

Vietnam's Education and Training Development Policies (1996 - 2026)

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ABSTRACT:

During the 1996 - 2026 period, Vietnam's education and training development policies played a pivotal role in the national strategy to enhance public intellectual standards and develop high-quality human resources. This study systematizes macro-level policies and evaluates their practical impacts on the national education system over the past three decades. By integrating historical and logical methods with documentary analysis of legal frameworks, the paper elucidates the developmental trajectory and core achievements of Vietnamese education. The findings highlight prominent milestones alongside fundamental limitations in policy implementation. Consequently, the study proposes strategic solutions and policy recommendations to optimize the national education system, addressing the imperatives of the digital era and the country's new developmental phase..

Keywords: Policy, Education and training, Achievements, Limitations, Vietnam.

INTRODUCTION

In the context of the Industrial Revolution, education and training serve as a compelling strategic imperative that determines national competitiveness. Over the three-decade trajectory (1996 - 2026), Vietnam's education and training sector has undergone a fundamental macro-level transformation, initiated by the 2nd Central Committee Resolution (8th Tenure), which elevated education to a "top national priority". By the 14th National Congress (2026), education and training were designated as a cornerstone to propel the country into a "new era of national ascendance". This turning point reflects the vision of the Party and Government of Vietnam to transition toward a knowledge-

based economy driven by high-quality human resources and digital breakthroughs, thereby leveraging a modernized educational system as a catalyst for national self-reliance and prosperity. Throughout the 1996 - 2026 period, the formulation and implementation of educational development policies yielded milestone achievements. These are most evident in the universalization of primary and lower secondary education, the promotion of educational socialization, the expansion of higher education autonomy, and the recent rigorous execution of digital transformation and digital education. However, practical implementation has exposed persistent systemic limitations, including structural imbalances within the educational system, a misalignment between high-quality

human resource training and global labor market demands, the pressure of achievement-driven nominalism, and regional disparities in educational access. This intersection of opportunities and challenges has catalyzed a proliferation of diverse scholarship by both domestic and international researchers, investigating educational development activities in Vietnam over the past three decades.

A study by Do Qua (2014) concluded that a comprehensive and long-term educational reform in Vietnam necessitates a synchronized framework. This framework must operationalize key strategic orientations, namely: standardization, modernization, socialization, democratization, and international integration. Furthermore, it requires clearly defined tasks, key performance indicators, realistic timelines, and transparent evaluation mechanisms to enable rigorous oversight by both management authorities and society, thereby structuring each phase of transition toward a new educational paradigm. Focusing on policy developments, Truong Thi Hong Nga and Nguyen Thi Tuy (2023) argued that the novel tenets on education and training in the 13th National Congress documents particularly the conceptualization of education as the “key driver for national development” reflect the Communist Party of Vietnam’s ideological consistency, strategic innovation, and responsiveness to contemporary global trends. Additionally, Tran Ngoc Dung and Lai Uyen Nhu (2025) asserted that during the 1991 - 2021 period, the perception and strategic orientation of Vietnamese education gradually evolved around five core pillars: standardization, modernization, socialization, democratization, and international integration. Dang and Glewwe (2017) observed that despite its status as a lower-middle-income country, Vietnam remarkably outperforms global expectations regarding standardized test scores, enrollment rates, and years of completed schooling. Over the past two decades, the country has significantly expanded enrollment across all educational tiers, nearly achieving universal primary education. However, their study highlights several systemic challenges,

including limited school choice, suboptimal secondary school enrollment, a persistent mismatch between institutional training and labor market demands, and the critical need for strategic planning in systemic reforms. Supporting this perspective on development, Sarkar (2020) argued that Vietnam’s protracted educational reforms have reached multiple milestones in human resource policy formulation and educational modernization, thereby accelerating industrial production and economic growth. Sarkar commended Vietnam’s deliberate efforts and political resolve as key catalysts for development, positioning the country as an exemplary model. Bridging these historical trends with contemporary contexts, Tran (2024) examined recent achievements and systemic constraints across core dimensions, namely learner-centered education, digital transformation, teacher professional development, and internationalization. While acknowledging significant milestones such as universal preschool education, elevated teacher qualifications, and integrated digital tools that position Vietnam as a regional educational leader. Tran underscored persistent barriers. These include inadequate financial and human resource preparedness, inconsistent policy execution, and the absence of a cohesive educational philosophy. These reform efforts are further constrained by enduring inequalities, outdated pedagogical practices, and limited responsiveness to shifting labor market demands.

A literature review of relevant studies on Vietnam’s education and training development from 1996 to 2026 reveals a primary focus on several core thematic pillars. These include evaluating the efficacy and implementation lags of regulatory frameworks ranging from the Education Law to the Resolutions of the Central Committee of the Communist Party of Vietnam on fundamental and comprehensive educational reform; analyzing international integration trends and quality accreditation; assessing achievements and systemic deficiencies; and proposing optimized financial budgeting for the educational sector. Crucially, a notable gap persists in current

scholarship, as no comprehensive study has yet provided a systematically integrated analysis of Vietnam's education and training development policies specifically spanning the entire 1996 - 2026 trajectory. Leveraging the extensive corpus of government policy documents and Party Congress resolutions from the 8th to the 14th National Congresses, alongside the foundational findings of contemporary Vietnamese researchers, this study selectively synthesizes existing literature to present a fully systematic and rigorous analysis of these policies. Consequently, this research aims to systematize Vietnam's educational development policies during this milestone period, thereby offering a multi-dimensional perspective on the past and present landscape of Vietnamese education, while formulating strategic policy recommendations for its next developmental phase.

METHODOLOGY

Investigating Vietnam's education and training development policies during the 1996 - 2026 period necessitates the integration of interdisciplinary research methodologies to ensure theoretical rigor and empirical comprehensiveness. First, a documentary research method is employed to systematically review the foundational policy documents and decrees issued by the Communist Party of Vietnam and the Vietnamese Government regarding national educational development. Subsequently, policy trajectories are scrutinized through a dual approach: historical analysis to delineate chronological progressions, and logical analysis to evaluate the cause-and-effect relationships between contemporary socio-economic contexts and the implementation efficacy of these policies over the past three decades. Finally, the study establishes a critical perspective by utilizing comparative analysis across different policy phases or with analogous developing nations. This comparative approach elucidates achievements, systemic limitations, opportunities, and challenges within Vietnamese education, thereby constructing a robust scientific foundation for prospective policy recommendations.

RESULTS AND DISCUSSION

Vietnam's Education and Training Development Policy (1996 - 2026)

In late 1986, Vietnam initiated a comprehensive national reform known as *Doi Moi*. The Party and Government of Vietnam prioritized the development of education and training at a very early stage. In the *Platform for National Construction during the Transition Period to Socialism* (1991), the Party determined: "Science and technology, alongside education and training, must be considered top national priorities" (Communist Party of Vietnam, 2013). This orientation was reaffirmed in the *Political Report of the 7th Central Committee at the 8th National Congress* (1996): "Along with science and technology, education and training constitute a top national priority aimed at enhancing public intellectual standards, developing human resources, and nurturing talents. Paramount importance must be placed on three dimensions: expanding scale, improving quality, and maximizing efficacy" (Communist Party of Vietnam, 2013). Subsequently, the *Resolution of the 2nd Plenum of the 8th Central Committee* on strategic orientations for education and training development in the era of industrialization and modernization, with tasks leading up to the year 2000, articulated several foundational tenets. Specifically, the fundamental mission of education is to cultivate generations profoundly committed to national independence and socialism, possessing moral integrity and a resilient determination to build and defend the nation. The Resolution underscored that education and training must genuinely serve as a top national priority, requiring preferential policies, particularly regarding financial investment and salary frameworks. Furthermore, education and training were conceptualized as a collective endeavor of the Party, the State, and the entire populace. Educational development must align with socio-economic demands, scientific and technological advancements, and the reinforcement of national defense and security. To ensure social equity in education, the state pledged to create enabling conditions for universal access, offering institutional and

community support for the underprivileged while guaranteeing adequate provisions for exceptionally talented learners. Lastly, the state-managed public school system remains the cornerstone, complemented by the diversification of educational models under unified state governance over curricula, academic regulations, examination systems, certification, and teaching standards. This structural flexibility aims to provide citizens with diverse learning pathways adapted to their individual needs and socio-economic circumstances (Central Committee of the Communist Party of Vietnam, 1996).

At the 9th National Congress (2001), the Party determined: “The development of education and training constitutes a vital driver to accelerate industrialization and modernization, and serves as a prerequisite for leveraging human resources the fundamental factor for social development as well as rapid and sustainable economic growth. It is imperative to continuously elevate the quality of comprehensive education, reform curricula, pedagogical and learning methods, schooling networks, and educational management systems, while advancing “standardization, modernization, and socialization”” (Communist Party of Vietnam, 2013). Reaffirming this strategic vision, the 10th National Congress (2006) asserted: “Along with science and technology, education and training represent a top national priority, serving as both the foundation and the driving force for national industrialization and modernization. There must be a revitalization of Vietnamese education. Concurrently, international cooperation in education and training must be strengthened to align with advanced global educational standards while meeting Vietnam's developmental imperatives, thereby actively participating in regional and global human resource training” (Communist Party of Vietnam, 2013). Furthermore, the 11th National Congress (2011) explicitly articulated the sector's broader socio-cultural mission: “Education and training bear the mission to enhance public intellectual standards, develop human resources, and nurture

talents, thereby contributing significantly to nation-building and the cultivation of Vietnamese culture and identity. Developing education and training, alongside science and technology, remains a top national priority; investment in education and training is an investment in development. A fundamental and comprehensive educational reform must be executed to align with societal development needs, elevating quality in accordance with the tenets of standardization, modernization, socialization, democratization, and international integration. The establishment of a learning society must be accelerated, ensuring opportunities and enabling conditions for all citizens to engage in lifelong learning” (Communist Party of Vietnam, 2013).

Subsequently, Resolution No. 29-NQ/TW, dated November 4, 2013, on fundamental and comprehensive educational reform to meet the demands of industrialization and modernization within a socialist-oriented market economy and international integration, explicitly articulated the Party's guiding tenets: (1) - Education and training constitute a top national priority and represent a collective endeavor of the Party, the State, and the entire populace. Investment in education is conceptualized as an investment in development, which must be prioritized ahead of other socio-economic development programs and agendas. (2) - Fundamental and comprehensive reform requires addressing macro-level, core, and pressing issues, ranging from guiding philosophies and objectives to curricula, pedagogical methods, mechanisms, policies, and enabling operational conditions. This reform spans from Party leadership and State management to the internal governance of educational institutions, alongside the active engagement of families, communities, society, and learners themselves across all educational tiers and sectors. The reform process must inherit and build upon existing achievements, foster innovative elements, and selectively absorb global practices while resolutely rectifying deviant perceptions and practices. Furthermore, it must ensure systemic integrity, long-term vision, and adaptability to specific student demographics and

educational levels, utilizing synchronized, feasible, and focused solutions through a structured roadmap. (3) - The overarching goal of educational development is to enhance public intellectual standards, develop human resources, and nurture talents. There must be a paradigm shift from a knowledge-transmission model to the comprehensive development of learners' competencies and qualities. Education must bridge theory with practice, and institutional learning must be closely integrated with familial and societal upbringing. (4) - Educational development must align with socio-economic demands, national defense, and scientific and technological advancements, while adhering to objective laws. The driver of growth must transition from a quantity-driven expansion to a focus on quality and efficacy, while maintaining adequate quantitative capacity. (5) - The educational system must be restructured to be open, flexible, and interconnected across different educational tiers, degrees, and pathways, while driving towards standardization and modernization. (6) - The state must proactively leverage the advantages and mitigate the drawbacks of market mechanisms, ensuring a socialist orientation in educational development. This involves cultivating a harmonious, mutually supportive relationship between public and non-public education, as well as across different regions. Prioritized investment must be allocated to socio-economically disadvantaged areas, ethnic minority communities, border zones, islands, and remote regions, alongside policy-targeted beneficiaries, while fostering democratization and educational socialization. (7) - Proactive and active international integration must be pursued to advance the educational sector, which, in turn, must satisfy international integration demands to accelerate national development (Central Committee of the Communist Party of Vietnam, 2013).

At the 12th National Congress (2016), the Communist Party of Vietnam reaffirmed that Education is a top national priority. The Party directed a vigorous and synchronized reform of the foundational elements of education and

training, emphasizing the development of learners' qualities and competencies. It sought to optimize the national education system into an open, flexible framework that promotes lifelong learning and the construction of a learning society. Key mandates included fundamentally reforming educational management to ensure democratization and unified governance, expanding institutional autonomy alongside the social responsibility of educational establishments, and placing paramount importance on quality management. Furthermore, the strategy emphasized developing the cadre of teachers and educational administrators to meet reform requirements, restructuring financial mechanisms and policies to mobilize extensive societal contributions, and enhancing investment efficiency. Concurrently, the Party advocated for elevating the quality and efficacy of scientific and technological research and application, with a specific focus on educational and management sciences (Communist Party of Vietnam, 2016). By the 13th National Congress (2021), Vietnam shifted its focus toward institutional synchronization, pledging to build a cohesive framework of institutions and policies to effectively operationalize the principle that education and training, together with science and technology, constitute the top national priority and the key driver for national development. The strategic orientation evolved to construct and perfect regulatory frameworks for educational development within a market economy and international integration, utilizing quality and output efficiency as primary metrics. Additionally, the Party aimed to formulate and execute effective strategies for international cooperation and integration in education and training, striving to transform Vietnam into a regionally powerful nation in education and training, catching up with advanced global standards, and actively participating in the international human resource training market (Communist Party of Vietnam, 2021a).

Notably, in August 2025, the Politburo issued Resolution No. 71-NQ/TW dated August 22,

2025, on breakthrough developments in education and training, which delineated critical mandates aimed at catalyzing a transformative leap in Vietnam's educational sector. Accordingly, the Politburo Resolution underscored the following strategic imperatives: Heightening awareness, reforming mindsets and actions, and establishing a formidable political resolve to achieve breakthrough developments in education and training; Vigorously reforming institutions while creating preferential and exceptional policy frameworks tailored for educational advancement; Enhancing comprehensive education across moral, intellectual, physical, and aesthetic dimensions, thereby cultivating the core values of the Vietnamese people in the modern era; Executing comprehensive digital transformation, alongside the universalization and intensive application of digital technologies and artificial intelligence (AI) in education and training; Concentrating efforts on upgrading the teaching cadre and school infrastructure to meet standardization requirements, while elevating the quality of preschool and general education; Reforming and modernizing vocational education to generate a strategic breakthrough in the development of highly skilled human resources; Modernizing and upgrading higher education to forge a breakthrough in the cultivation of high-level talent and intellectuals, thereby spearheading research and innovation; Fostering deep, comprehensive international cooperation and integration within the education and training sector (Central Committee of the Communist Party of Vietnam, 2025).

At the 14th National Congress (2026), the Communist Party of Vietnam reaffirmed its stance: "Consistently execute the principle that education and training constitute a top national priority that determines the nation's destiny. The development of education and training is a collective endeavor of the Party, the State, and the entire populace. It is imperative to formulate and implement the National Target Program on modernizing and elevating the quality of education and training. The state must

proactively and actively pursue international integration in education, share institutional experiences, participate in global learning networks, and vigorously attract diverse resources for educational advancement. Efforts must be concentrated on training a high-quality workforce that aligns with international benchmarks to meet the developmental requirements of strategic industries and technologies. Furthermore, overseas Vietnamese are highly encouraged to participate in activities that promote academic excellence, talent cultivation, and the construction of a learning society" (Communist Party of Vietnam, 2026a). In the national development orientation for the 2026 - 2030 period, Vietnam explicitly articulated its strategic goals: "Construct a modernized national education system that is on par with regional and global standards. Strategically effective decisions must be executed to build a modern and equitable national education system under the principles of "standardization, modernization, democratization, socialization, and international integration". There must be a synchronized reform and refinement of the legal framework, mechanisms, and policies regarding educational development. The country aims to elevate the quality of education and training to optimize human resources, especially high-quality manpower in key, strategic sectors and occupations. Concurrently, the establishment of a learning society and lifelong learning paradigms must be accelerated, diversifying educational models, pathways, and movements to accommodate specific demographics and localities" (Communist Party of Vietnam, 2026b).

In synthesis, since the inception of the comprehensive national Doi Moi in 1986, Vietnam has consistently prioritized national education and training, a commitment that became most pronounced during the 1996 - 2026 period. The overarching policy framework spanning from the 8th National Congress (1996) to the 14th National Congress (2026) exhibits a high degree of continuity and ideological consistency, persistently positioning education and training as a "top national priority" and a

central catalyst for national industrialization and modernization. Across successive Party Congresses, these policy paradigms have been continuously reaffirmed, refined, and increasingly operationalized. This evolution is particularly evident in the strategic shift from initial goals of universalization and literacy enhancement to the mandate for 'fundamental and comprehensive reform' at the 11th National Congress (2011), ultimately culminating in the transformative vision of the 14th National Congress (2026). This latest milestone directs a full transition toward a knowledge-based economy driven by high-quality human resources, digital technologies, and innovation. Such path-dependent and proactive policy development underscores a long-term strategic vision, affirming Vietnam's aspirations for national self-reliance and sustainable prosperity. Consequently, the timely formulation and execution of these context-specific macro-policies by the Communist Party and the Government of Vietnam have served as the foundational bedrock for the substantial milestones achieved by the country's education and training sector over the past three decades (1996 - 2026).

Achievements and Limitations of Vietnam's Education and Training (1996 - 2026)

Over the three decades spanning 1996 to 2026, Vietnam achieved milestone successes in the modernization, construction, development, and international integration of its education and training sector. Within the national education system, the country successfully fulfilled its targets for universal primary and lower secondary education, substantially raising the literacy rate and effectively narrowing regional disparities in educational access. Since 1996, the national literacy rate increased to 90%, accompanied by a steady rise in net enrollment rates for primary school-aged children and general education students across all tiers, alongside a concomitant decline in repetition and dropout rates. Concurrently, the K-12 schooling network expanded extensively across communes and wards, backed by significant infrastructural improvements. Vocational training institutions

and classes proliferated in diverse formats, while the higher education and professional secondary education systems expanded in scale, disciplines, and institutional types. By 2005, 31 provinces met the criteria for universal lower secondary education, and the primary school enrollment rate reached 97.5%. During this period, student enrollment in professional secondary schools grew at an annual rate of 15.1%, long-term vocational training increased by 12% annually, and university and college enrollments expanded by 8.4% per annum. This quantitative expansion was supported by a substantial escalation in educational funding; in 2005, expenditure on education and training accounted for approximately 18% of the total state budget, supplemented by the mobilization of alternative capital sources (Communist Party of Vietnam, 2013). By 2016, marking three decades of comprehensive national Doi Moi, Vietnam's education and training sector recorded further systemic advancements. The educational network continued to expand, and both institutional capacity and quality were elevated to better satisfy societal demands. State efforts heavily prioritized capital infrastructure investment and accelerated the integration of information and communication technology (ICT) in pedagogy and administration. Special attention was dedicated to educational provisions in socio-economically disadvantaged areas and ethnic minority communities. Furthermore, the professional capacity of the teaching cadre and administrators developed significantly, complemented by the intensification of educational socialization. Consequently, enrollment rates in preschool, primary, and lower secondary education remained consistently high, while the proportion of the trained labor force reached approximately 51.6% by 2015 (Communist Party of Vietnam, 2016). By 2026, the Party officially validated these monumental achievements in educational development. The legal framework, regulatory mechanisms, and policy architectures governing education and training have undergone continuous refinement and modernization. The structural organization of the national education system has been further

consolidated and reorganized. The scale and network of educational institutions have proliferated ubiquitously, effectively accommodating the diverse learning imperatives of the population. Financial investments in education have received heightened state prioritization, and state governance over the sector has undergone critical innovations. Notably, institutional autonomy and mechanisms for public service delivery in education have been progressively institutionalized, yielding positive preliminary outcomes. International cooperation and global integration in education continue to be actively propelled. Most significantly, the state successfully instituted tuition fee exemptions and financial support frameworks for preschool children, general education students, and learners enrolled in the national general education curriculum (Communist Party of Vietnam, 2026b).

Furthermore, in recent years, the academic competencies of Vietnamese K-12 students have been firmly established through high rankings in International Olympiads and PISA results that consistently surpass the OECD average in Science and Mathematics. At the higher education level, Vietnam's flagship institutions such as Vietnam National University, Hanoi; Vietnam National University, Ho Chi Minh City; and Hanoi University of Science and Technology have secured stable positions in prestigious global university rankings, including QS and Times Higher Education (THE). This success is intrinsically linked to the processes of educational socialization and institutional reform, primarily driven by the amended Law on Higher Education, which paved the way for comprehensive institutional autonomy and catalyzed the expansion of high-quality private and international schooling models. Additionally, Vietnam's breakthrough in its digital transformation strategy has successfully systematized administrative data, optimized E-learning models, and advanced the deep integration of educational technology (EdTech) solutions and artificial intelligence (AI) into daily pedagogical practices.

Notwithstanding its achievements, Vietnam's education and training system continues to confront systemic barriers that necessitate resolution. Foremost, despite the implementation of the 2018 General Education Curriculum, a heavily academic and theoretical paradigm persists, which impedes the optimization of soft skills, critical thinking, and empirical competencies among learners. This systemic issue is inextricably linked to the pressure exerted by high-stakes examinations such as the national high school graduation and university entrance exams thereby inadvertently perpetuating the phenomenon of "achievement-driven education" (credentialism) and an unregulated shadow education market. On a macroeconomic scale, structural imbalances in the workforce are manifest in the labor supply-demand mismatch, culminates in a surplus of academic degree holders alongside a deficit of technical workers. The vocational education and training (VET) system remains insufficiently attractive to prospective students, resulting in a critical shortage of high-caliber practical engineers for spearheading technological sectors, including mechanical engineering and semiconductor fabrication. From a human resource management perspective, while remuneration policies have undergone recent improvements, the real income of the vast majority of educators remains disproportionate to their professional demands. This disparity has induced localized teacher shortages and diminished the appeal of the teaching profession. Furthermore, the trajectory toward higher education autonomy in Vietnam, if devoid of synchronous educational welfare mechanisms, risks escalating tuition fees beyond the financial capacity of marginalized demographics, thereby exacerbating the quality disparity between urban and rural areas. Assessing the limitations of Vietnam's education and training system throughout nearly 40 years of *Doi Moi* (Renovation), the Communist Party of Vietnam summarized in 2026 that: The fundamental and comprehensive reform of education and training has been asynchronous and lacks systemic coherence, failing to achieve the objectives outlined in the Education

Development Strategy 2011 - 2020. The paradigm shift in educational thinking under the conditions of a market economy and international integration remains slow. Educational quality across all levels continues to be constrained, merely satisfying the nation's human resource demands at an average proficiency and in a horizontal (breadth-based) manner, rather than meeting the requirements for a high-quality workforce. Higher education still lags behind regional and global counterparts. Furthermore, educational methodologies have failed to foster active engagement and creativity among learners, with insufficient emphasis placed on cultivating practical skills and personal attributes. The efficiency of educational investment remains disproportionate to the national policy designating education as the top priority. The education and training system has not yet effectively aligned with development and international integration demands, exhibiting a lack of synchronicity and poor articulation between different educational levels and modalities. School infrastructure and pedagogical equipment remain deficient and inadequate, failing to meet the imperatives of educational reform. Although state budget allocation has increased, it falls short of the prerequisites for educational innovation and development. Finally, access to education exhibits significant disparities across different regions and socio-economic groups (Communist Party of Vietnam, 2026b).

Policy Recommendations for Education and Training in Vietnam's "Era of Nation's Rise"

a) Perfection of Institutional Frameworks and Governance Mechanisms in Education and Training

The perfection of institutional frameworks and the reform of governance mechanisms constitute a prerequisite for Vietnam to establish an enabling legal corridor and unlock resources for educational development. The core of this solution lies in intensifying the devolution of comprehensive autonomy to higher education institutions, encompassing academic, organizational, personnel, and financial governance, thereby maximizing proactivity and

innovation. Concurrently, the state management model in Vietnam must swiftly and decisively shift from direct administrative intervention to macro-level oversight, predicated on quality standards and independent, objective accreditation systems. In tandem with this shift, accelerating the reform of financial mechanisms through the diversification of investment sources and the promotion of public-private partnership (PPP) models in Vietnam's education and training sector will alleviate pressure on the national budget. Regarding the education and training budget, Vietnam must continue to prioritize and allocate fiscal resources to this sector more substantially and efficiently. Furthermore, the legal framework governing education and training in Vietnam necessitates continuous review and refinement to cultivate an attractive, transparent investment environment, thereby attracting foreign direct investment (FDI) into high-quality educational segments and fostering international educational cooperation.

b) Continuous Reform of Curricula and Pedagogical Methodologies

The strategy for curricular and pedagogical reform requires Vietnam to implement a comprehensive roadmap aimed at modernizing educational content and enhancing learners' competitive advantages. At the core of this process is the intensification of digital pedagogy, achieved through the deep integration of artificial intelligence (AI), big data, and synchronous digital transformation solutions across both general and higher education levels. Parallel to digitalization, the curricular structure must shift decisively from a reliance on heavy academic theory toward increasing practical training hours, oriented toward the holistic development of soft skills and critical thinking competencies for students. Notably, the interdisciplinary STEM (Science, Technology, Engineering, and Mathematics) educational model must be consistently promoted from the primary level to establish a robust foundation for logical thinking. Furthermore, the standardization of foreign language proficiency needs to be executed through a strategic roadmap, incrementally

introducing English as a second language in schools to serve as a primary lever for the international integration of Vietnam's younger generations.

c) Incessant Enhancement of Educator Quality

Consolidating and elevating the quality of the teaching faculty constitutes the linchpin determining the success of educational reform in Vietnam. Primarily, implementing salary reform policies and optimizing remuneration mechanisms are urgent solutions to increase income, thereby generating incentives to attract and retain highly qualified human resources for the sector. Concurrently, training curricula at Vietnamese pedagogical universities must be restructured toward standardization, deeply integrating educational technology (EdTech) trends to equip future generations of educators with digital competencies. Beyond initial training, the administrative system must establish periodic competency assessment mechanisms, applying objective evaluation criteria based on actual teaching performance to streamline and professionalize the workforce. Furthermore, to foster a spirit of continuous self-directed learning, developing specialized online lecture systems across Vietnamese educational institutions and levels will create optimal conditions for teachers and lecturers to proactively cultivate and update their pedagogical expertise within an unceasingly evolving educational landscape.

d) Network Planning and the Advancement of Vocational Education and Training

To elevate workforce quality and foster human resource development, Vietnam must synchronously deploy a suite of strategic solutions focused on network planning and the advancement of vocational education and training (VET). First and foremost, career guidance and student stream allocation must be implemented early and decisively immediately following the lower secondary level to optimize learners' capabilities and alleviate societal pressure. In parallel, Vietnam needs to establish

legal mechanisms that facilitate deep corporate engagement in the training process, extending from the development of curricular frameworks to the hosting of practical student internships. The educational infrastructure system in Vietnam also demands targeted investment, concentrating resources on building high-quality universities and VET institutions that converge with international standards. Concurrently, expanding and digitalizing the network of online continuing education centers will serve as the core foundation for Vietnam to promote a learning society, thereby satisfying the lifelong learning demands of the workforce in the digital era.

e) The Necessity for Vietnam to Investigate and Adapt Successful Educational Development Models from Japan, China, South Korea, and Singapore

The experiences of nations such as Japan, China, South Korea, and Singapore offer Vietnam breakthrough strategies for the comprehensive modernization of its educational system. Vietnam should integrate Japan's Doutoku moral education philosophy while deploying the articulated technical education model (Kosen) post-lower secondary school, closely collaborating with enterprises to supply spearhead human resources. In parallel, emulating China's approach in concentrating fiscal budgets to build world-class universities and popularizing Artificial Intelligence (AI) education at the general education level will optimize patent commercialization capabilities. Regarding infrastructure, South Korea's educational digitalization strategy and its regional linkage model (Glocal University) present vital solutions to enhance educational efficiency, bridge regional development disparities, and cultivate optimal career development pathways for graduates. Most notably, Vietnam needs to examine and reference Singapore's national infrastructure equalization policy ("One Singapore"), particularly within education, alongside swiftly standardizing English as a second language and developing practical technical institutes (the ITE model). These initiatives will serve as powerful levers to elevate

the global competitiveness of the Vietnamese workforce in the future.

CONCLUSION

In conclusion, the formulation and implementation of Vietnam's education and training development policies during the 1996 - 2026 period have engendered strategic transformations within the national educational landscape. From the outset, the Party and Government of Vietnam have consistently prioritized this sector through the enactment of numerous development directives and policies. Originating from the impetus of designating education as "the top national priority" in the Resolution of the 2nd Central Committee (8th Tenure) to the breakthrough objectives set forth at the 14th National Congress, the Communist Party of Vietnam has explicitly reaffirmed that education and training not only constitutes the top national priority but also "decides the future of the nation". Over three decades of educational construction and development (1996 - 2026), Vietnam has successfully established solid foundations for national education and training.

Key achievements include widespread universal education across all levels, increasingly deep and broad international integration particularly in higher education and the rapid digitization of educational models in alignment with global development trends. Nevertheless, intrinsic challenges and systemic bottlenecks within the sector persist, necessitating the prompt deployment of effective and feasible solutions. Consequently, the forthcoming phase demands that Vietnam continuously reform its governance mechanisms and educational system, shifting decisively toward a modern administrative paradigm. Concurrently, the country must investigate, reference, and deeply integrate successful educational philosophies and models from other nations, while perfecting the educational welfare system to ensure sustainability. Constructing and refining this synchronous suite of policies and solutions will not only optimize educational competitiveness in the digital era but also serve as a solid launchpad for Vietnam to rapidly realize its aspirations for national development, strength, and prosperity.

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