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The organizational structure's the development of the Ministry of education and training Vietnam: Fluctuation in past and present

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Abstract

Development of organizational structure of the Ministry Of Education And Training plays a significant role in institutionalizing the Party and State's guidelines, undertakings and policies on education and training, while also reflecting the historical development of Vietnamese education. This article presents the process of formation and development of organizational apparatus from the Ministry of National Education in the Provisional Revolutionary Government of 1945, the Ministry of National Education in the Government of the Democratic Republic of Vietnam from 1946 to 1960, the Ministry of Education according to the Law on Organization of the Government Council (1960-1965), the period of dividing the Ministry of Education into the Ministry of Education and the Ministry of Tertiary and Professional Secondary Education, to the organizational structure of the Ministry of Education and Training (1990-2024). The results show that the organizational structure of the Ministry of Education and Training is always changing to meet the nation's requirements in each historical period. This development process also shows advantages and limitations from the perspective view of organizational science. It needs to have more thorough research on this issue to summarize lessons learned, contributing to promoting administrative reform in the current education sector.

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1. Introduction

Vietnam's education progress over the past 80 years (1945-2024) has achieved many great achievements, from eradicating illiteracy, raising people's knowledge, fostering talents, building a learning society to developing and expanding scale, focusing on quality, international integration... In the general development of education, the organization of the Ministry of Education and Training (MOET) has also undergone many changes. At each historical period, stemming from subjective and objective conditions, the construction of MOET organizational structure aims to ensure the leadership of the Party, monitor the principles of educational organization and management, and bring education to the goals set by the Party and The state. Researching the history of organizational development of MOET to help better understand the history of Vietnamese education from the August revolution of 1945 to the present, to help assess the strengths and shortcomings of the MOET organizational structure. Currently, MOET is making efforts on administrative reform and researching the MOET organizational structure in order to build and perfect institutions, improve the administrative efficiency of the education sector, meet the requirements of the missions and development of the country, especially the mission of building and developing e-Government and Digital Government (MOET, 2021).

2. Historical documents and methods

This research belongs to the field of history. Therefore, historical documents are one of the "means" through which researchers

can be aware of what happened in the past (Pham Xuan Hang, ed., 2018) ^[14]. According to the classification of Vietnamese historical documents (Nguyen Van Hiep, ed., 2019) ^[13].

the historical documents used in this research are mainly direct historical documents (also known as primary historical documents), which are legal documents of State agencies issued in accordance with their competence, forms, order and procedures prescribed in the legal system. Specifically, this research collects and uses historical documents including:

- Legal documents of the Provisional Revolutionary Government of the Democratic Republic of Vietnam on the functions, missions, structure and organizational structure of the Ministry of National Education issued from 17/8/1945 to 31/12/1945; Legal documents of this period are called decrees.
- Legal documents of the Government of the Democratic Republic of Vietnam issued from 1946 to 1975 on the structure and organizational structure of the Ministry of National Education, the Ministry of Education, the Ministry of Tertiary and Professional Secondary Schools; Legal documents of this period include decrees of the Government and the Government Council.
- Legal documents of the Government of the Socialist Republic of Vietnam on the functions, missions, structure and organizational structure of MOET, issued from 1975 to present; Legal documents of this period include decrees of the Government and the Prime Minister.

In addition to the legal documents used as the main historical documents, the research contains references to a number of secondary historical documents, which are publications related to the history of Vietnamese education from 1945 to present (Tran Hong Quan, ed., 1996; Le Van Giang, chief, 1995; Nguyen Canh Toan, ed., 1996; Nguyen Huu Chau, ed., 2007) ^[16, 9, 13].

In terms of research methods, the research uses the historical method. Based on the principle of historical methodology, the article serves as an interpretive narrative of "some events or sequence of events" related to the mission, function and organizational structure of the MOET. Through the chronological presentation of events, the article tries to describe interesting and important events in the organizational structure, functions and development of the organizational structure of MOET.

3. Results and discussion

3.1. Organizational structure of the Ministry of National Education in the Provisional Revolutionary Government of 1945

On August 28, 1945, the Provisional Government of the Democratic Republic of Vietnam (PGDRV) issued a Declaration to the nation as well as the world on the establishment of a new Government. The Ministry of National Education is one of the ministries - members of the Government - established during this time (Le Van Giang, chief, 1995) ^[9]. The Ministry of National Education at the beginning of its establishment had a ministerial office and the following departments: University Department, Secondary Department and Primary Department.

On August 13, 1945, Vo Nguyen Giap signed a decree on behalf of the Government merging into the Ministry of National Education French School of the Far East, Museums, Public Libraries (except office-dependent libraries),

Institutes (such as the Institute of Oceanography), administered by the Minister of Education (PGDRV, 1945a) ^[18].

On the three consecutive days of August 16, 17 and 18, 1945, the Provisional Government issued three decrees on the task of "eradicating illiteracy": 1) Decrees establishing throughout Vietnam the rank of Academic Inspectorate to monitor learning in accordance with the educational program of the Government of the Democratic Republic (PGDRV, 1945b) ^[19]; 2) a decree establishing Popular Education throughout Vietnam (PGDRV, 1945c) ^[20]; decree abolishing academic quotas set by the French colonialists (PGDRV, 1945d) ^[21].

On August 19, 1945, the Provisional Government issued a decree stipulating that "throughout Vietnam, evening classes shall be open for farmers; within six months, every village and municipality must be a classroom that can teach at least thirty people" (PGDRV, 1945e) ^[22].

On September 8, 1945, the Provisional Government issued a decree stipulating that "the learning of the national language from this year is compulsory and free of charge for all; Within one year, all Vietnamese people over eight years of age must be able to read and write the national language" (PGDRV, 1945g) ^[23].

On October 10, 1945, the Provisional Government issued Decree No. 144, establishing an Academic Advisory Council with the task of studying an educational reform program in the Democratic Republic of Vietnam, monitoring the practice of that program once approved by the Government Council, revising pedagogical experience to suit the political, economic and social situation in the country, and advising the Minister of Education in case of pedagogical problems (PGDRV, 1945h) ^[24].

Thus, in a short time, education has been put in an urgent situation, one of the 3 most important missions of the young State of Vietnam. Although the organizational structure has not yet been fully formed, the Provisional Government has taken practical and effective actions to take care of the cause of education. The contents of work, organization and management in accordance with the ordinances of the State, were sufficient to manage and perform the missions of national education.

3.2. Organizational structure of the Ministry of National Education in the Government of the Democratic Republic of Vietnam 1946-1960

In January 1946, the National Assembly general election was successful, the Government of the Democratic Republic of Vietnam was officially established, beginning the process of building a new democratic system. On July 9, 1946, the Government issued a decree on the organization of the Ministry of National Education, "consisting of central agencies directly under the professional and administrative authority of the Ministry and those subordinate to the Departments." The decree stipulated that the organization of the Ministry of National Education consists of the Central Agencies of the Ministry and the departments (Govt., 1946). Central Agencies included: Offices run by an Office Manager, Affairs Departments run by an Affairs Manager, and Departments run by a General Manager. The departments include: General Office of the University Affairs, General Office of Secondary Affairs and Office of Northern Secondary Affairs, General Office of Primary Affairs and Office of Northern Primary Affairs, General Office of Popular Education and Office of Northern Popular

Education, General Office of Youth and Physical Education of the Central Department. The General Office was the state-level administration by sector. Each department was assigned to manage by university, secondary, popular education and youth physical education. The mechanism of operation of the Ministry of National Education besides the Minister also included the Academic Advisory Council (established in October 1945). In July 1946, the Government established the Textbook Council.

3.3. Organizational structure of the Ministry of Education according to the Law on Organization of Government Councils (1960-1965)

The Second National Assembly, in its first session, approved the Law on Organization of Government Councils (National Assembly, 1961)^[15]. Implementing the Law on Organization of Government Councils, on November 7, 1961, the Prime Minister issued a Decree on the missions, authority and organizational structure of the Ministry of Education. According to this decree, the Ministry of Education is an agency of the Government Council responsible for managing education according to the guidelines and policies of the Party and the State; ensuring the successful completion of missions and plans for the development of general education and cultural supplement, in order to nurture young generations into socialist enlightened workers, with good moral qualities, cultural and technical qualifications, with good health and contributing to the continuous improvement of cultural level, techniques for officers and the working class; together with relevant ministries in charge of training scientific and technical personnel to meet the demands for socialist economic and cultural development.

The Ministry of Education would have the following missions and authority: 1. To study and submit to the Government Council promulgation policies, regimes and regulations on education; approve educational development plans within the Ministry's management; organize and direct the implementation of that plan; 2. To formulate and promulgate professional regulations and regimes applicable to high schools, cultural supplements, universities and professional secondary schools; direct the implementation of such statutes and regimes; 3. To direct local educational institutions in terms of expertise; 5. To direct the construction of schools and equipment for universities, professional secondary schools, high schools, kindergartens under the Ministry of Education's management; 6. To manage universities and professional secondary schools under the ministry; monitor and summarize the general situation of the university sector and the professional secondary sector (including schools under other ministries); 7. To formulate programs and compile textbooks for universities and professional secondary schools under the Ministry; 8. Manage Vietnamese students and postgraduate students abroad and foreign students and postgraduate students in Vietnam; 9. To give suggestions to the Committee on Training and Distribution of staff on the distribution of students and postgraduate students at universities and professional universities, and students and postgraduate students after studying abroad; 10. Educational scientific research; 11. To formulate curricula and compile textbooks for high schools, primary schools and kindergartens; direct the educational content for such schools and classes; 12. To formulate culturally supplementary curricula and textbooks; direct the eradication of illiteracy and promote cultural

enrichment for officers and the working class; 13. To study and guide the formulation of national scripts, their teaching in high schools and cultural enrichment classes in ethnic areas; 14. To organize teacher training at all levels in order to meet the development needs of the educational work under the ministry's charge; 15. To implement agreements that our country has signed with foreign countries in terms of education; carry out the exchange of educational work experiences with foreign countries; 16. To manage organizations, officers, permanent labor, contract labor, assets, finances and supplies in agencies and schools under the Ministry according to the general regime of the State.

The Minister of Education is responsible to the Government Council and to the National Assembly for leading the entire work of the Ministry as stipulated in article 2. The Deputy Ministers of Education assist the Minister in general leadership and may be delegated by the Minister to direct each part of the work of the Ministry. Within authority, on the basis of and for the enforcement of laws, and decrees, resolutions, decisions, circulars and directives of the Government Council, the Minister of Education shall issue circulars and decisions and inspect branches and levels in the implementation of such circulars and decisions; amend or abolish inappropriate decisions of subordinate agencies in respective branches; propose amendments or abolishment of inappropriate circulars or decisions related to educational work of ministries, ministerial-level agencies, agencies attached to the Government Council or local administrative committees.

The organizational structure of the Ministry of Education included: 1) Offices; 2) Department of Personnel Organization; 3) the Inspection Board; 4) Department of Teaching Schools; 5) Intermediate University and Professional Department; 6) Department of General Education; 7) Department of Cultural Supplement; 8) Institute of Educational Scientific Research; 9) Career units under the Ministry. The missions of the Offices, Departments, Institutes and non-business units under the Ministry's management shall be specified in the organizational charter of the Ministry of Education approved by the Government Council.

When implementing according to the Law on Organization of Government Councils, the organizational structure of the Ministry of National Education has had some changes. In the past, there were subordinate offices in the departments. After organization under the Law on the Organization of Government Councils, the departments did not have subordinate offices. Subordinating the former General Offices of the Department were chairmen in charge of the offices, while the Departments implement the expert regime. Team leaders, expert team leaders or individuals working directly with Department Managers or Deputy Department Managers according to assigned jobs.

3.4. Splitting the Ministry of Education divided the Ministry of Education and the Ministry of Tertiary and Professional Secondary Education

In October 1965, the National Assembly Standing Committee decided to split the Ministry of Education into the Ministry of Education and the Ministry of Tertiary and Professional Secondary Education - MTPSE (NASC, 1965). Subsequently, the Government Council issued two decrees, stipulating the missions, authority and organizational structure of the MTPSE. Accordingly, decree of the

Government stipulated the missions, authority and organizational structure of the MTPSE as follows:

The MTPSE is an agency of the Government Council, tasked with managing the training of scientific and technical personnel at secondary school, high school and higher education levels according to the Party's ways, guidelines and policies of the Party and the State, ensuring the successful completion of missions and plans for the career development of higher education and professional secondary education.

The MTPSE would have the missions and authority: to study and submit to the Government for promulgation and self-promulgation under its competence policies, regimes and regulations on higher and secondary professional education, including objectives, contents, examination methods, student regulations, teaching staff, textbook publication, school organization; organization of educational scientific research, management of schools, students and students abroad; implementation of international cooperation agreements...

In terms of organizational structure, the MTPSE included: Ministry Office, Department of Personnel Organization, Department of Planning and Finance, Department of Universities, Department of Professional High Schools, Department of In-Service Training, Department of Scientific Research, Department of Domestic Student Management; Department of Oversea Student Management, Department of Political Education, Department of Physical Education – Military, Tertiary and Professional Secondary Education Press, Journal of Tertiary and Professional Secondary Education.

The organizational structure of the professional MTPSE existed for more than 20 years. In 1985, the Council of Ministers issued a resolution on the organizational restructure to help the MTPSE perform State management functions (Council of Ministers, 1985). According to this resolution, the organizational structure performing the State management functions of the MTPSE included: Office, Inspection Board and 12 functional departments (Planning, Finance - Accounting, Science and Technology, Personnel Organization, International Cooperation, University Training, Professional secondary training, Postgraduate training, In-service training, Marxism-Leninism education, Department of domestic student enrollment and management, Management of students abroad).

For the Ministry of Education, in 1966, the Government Council issued a decree on the missions, authority and organizational structure (Government Council (1966). Accordingly, the Ministry of Education is an agency of the Government Council, responsible for managing the work of general education, kindergarten and cultural supplementation according to the Party's ways, guidelines and policies of the Party and the State, ensuring the successful completion of missions and plans for the development of general education, kindergarten and cultural enrichment... serving the needs of socialist economic and cultural development and the battle for national reunification.

The Ministry of Education has the missions and authority: to study and submit to the Government for promulgation and self-promulgation under its competence policies, regimes, rules and development plans on general education, kindergarten and cultural supplementation, professional regulations, curriculum formulation, textbooks formulation, scientific educational research organization, national script formulation, directing of the construction of schools, equipment, training and fostering, teacher management,

directing of local education levels, implementation of international cooperation agreements, etc. in general education, kindergarten and cultural supplementation.

The organizational structure of the Ministry of Education included: Ministry Office, Department of Kindergarten, Department of Primary Education, Department of Secondary Education, Department of Cultural and Technical Supplementation, Department of Teaching Schools, Department of Political – Teaching Education, Department of Physical Education and Sports, Department of Education in Mountainous Areas, Department of School Equipment, Department of Financial Planning, Department of Personnel Organization, Research Institute of Educational Sciences, Education Publishing House and Subordinate units.

In 1987, the MTPSE and the Ministry of Education were both merged with new units. The resolution on the one-step consolidation of the bodies of the Council of Ministers and the appointment and dismissal of some members of the Council of Ministers "has unified the work of youth education into the Ministry of Education on the basis of merging the Committee for the Protection of Mothers and Children into the Ministry of Education. Unified vocational education into the MTPSE on the basis of merging the General Department of Vocational Education into the MTPSE" (State Council, 1987). The MTPSE replace the Ministry of Tertiary, Professional Secondary and Vocational Education.

3.5. Organizational structure of the Ministry of Education and Training (1990-2024)

In 1990, the State Council decided to establish MOET on the basis of merging the Ministry of Tertiary, Professional Secondary and Vocational Education and the Ministry of Education to unify the state management of education and training (National Assembly, 1990). On the basis of the National Assembly's resolution, the Council of Ministers issued a decree on the functions, missions, authority and organizational structure of MOET (Council of Ministers, 1990). Accordingly, MOET would manage the entire national education system, including the following sectors: preschool education; general education; professional secondary and vocational education; undergraduate and postgraduate education to meet the requirements of building socialism and defending the country; directly direct a number of educational and training activities. MOET would have the responsibilities and authority: 1. To study and formulate strategies, master plans and development plans on education and training; guide sectors and localities in formulating objectives and major balances of education and training plans; 2. To submit to the Council of Ministers, the State Council and the National Assembly for promulgation of draft laws and sub-law documents related to education and training; 3. To promulgate under the competence of the Ministry; 4. To organize research on educational and training sciences; direct subordinate units in the field of research and application of scientific and technical advances; 5. To submit to the Council of Ministers decision the organizational system and regulations on branch staff, on the system of titles and professional standards for branch staff; to build and foster teaching staff at all levels; 6. To formulate plans and direct the implementation of plans for international cooperation in education and training according to regulations of the Council of Ministers; 7. To inspect education and training activities in all localities, branches and levels according to the

State's regulations.

The organizational structure of MOET performing State management functions included: Office, Ministry Inspectorate and 13 departments according to functions (Planning and Finance, Organization and Staff, International Cooperation, Science and Technology, Preschool Education, General Education, Professional Secondary and Vocational School, Undergraduate, Postgraduate, Teacher, Political and Student Work, Department of In-Service and Supplementary Education, Physical Education.) Dependent agencies included the Institute of Educational Sciences and the Research Institute for Educational Development.

In 1992, the National Assembly passed the Law on Government Organization. In 1993, the Government issued a decree on the missions, authority and responsibilities for State management of ministries and ministerial-level agencies. In 1994, the Government issued a decree on the missions, authority and organizational structure of (Government, 1993). In order to update the law and improve the organizational structure and functions and missions of MOET, in 1994, the Government issued a decree clearly defining the functions, missions, authority and organizational structure of MOET (Government, 1994). With this decree, the functions of MOET were added: implementing the goal of raising people's knowledge, training human resources, fostering talents; Regarding responsibilities and authority, there were some new points: to submit to the Government decision of the network of schools, the list of training professions of schools and higher training institutions, to promulgate regulations on the list of training professions of professional secondary and vocational schools, on the establishment or dissolution of kindergartens, high schools at all levels, professional secondary and vocational schools; objectives, programs, contents and methods of education and training of all education levels, stipulating standards for assessment of education and training results, rules on allocation and revocation of diplomas and certificates of education and training qualifications, etc.

Regarding the organizational structure, along with the improvement of some subordinate units, MOET established a number of new units such as the Department of Political Work, the Department of Defense Education and the Education Inspectorate.

In 2003, the Government issued a decree on the functions, missions, authority and organizational structure of MOET (Government, 2003). Compared to the Government decree (1994), the position and functions of MOET continued to be improved to adapt to the new situation. Specifically, MOET had the additional function of "state management of public services in the fields of management of the Ministry; to represent owners of state capital shares in enterprises with state capital under the Ministry's management in accordance with law" (Government, 2003). In terms of missions and authority, there were a number of notable improvements such as: to submit to the Government and the Prime Minister draft laws, ordinances and other draft legal documents, strategies, plans, long-term, five-year and annual plans on education, important programs and projects of MOET, to submit to the Government policies on reform of general education contents and programs; to submit to the Prime Minister the national target program on general education; to develop and implement policies on training quality assurance; to decide on the list of professions of professional secondary education; to coordinate with specialized

ministries in stipulating the framework program on professional secondary education; to submit to the Prime Minister: organizational models of various types of universities; to promulgate university charters and non-public university regulations; to plan the network of universities and colleges; to stipulate procedures for establishment, merging, separation, suspension of operation and dissolution of universities and colleges and the list of undergraduate and postgraduate training professions; to specify postgraduate diplomas in a number of special training professions; to assign postgraduate training missions to training and research institutions; to decide on the establishment, merger, separation, dissolution or suspension of operation of universities; to stipulate missions, authority, standards and procedures for appointment and dismissal of rectors of universities and colleges.

In terms of organizational structure, MOET had in addition: Department of Legal Affairs, Department of Education Testing and Accreditation. MOET career organizations also included: Institute for Educational Strategies and Programs; Center for Informatics; Education and Times Newspaper.

In 2008, the functions, missions and authority of MOET continued to be improved. Decree No. 32, March 19, 2008 added a number of new points to the functions, missions, authority and organizational structure of MOET. In terms of position and functions, it is worth noting that the decree added the issue of standards of teachers and educational administrators. In terms of missions and authority, the decree has set out a number of new points including: to submit to the Government orientations, directions and policies on education and training development, to approve long-term, five-year and annual strategies, plans and plans of the whole sector; to approve the planning of the university and college network; university charter, organizational and operational regulations of private universities; to stipulate procedures for establishment, suspension of operation, merging, separation and dissolution of universities; to promulgate standards, procedures and competence to appoint and dismiss directors and deputy directors of national universities, universities, academies, rectors and vice rectors of universities in accordance with law.

International cooperation was also a focus of adjustment in this Decree with issues of negotiating, signing, acceding to and organizing the implementation of international treaties in the fields under the Ministry's state management under the Government's mandate; coordinating with relevant agencies in directing the development and teaching of Vietnamese language to oversea Vietnamese; managing training with foreign countries.

Regarding the organizational structure, the decree added the Department of Student Affairs, the Department of Legal Affairs, the Department of Teachers and Education Administrators, the Department of Foreign Training, the representative offices of the Ministry in Ho Chi Minh City; 2 affiliated agencies, the Academy of Educational Management and Ho Chi Minh City School of Education Administrators.

In 2017, the functions and missions and organizational structure of MOET were once again institutionalized in the Government's Decree No. 69, dated May 25, 2017. With this decree, the position and functions of MOET as a Government agency, was to perform the function of state management over preschool education, general education, secondary teaching education, teaching colleges, higher education and other educational institutions; development of teachers and

educational administrators; school facilities and equipment; quality assurance and accreditation of education; state management of public services under the scope of state management of the Ministry.

In terms of missions and authority, MOET performed the missions and authority specified in Decree No. 123, dated September 01, 2016 of the Government. Specifically:

1. To submit to the Government and the Prime Minister draft laws, draft resolutions of the National Assembly, ordinance projects, draft decrees of the Government, strategies, master plans and long-term, medium-term and annual development plans and projects and works of national importance in the education sector; draft decisions, directives, national target programs, national programs and national action programs as assigned by the Government and the Prime Minister.
2. To issue circulars and other documents on domains within the scope of state management of the Ministry; to direct, guide and organize the implementation of legal documents, strategies, master plans, plans, national target programs, national programs, national action programs, projects and works of national importance.
3. To stipulate education and training objectives; to promulgate preschool and general education programs; to stipulate the minimum amount of knowledge and competence requirements that learners achieve after graduating from secondary teaching schools, teaching colleges, universities, masters and doctorates;
4. To stipulate the compilation, standards and procedures for compiling and editing textbooks, teaching materials, curricula for training at secondary teaching levels, teaching colleges, universities, masters and doctorates, etc.
5. To promulgate the mechanism for state management of examinations, enrollment and diplomas and certificates.
6. To develop the teaching staff and educational administrators; management of school facilities and equipment; management of finance, assets and public investment.
7. To ensure the quality of education; education accreditation.
8. To stipulate and direct the implementation of the administrative reform program of the Ministry according to the objectives and contents of the state administrative reform program.
9. State management of international cooperation in teaching and training; promulgate regulations governing foreigners studying at educational institutions in Vietnam.
10. To formulate and submit to competent authorities for promulgation policies on scientific and technological development, organize the implementation of schemes and projects on scientific and technological development, environmental protection education in educational and training institutions.
11. To stipulate criteria and standards for the quality of public professional services; to guide the implementation of policies and laws and support organizations to carry out public service activities in the field of education.
12. To carry out statistical work and build ministerial data.
13. To formulate and submit to competent authorities for promulgation policies on information technology application to education and training; to approve and

organize the implementation of schemes and projects on enhancing information technology application in educational and training institutions.

14. To manage the organizational structure, permanent labor, staff, civil servants and employees.
15. To inspect; check; prevent and combat corruption; to practice thrift, perform other duties and exercise other authority as prescribed by law.

In terms of organizational structure, MOET include: Office, Inspectorate, 14 Departments, 5 Departments, Vietnam Academy of Educational Sciences, Academy of Education Management, Ho Chi Minh City School of Education Administrators, Education and Times Newspaper, Education Magazine. The 14 Departments are: 1) the Department of Preschool Education; 2) Department of Primary Education; 3) Department of Secondary Education; 4) Department of Higher Education; 5) Department of Ethnic Education; 6) Department of Continuing Education; 7) Department of Defense and Security Education; 8) Department of Political Education and Student Affairs; 9) Department of Physical Education; 10) Department of Personnel Organization; 11) Department of Planning and Finance; 12) Department of Science, Technology and Environment; 13) Department of Legal Affairs; 14) Department of Emulation - Reward. The five Departments are: 1) the Department of Quality Management; 2) Department of Teachers and Educational Administrators; Department of Information Technology; 4) Department of International Cooperation; 5) Department of Facilities.

4. Conclusions

The history of formation and development of the organizational structure of MOET reflects the process of arising and implementing the educational guidelines and policies of our Party and State from the August revolution of 1945 to the present. Over 80 years of construction and development, the position, functions, missions and organizational structure of MOET have changed 9 times fundamentally. These changes also reflect the development and characteristics of Vietnam's education sector through historical periods; especially since the country entered the period of industrialization and modernization, the position, functions and organizational structure of MOET have been continuously adjusted to meet the requirements of innovation and international integration. The changes in the organizational structure show that the highest body of Vietnam's education sector is active, dynamic, regularly updated to keep up with the times. However, the changes in the organizational structure of MOET also show some limitations in vision and predictability; at times, show the disorientation and delay of state management agencies before the change of subjective and other factors. One of the biggest limitations in the organizational structure of the current MOET agency is that it has not separated the status of a consultative agency to formulate policies and manage sectors from the organization of implementation and implementation of guidelines and policies on education and training. The historical problem that MOET directly managed the university beginning after the August revolution of 1945 has not been overcome. This significantly affects administrative reform at the highest management agency of Vietnam's education system.

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