedication level of business activities and (XII) level of renovation and creativeness. Parallel to these three pillar groups are three development models: The first model is the development basing on human resources or so-called extensive development model; the second is the model basing on effectiveness or intensive one and the third model is the development model basing on the creativeness and renovation (World Economic Forum 2014; UNDP 2016: 58-62).

One can observe 12 national competitiveness pillars and all three development models at every time of the development of a nation. However, different contribution rate of pillar groups and correspondently development models, every development stage is characterized by a structure of pillars and development models. A table below

summarizing development stages indicates stage 1 characterized by lower than US\$ 2000 per capita income and very high contribution of factor pillars, 60% and low contribution of creativeness pillar, 5%. Stage 2 characterized by average capita income level, from US\$ 3 thousand to 9 thousand and the highest rate of creativeness pillar, about 50%. Stage 3 is characterized by over US\$ 17 thousand per capita income and the rate of contribution by creativeness pillar as high as 30% (table1).

Table 1: *The stages of development by GDP per capita and the structure of development pillar groups*

	Stage 1 Factor-driven	Transition from stage 1 to stage 2	Stage 2 Efficiency- driven	Transition from stage 2 to stage 3	Stage 3 Innovation- driven
GDP Per capita (USD)	< 2.000	2.000- 2.999	3000- 8.999	9.000 – 17.000	> 17.000
Contribution by factor pillar group, %	60	50	40	30	20
Contribution by effectiveness pillar group, %	35	42.5	50	50	50
Contribution by creativeness pillar group, %	5	7.5	10	20	30
Total	100	100	100	100	100

Source: World economic forum 2014; UNDP 2016: 56

What development model and where in the development trajectory is Vietnam? Basing on the Report of global competitiveness 2014-2015, the authors of UNDP report finds out: in 1986 the per capita income of Vietnam was US\$ 89/ person, in 2014 it reached US\$ 2.054/person and it is projected it will reach US\$ 2.724-3.348/person in 2020. This means during 1986-2014 Vietnam was at stage 1 of the development basing on the pillar of human resource factor that is extensive development model; from 2014-2020 Vietnam is transforming from stage 1 to stage 2 of the development basing on effectiveness factor, distributing and using human resources; from 2020 onward Vietnam will step in stage 2 and then transforming into stage 3 development basing on creativeness. It is difficult to say exact timeline of every development stage. But Vietnam spent about 25 years for stage 1 extensive development and 10 years on

transforming stage to intensive development. That means very possibly Vietnam will spend similar amount of time for stage 2 development basing on effectiveness and proceeding transforming stage (UNDP 2016: 60).

However, in economic-technical dimension, it is noteworthy that there maybe difference in the way of calculating per capita income level, so the timeline setting of every development stage is very relative. The importance of approaching inclusive and sustainable development is that stage 1 is characterized by the pillars of human resources whereas education factor is mainly of compulsory primary and lower-secondary education. While, the leading pillar of stage 2 is ‘high education and training’ and it will be the core pillar of renovation and creativeness for stage 3.

This means to speed up the transform from stage 1 to stage 2 there needs to strengthen investments for ‘high education and training’ development, i.e. compulsory upper-secondary and university education and more opportunity for post-secondary education and especially tertiary education. Vietnam’s development now, at this stage, requires education to go first, not stopping at consolidating primary, lower-secondary education compulsory and technical training for lower-secondary gradulators but further opening opportunities for upper-secondary and university education. The public opinion of ‘redundancy of teachers, shortage of workers’ as above mentioned seems to appropriate at the stage of extensive development basing on human resource pillar characterized by cheap and low educated labor force. Under the pressure of the public opinion of ‘redundancy of teachers, shortage of workers’ with education renovation by reducing teachers and increasing skilled workers will make it more difficult to transform from extensive to intensive development model, to stage 2 of the development basing on pillar of effective using and distributing higher education labor force human resources.

In terms of social and human development education is the target and motivation as well. However, to emphasize the change of quality in the process of transforming development model one should study the approach of development as the right for freedom of Amartya Sen, who developed the human development index (HDI) and won the Nobel Prize on economics in 1998. To Amartya Sen, social development requires to ensure human right and improve capacity to implement basic rights of man for economy, education, health care and participation in social management (2002). Since 1980 the development approach of Amartya Sen has been continuously added in the direction of ‘inclusive ‘ and ‘sustainable’, i.e. to open more development and capacity building opportunities to master opportunities in a equitable way for all people, including poor, vulnerable people in both urban and rural areas. The report of human development 2015 in Vietnam by UNDP emphasizes three dimensions of inclusive and sustainable development: (I) to increase opportunities through higher productive employment, (II) capacity improvement through improvement health care and education services, (III) capacity improvement to prevent and fight against risks through improvement of social

support. Among these three dimensions education is the target and at the same time motivation of the economic growth and social and human development. Scientific facts indicate improved education leads to increase in incomes of working people, accelerating intellectual, personal development and consolidating the belief, the social solidarity, order and agreement. But, education can strengthen motivation function, role of development and target of development when opportunity to access education from kindergarten to university are available for all people rather than for only for individuals, groups, communities who have sufficient conditions (UNDP 2016: 16).

3. The situation of Vietnam's education through the net school enrolment rate

Confronting this covering requirement of sustainable development Vietnam's education in the recent time could ensure primary education compulsory for 95% of children schooling at the right age and 90% of lower-secondary education compulsory. From here emerging terminology 'social justice at low level' and 'social equity at low level' to note equity in education opportunity that has been provided in an equal way for almost all people but for low level of education – compulsory primary and lower-secondary education. One needs to recognize and evaluate this basic and important achievement of Vietnam education system. In 2014, the index of education contribution to human development was 43%, the contribution index of income was 40% and expectancy – 17%. Thank to this achievement in education system Vietnam has been ranked high in terms of human development level as compared to low level of economic development and that allows Vietnam to narrow the gap between income grades and human development index, (UNDP 2016: 23, 27). In 2014, the HDI of Vietnam was 0.666 and ranked as 116, while per capita income was US\$ 5.1 thousand (GNI - PPP equivalence in 2011) and ranked as 131. Vietnam has succeeded in narrowing per capita income gap and HDI from 24 in 2000 down to 15 in 2014.

However, the rate of children going to secondary school at the right age of Vietnam was still low, 63.1% in 2014 that is up to one-third of the population of 15-17 age who did not go to secondary schools (table 2). In 2014, only one-fifth young people of college and university age go to colleges and universities and the rest, about 80% did not go to colleges and universities. Accordance to UNDP (2015), it is estimated that, by 2020, Vietnam will have about a million of young people with 'empty hand', i.e. they do not complete lower-secondary school and 1.3 million young people do not complete upper-secondary school, to join the labor market (UNDP 2016: 93). At the same time, about a million of children of 5-14 age never go to school but drop out. With an annual average growth of over 1% of the rate of enrolment at the right age, Vietnam will needs much more time to get upper-secondary compulsory and open more high education opportunities for all people.

From the approach of inclusive and sustainable development one can find out some other problems in social inequality in education between urban and rural areas and

among regions of Vietnam. The rate of population going to upper-secondary school is only 50% in Tay Nguyen and Cuu Long Delta regions. This means there are a half of the population of 15-17 age in these two regions do not go to upper-secondary schools. The rate of people going to colleges and universities at the right age in the Red River delta is 3-4 times higher than that of Tay Nguyen and Northern mountainous regions. The rate of people going to colleges and universities at the right age in the urban area is three times higher that of rural area. In other word, in terms of social coverage of sustainable development Vietnam needs more time to provide more opportunities of accessing secondary and university education for all people in urban-rural areas and other regions.

Table 2: The net school enrolment rate of the whole country, in urban, rural areas and regions in Vietnam, 2014, %

	Primary	Lower-secondary	Upper-secondary	College, university
National, in 2009	95.5	82.6	56.7	16.3
National, in 2014	96.8	88.0	63.1	20.9
Urban area	97.5	91.8	73.2	39.5
Rural area	96.4	86.4	59.2	11.7
1. Northern mountain region	95.9	85.4	55.9	8.3
2. The Red River Delta	98.6	96.2	82.2	32.6
3. Central and coastal region	97.2	91.2	66.9	20.3
4. Tay Nguyen	95.5	80.2	51.4	7.7
5. South-eastern region	97.3	89.0	61.7	28.9
6. Cuu Long Delta	94.9	80.4	48.1	13.9

Source: The Ministry of Planning and Investment, GSO, 2015: 49, 380

4. The technical qualification of Vietnam's human resources

In 2014 there was 9.5% of Vietnam's over 15 age population had high technical qualification, namely 2.6% of them had college education, 6.9% had university and higher education (table 3). The structure of Vietnam's human resources' professional qualification were 6.9% university, 10.2% college, vocational, medium and primary technical training and 82.8% did not have any technical and professional training. It is translated that one 'teacher of university education' having 1.5 technician and 12

unskilled workers. If we see a person with college education as a ‘teacher’ then Vietnam’s human resources’ structure is as follows: 1 teacher/0.8 technician and 8.7 unskilled workers. This structure is of extensive development model characterizing development stage 1 basing mainly on cheap and low cost labor force.

In the last five years Vietnam succeeded in increasing the rate of the population of technically and vocationally trained from 13.3% in 2009 up to 17.2% in 2014, i.e. decreased the number of untrained workers from 86.7% down to 82.8% accordingly. At the same time, the rate of the population of primary and medium technical and professional qualification increased slightly while those of high qualification increased from 6% to 9.5%. However, the speed of increase in high technical and professional qualification of the population is very slow, just 0.7% annually.

Table 3: The structure of over 15 age population by technical and professional qualification in Vietnam, 2014, %

	Total	Unskilled	Primary	Secondary	College	University and higher
Nation	100	82.8	1.8	5.8	2.6	6.9
Male	100	81.4	2.1	6.4	2.5	7.6
Female	100	84.2	1.4	5.3	2.8	6.3
Urban area	100	70.8	2.5	8.3	3.7	1.,7
Rural area	100	88.9	1.4	4.6	2.1	3.0
Socio-economic regions						
Northern mountain region	100	83.4	2.1	7.2	2.7	4.6
The Red River Delta	100	75.4	2.7	8.2	3.8	1.0
Central and coastal region	100	83.4	1.7	6.1	2.9	6.1
Tay Nguyen	100	87.1	1.2	4.5	2.1	5.1
South-eastern region	100	80.7	1.7	5.1	2.7	9.8
Cuu Long Delta	100	91.4	0.8	2.9	1.2	3.7

Source: The Ministry of Planning and Investment, GSO, 2015: 55.

This means that Vietnam will need many years to increase the rate of technical and professional trained population, especially high level one. From the above mentioned inclusive and sustainable development perspective, one can say that Vietnam will move to stage 2, development basing on the effectiveness by the rate of the growth of per capita income index, but will be very slow to reach the effective development if one evaluates by high education-training index.

With this education and technical training situation there are not few opinions that Vietnam has had teacher redundancy and unskilled worker shortage. This argument seems to lack of information and analysis of facts as just presented. In the case where Vietnam continues to be very slow in changing its development model, namely here in maintaining primary education compulsory and increasing the quality of education grades the danger may happen to the development is not only facing ‘medium income trap’ but also ‘low-medium education trap’. Some studies indicate that by 2014 Vietnam’s average number of schooling years was similar to that of the East Asia and Asia Pacific region countries. However, with the average number of schooling year as much as 7.5 years, Vietnam is still left behind other more developing countries like Malaysia with 10 years and Korea 11.9 years. What is noteworthy that expected schooling year number of Vietnam is 11.9 years, lower than 12.7 years of East Asia and Asia Pacific region, 13.5 years of Thailand, 13.1 years of China and 16.9 years of Korea (UNDP 2016: 23).

5. Question and discussion of social policy of education for the inclusive and sustainable development

While discussing about education-training, a very difficult question is often raised: why is Vietnam still a poor country when the educational system has gain big success, not less than in other country? Namely, (UNDP 2016: 64): the average number of schooling years of Vietnam is 7.5 years, similar to that of China (7.5 years) and higher than that of Thailand (7.3 years) but, and the GNI, PPP (purchasing power parity) of Vietnam was only US\$ 5.1 thousand in 2011 while the that of China was US\$ 12.5, Thailand was US\$ 13.3 thousand and East Asia and Asia Pacific region was US\$ 11.5 thousand. The answer is maybe in the so-called ‘medium education trap’ and ‘social equity at low level’. That is, Vietnam has had a high literacy rate of the population and gained compulsory primary and lower-secondary education but only a minority of its have had opportunity for post-secondary and university education. While at the same time, high increase in labor productivity is brought about by high skill human resources rather than by low cost, cheap and unskilled labor force. The labor productivity of Vietnam by PPP increased rather fast, at about 5% in 2005, from US\$ 2.2 thousand in 1994 to 5.3 thousand in 2012. But, it is still low as compared to that of many other countries, e.g. the labor productivity of China was US\$ 14 thousand and that of Thailand US\$ 14.4 thousand in 2012.

Another conundrum is why should Vietnam spend more money on education as it has been spending much more? This question is stemmed from the available figures (UNDP 2016: 103) indicating that Vietnam had increased spending on education from 3.5% GDP in 1999 to 5.5% GDP in 2010. With 5.5% GDP spent on education, Vietnam is spending much on education, even more than some other developed countries (5.4% to GDP on average) and much more than other low-and medium income countries (4.6-4.8% to GDP on average). However, more careful look allows us to see the problem is the spending level on education per person. The present spending level (current price) on education of Vietnam is rather low, US\$ 64 in 2010, while that of Thailand is US\$ 162, Malaysia US\$ 477, low-medium income countries US\$ 105 US\$, and high-medium income countries US\$ 332 and high-income countries US\$ 1792. The average spending level on education of the world is US\$ 644, ten-times higher than Vietnam. Another part of the answer is maybe in the spending structure on education grades (UNDP 2016: 104): Vietnam is possibly spending too big portion, more than 28% of the total spending on education, of money on primary education, 22% on lower-secondary, too little on kindergarten and pre-school, 8%, 11% on upper-secondary education, more than 13% on vocational training and more than 12% on college and university education. A study conducted by OECD (2014) indicates (Development Centre Studies 2014: 106) that in 2011, an average spending per head of primary student/pupil in Vietnam accounts for 27.6% to per capita GDP, the highest rate among East-Asian countries and higher than the average rate, 23%, of OECD countries.

Vietnam spends too small portion of spending on kindergarten and pre-school education. In 2012, the kindergarten and preschool enrolment rate just reached 34.6%, i.e. more than two-third, exactly 65.4% of children did not have very necessary opportunity to build up their very needed and important ability at really essential time of their lives (UNDP 2016: 93). From the approach of inclusive and sustainable development, the lack of development capacity at the initial time of the life of an individual will lead to the lack of working ability and high quality job opportunities, low labor productivity, low life quality and slow development. Therefore, the question raised here is not only need to increase the rate of spending on education but also the rate of per capita spending and appropriate, effectively distributing, using expenses, investments in education of different grades from kindergarten to university. Very possible the renovation in education system of Vietnam has been spending too much on the increase of internal quality of the system, focusing on reforming the contents, programs, textbooks and training materials. Therefore, it is time to renovate education policy, shifting the center to increase external quality in the sense of meeting the requirement of the inclusive and sustainable development: increasing the rate of children having opportunities to develop their capacity at earlier years of their life, i.e. kindergarten and pre-school education; at the same time, increasing the rate of population having high, post-upper-secondary and university education levels.

Practical questions of questions to justify the theory are: if Vietnam's transforming economy really needs a higher rate of population of high education and training level? What does a poor economy need high quality human resources for? Is it true that in the situation of the economy as now the better and higher educated the more unemployed and un-economical results it will bring about for individuals, families and society? In short, if university education is effective for a poor economy that is not capable to use highly educated human resources? A part of the answer is in the right question: the economy transforming from stage 1 basing on cheap, low educated labor force to stage 2 basing on effectiveness certainly requires first of all the development of high, post-upper-secondary education-training, university and over education. In other word, if the development has had to stop at stage 1 it would not have to widen high level education opportunities. But, in both theory and practice, why and how to get it stopped when the movement of the economy and society necessarily find it on way, i.e. the development of the society itself requires to accelerate high level education-training. The solution here is to develop and implement a inclusive institutional policy (inclusive institutions) as terminology of Daron Acemoglu and James A. Robinson (2014) to provide wider equal conditions and opportunities to attract the participation of all social groups, classes to effectively and fast speed up this development process.

Another part of the answer can be found in the studies about the socio-economical importance of the increase education and skill level of working people in general and university education in particular for the growth of labor productivity and, income and life quality. Gary Becker, the noblest of economics in 1992 wrote the first in 1964 a book of human capital, pointed out a personal profitability from the university education outstanding that of business capital (2010). A study of UNDP (2015) about Vietnam indicates that if the rate of a worker of bachelor degree and over increases by 1% then the productivity will increase by 0.22%; if a manger having a master degree or over the productivity will increase by 0.17% than a firm whose manager has only college or lower; if a firm has had research and development capacity its productivity will increase by 19.3% more than that does not have R&D capacity (2016: 76). A study by the World Bank (2011) on the root of nations' wealth points out the portion of material capital including natural capital such as agricultural land, natural resources accounts for only 5%, production funds including machines, equipment accounts for 18% and non-material capital including human, social capital and institutional capital accounts for 77% of the per capita wealth, US\$ 121 thousand, in the world in 2005. The structure of three types of capital, natural, production and non-material capital of Vietnam are 38.7%, 16.5% and 44.8% respectively in value of the per capita wealth, US\$ 9,374. This confirms that Vietnam's development model is now basing on the natural and low qualification human capital which typical for the development model of low income countries. Medium income countries have had the portion of natural capital of 20%, production capital of 20% and non-material capital of 60%. Clearly, to move up to

higher development model requires to implement development policy that allows to reduce the dependence on natural capital down to about a half, increasing production capital and non-material to 1.5 times, whereas giving priority to increase the portion of human capital with high education-training level (2011: 7, 187).

A practical question to be referred to: A convincing solution can be found in the practice of million Vietnamese families who have been making investments in the education for their children and grandchildren to enter universities. In fact, there may not have exact figures of the effect of high technical and professional qualification as just mentioned but the evidence of making change in the poor life of many individuals and families is clear fact to convince and make spillover effect on investments in high education for expected interests of individuals and families. Therefore, a paradox is that the more public opinion ‘redundancy of teachers, shortage of workers’ is common the more practical the race for university education of individuals and families becomes. This becomes rational and can be explained if we base on the inclusive and sustainable development approach. By this way one can see any advancement of the society brought about by plenty of actions of rational choices of individuals in the condition that they are given with right to make choice and opportunities opened in an equal way for all people. A valuable experience in making social policy of Vietnam that needs to be learnt here is ‘the state and people do together’ basing on the spirit of openness, transparency and responsibility. In fact, the public opinion of ‘redundancy of teachers, shortage of workers’ should reflect a reality where Vietnam needs more teachers who have university degrees and more highly educated, highly skill trained workers. Therefore, there needs to renovate social policies of education so that all young people to have higher education opportunity including high school and college and university for the inclusive and sustainable development.

In conclusion, the inclusive and sustainable development approach indicates the tendency of transferring from stage 1 of the development basing on factors characterized by low qualification human resources, low cost labor force, to stage 2 basing on the effectiveness of distribution and using the human resources characterized by high level education and training and step-by-step moving to development stage 3 basing on renovation and creativeness. The inclusiveness and sustainability of the development requires to ensure the human rights, widening opportunities and equally increasing capacity for all people. During the process of this development education-training becomes the target, motivation and pillar of the development and transforming from this development stage, model to another one. Especially, the transforming of development stage basing on quantitative factors to one basing on the quality and effectiveness requires huge investments in high education-training, which, in turn, requires to move fast from compulsory primary and lower-secondary education to compulsory kindergarten and pre-school and then providing more opportunities for high education-training- upper-, post-upper-secondary and tertiary education for all people. The public

opinion of ‘redundancy of teachers and shortage of workers’ has been stemmed from the lack of information of the net school enrolment of high education levels and the educational, professional structures of Vietnam’s labor force. Therefore, there need to provide sufficient information, on the one hand, and on the other hand, continues studies these issues in order to renovate policy to accelerate the opening up more high education-training opportunities for all people to serve the inclusive and sustainable development in Vietnam.

References

1. Amartya Sen. 2002. *Deleopment is Freedom. The Central Institute for Econpmic Management (CIEM. Hanoi: GSO Publisher.*
2. The Ministry of Planning and Investment. GSO. 2015. *Interime Population and Housing Survey 1/4/2014: Main findings.* Hanoi. September. 2015.
3. Daron Acemoglu and James A. Robinson. 2014. *Why nations failed: The root of power, prosperity and poverty.* Ho Chi Minh Cty: Young Publisher.
4. Development Centre Studies. 2014 *Social Cohesion Policy Review of Vietnam.* OECD.
5. The World Forum. 2014. *Global Competitiveness Report 2014-2015.*
6. Gary S. Becker. 2010. *Humn capital: Theoretical analysis and experience especially relating to education.* Hanoi: The Publisher of social science.
7. Le Ngoc Hung. 2014. “From renovation of theoretial thought to socio-economic structure change in Vietnam”. 12/12/2014. <http://www.tapchicongsan.org.vn/Home/Nghiencuu-Traodoi/2014/30824/Tu-doi-moi-tu-duy-ly-luan-den-bien-doi-cau-truc.aspx>
8. The World Bank. 2011. *The structural change of Nations’ wealth: The measurement of sustainable development in a new millanium.* Washingtin: The WB.
9. UNDP. 2016. Growth for the people: *Human Development report Vietnam 2015 on the inclusive development.* Hanoi: The Publisher of social science.