



## Resolution No. 71-NQ/TW of the Politburo on Breakthrough Development in Education and Training and its Impact on Higher Education in Khánh Hòa Province, Vietnam

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### ABSTRACT

This article analyzes the new and breakthrough points of Resolution No. 71-NQ/TW (August 22, 2025) on education and training development and clarifies its impacts on higher education in Khánh Hòa province. Based on an assessment of the current situation, the paper identifies opportunities and challenges and proposes key solutions to leverage strengths, overcome limitations, and improve training quality, scientific research, autonomy, and international integration. It affirms the role of higher education as a driving force for Khánh Hòa's sustainable development.

## INTRODUCTION

Throughout its leadership of the revolutionary process, the Communist Party of Vietnam has consistently regarded education and training as a top national policy and a decisive factor for the country's rapid and sustainable development. Since the Party initiated the *Đổi mới* (Renovation) policy in 1986, a series of important resolutions, directives, and conclusions issued by the Central Committee and the Politburo have brought about significant changes in both awareness and action, thereby contributing to the improvement of educational quality across all levels.

In response to the new demands of industrialization, modernization, deep international integration, and the rapid impacts of the Fourth Industrial Revolution, the Party has continued to advance its thinking by promulgating Resolution No. 71-NQ/TW dated August 22, 2025, on "Breakthrough Development in Education and Training." This document represents a landmark policy, affirming that education and training, together with science and technology and innovation, constitute three strategic breakthroughs in the new period, aimed at establishing a solid foundation for national development.

For Khánh Hòa Province—a locality with a diverse higher education system that not only serves marine economic development and tourism but is also closely linked to national defense and security tasks—Resolution No. 71-NQ/TW opens up significant opportunities while also posing urgent requirements to leverage its advantages and enhance the quality of training, scientific research, and international integration. Analyzing the impacts of this resolution within this specific context is of considerable significance, as it helps to affirm both its theoretical and practical value while proposing solutions to promote the rapid and sustainable development of higher education in Khánh Hòa in the new era.

## METHODS

The study of the impacts of Resolution No. 71-NQ/TW on higher education in Khánh Hòa Province is grounded in several key theoretical approaches, including theories of human capital, sustainable development, higher education governance, and regional development.

First, the human capital theory provides a fundamental analytical lens for understanding the role of education in socio-economic development. According to this perspective, education and training are considered strategic investments that enhance the knowledge, skills, and competencies of the workforce, thereby improving productivity and economic growth. In this sense, higher education plays a crucial role in developing high-quality human resources, which is consistent with the orientation of Resolution No. 71-NQ/TW in positioning education and training as a strategic breakthrough for national development.

Second, the theory of sustainable development emphasizes the balanced integration of economic growth, social equity, and environmental protection. Within this framework, higher education institutions are not only responsible for knowledge transmission but also for fostering innovation, critical thinking, and social responsibility. The alignment of education with the needs of the digital economy, green economy, and knowledge economy—as highlighted in

Resolution No. 71-NQ/TW – reflects this theoretical orientation, reinforcing the role of universities as drivers of sustainable development at both local and national levels.

Third, the theory of higher education governance and university autonomy provides important insights into the transformation of higher education systems in the context of globalization. Modern governance models emphasize decentralization, institutional autonomy, accountability, and stakeholder engagement. The shift from a state-controlled model to a “facilitating state – autonomous institutions” approach, as advocated in the Resolution, aligns with international trends in higher education reform, aiming to enhance institutional flexibility, efficiency, and competitiveness.

Fourth, the triple helix model of innovation (university–industry–government) offers a theoretical basis for understanding the relationship between higher education and the labor market. This model highlights the importance of collaboration among universities, enterprises, and the state in promoting innovation, technology transfer, and workforce development. The emphasis of Resolution No. 71-NQ/TW on linking education with market demands and strengthening cooperation with enterprises reflects this approach, particularly in the context of Khánh Hòa’s economic structure centered on marine economy, tourism, and services.

Finally, the theory of regional development underscores the role of higher education institutions as key actors in promoting local development. Universities contribute not only through human resource training but also through research, innovation, and policy advisory functions. In regions with specific comparative advantages – such as Khánh Hòa with its marine economy and strategic defense position – higher education institutions can serve as hubs for knowledge production and innovation, thereby enhancing regional competitiveness and integration.

In summary, these theoretical perspectives provide a comprehensive foundation for analyzing the impacts of Resolution No. 71-NQ/TW on higher education in Khánh Hòa Province. They help to clarify the role of higher education as a strategic driver of sustainable development, institutional transformation, and regional advancement in the context of globalization and the Fourth Industrial Revolution.

## **RESULTS AND DISCUSSION**

### **New and Breakthrough Contents of Resolution No. 71-NQ/TW**

Resolution No. 71-NQ/TW dated August 22, 2025, issued by the Politburo on “Breakthrough Development in Education and Training,” is regarded as a historically significant document, marking a new stage in the Party’s leadership thinking in the field of education and training. Compared to previous resolutions and conclusions, this document introduces several new and breakthrough elements that are well aligned with the requirements of industrialization, modernization, and deep international integration.

First, it clearly defines the strategic position of education and training. While education and training had previously been consistently referred to as a

“top national policy” in a general, guiding sense, Resolution No. 71-NQ/TW represents a fundamental shift by placing education and training on par with science and technology and innovation. It advocates for “comprehensive digital transformation and the widespread adoption and strong application of digital technologies and artificial intelligence in education and training” (Communist Party of Vietnam, 2025, p. 9), considering these as three strategic breakthroughs in the new period. This reflects the Party’s strong political commitment to affirming that the development of high-quality human resources serves as both the foundation and a direct driver of sustainable growth. Particularly in the context of the Fourth Industrial Revolution, which is profoundly transforming all aspects of social life, positioning education at the center holds profound significance and provides long-term developmental direction for the country.

Second, the Resolution introduces a renewed approach to governance mechanisms and development models in higher education. It emphasizes the construction of a “facilitating state – an accompanying society,” highlighting institutional autonomy and accountability of higher education institutions. The Resolution clearly states the need to “promptly implement the reorganization and restructuring of higher education institutions; merge or dissolve those that fail to meet standards;... make substantial investments and adopt exceptional and breakthrough mechanisms to develop 3 to 5 elite universities following internationally ranked research university models;... and strengthen the linkage between training activities and research, scientific and technological development, innovation, and national digital transformation” (Communist Party of Vietnam, 2025, pp. 9–10). This represents a significant departure from earlier approaches that were heavily administrative and did not fully promote the initiative and creativity of educational institutions. The new approach opens up opportunities for institutions to operate more flexibly and autonomously in terms of academic programs, finance, and human resources, while ensuring transparency through effective monitoring and evaluation mechanisms.

Third, the Resolution creates a breakthrough in linking education and training with the labor market and sustainable development. One of the long-standing limitations of Vietnam’s higher education system has been the mismatch between training outputs and labor market demands. Resolution No. 71-NQ/TW addresses this issue by requiring the restructuring of the higher education system toward openness, flexibility, and interconnectedness, closely aligned with the workforce demands of the digital economy, green economy, and knowledge economy. This implies that educational institutions must not only focus on academic knowledge but also equip learners with professional skills, soft skills, and adaptability to both domestic and international labor markets. The Resolution particularly emphasizes the need to “reform and modernize vocational education to create breakthroughs in developing a highly skilled workforce” (Communist Party of Vietnam, 2025, p. 8). This represents a fundamental shift aimed at ensuring both the quality of education and its direct contribution to sustainable socio-economic development.

Fourth, the Resolution highlights international integration and standardization, aiming to “expand, diversify, and deepen mechanisms for

international cooperation in education, training, and scientific research” (Communist Party of Vietnam, 2025, p. 10). For the first time, a Politburo resolution on education sets the goal of developing several higher education institutions that meet regional and international standards, expanding training linkages, attracting international resources, and promoting innovation and entrepreneurship within universities. This is a notable emphasis, reflecting the Party’s global vision in advancing education and training. In the context of globalization and international integration, the standardization and internationalization of higher education are not only objective requirements but also key drivers for enhancing Vietnam’s reputation and position on the global stage.

It can be affirmed that Resolution No. 71-NQ/TW both inherits the spirit of fundamental and comprehensive educational reform articulated in Resolution No. 29-NQ/TW (2013) and elevates it to a new level with a long-term strategic vision. The new and breakthrough contents of this Resolution open a new phase of development for Vietnam’s education and training system, directly contributing to the goal of building a prosperous, strong, and happy nation.

#### **The Current Situation of Higher Education in Khánh Hòa Province**

Khánh Hòa is one of the key centers of the South Central Coast region, possessing a distinctive geopolitical, economic, and cultural position. Located along the North–South transport corridor and hosting Cam Ranh International Seaport and Cam Ranh International Airport, together with a renowned coastal and island tourism system, the province enjoys favorable conditions for socio-economic development. Within this context, education and training—particularly higher education—play a pivotal role. Accordingly, a network of higher education institutions, academies, officer training schools, and specialized colleges has been established, forming a diverse and dynamic landscape for local higher education.

First, public universities serve as the core institutions in training high-quality human resources for the province and the region. Nha Trang University, originally established as the University of Fisheries, has evolved into a multidisciplinary institution. It maintains traditional strengths in fisheries and marine economics—fields closely aligned with the country’s natural advantages and marine economic development strategy. Khánh Hòa University, inheriting the foundation of former colleges, particularly Nha Trang College of Education, has made significant contributions to the training of teachers, administrators, and cultural–social human resources, directly supporting local development. In addition, the presence of non-public institutions such as Thai Binh Duong University and the Khánh Hòa campus of Ton Duc Thang University further diversifies learning opportunities, fosters healthy competition, and promotes improvements in training quality and scientific research.

A distinctive feature of higher education in Khánh Hòa is the presence of long-established military academies and officer training schools. Among them, the Naval Academy is a leading institution in training officers and scientific–technical personnel for the Navy. It not only provides high-quality human resources for safeguarding national maritime sovereignty but also serves as a

center for research and application of scientific and technological advancements in defense. The Telecommunications Officers Training School (University of Communications and Transport Technology) specializes in military communications while also offering various engineering and technological programs that meet the demands of modern information infrastructure development. The Air Force Officers Training School plays a crucial role in training officers and aerospace engineers, contributing significantly to the development of a modern air defense air force. The presence of these institutions not only strengthens national defense and security but also creates a distinctive identity, enhancing Khánh Hòa's position within the national higher education system.

In addition to universities and academies, Khánh Hòa also has a system of specialized colleges closely aligned with local workforce development needs. Notably, Nha Trang National College of Education provides training and professional development for preschool and primary school teachers, meeting the requirements of standardizing the teaching workforce in the context of general education reform. Nha Trang College of Tourism supplies skilled and professional labor for the tourism and service sectors, which are identified as key economic pillars of the province. Furthermore, several vocational colleges are gradually expanding their scale and training programs, contributing to career orientation and educational streaming for students after secondary education.

Overall, the higher education system in Khánh Hòa has been developing toward multidisciplinary and diversification of institutional types, creating learning opportunities for various groups and gradually meeting the demand for human resource training at the provincial, regional, and national levels. With the coexistence of public and non-public, military and civilian institutions, Khánh Hòa has established a relatively balanced system that serves both socio-economic development and national defense and security objectives. Within its broader development strategy, Khánh Hòa Province has placed strong emphasis on improving the quality of education and training.

On April 29, 2022, the Khánh Hòa Provincial People's Committee issued Decision No. 1165/QĐ-UBND promulgating the implementation plan for the Government's Action Program and the Provincial Party Committee's Action Program to realize Resolution No. 09-NQ/TW of the Politburo on building and developing Khánh Hòa Province to 2030, with a vision to 2045. The plan outlines 11 key solutions, including a focus on "developing human resources and science and technology, particularly high-quality human resources, to lay the foundation for Khánh Hòa to become one of the regional centers of the South Central Coast and Central Highlands in education and training, as well as specialized healthcare" (Khánh Hòa Provincial People's Committee, 2022, p. 13).

On February 20, 2025, the Khánh Hòa Provincial Party Committee issued Resolution No. 48-NQ/TU to implement Resolution No. 57-NQ/TW (December 22, 2024) of the Politburo on breakthroughs in science and technology, innovation, and national digital transformation. It proposes solutions such as "developing online education platforms and digital higher education models, enhancing digital capacity in society; and accelerating the implementation of the

project to upgrade Nha Trang University into a regional university aligned with the development of key disciplines at a level comparable to advanced countries in the Asia-Pacific region” (Khánh Hòa Provincial Party Committee, 2025, p. 7).

In line with the spirit of Resolution No. 71-NQ/TW, the coming period will witness the restructuring of higher education institutions through mergers, consolidation, and the dissolution of those that fail to meet standards or operate inefficiently. This process is expected to create additional momentum for higher education in Khánh Hòa to improve its quality and effectiveness, thereby strengthening its position.

However, alongside its advantages and strengths, higher education in Khánh Hòa also reveals certain limitations. First, the quality and effectiveness of training across institutions remain uneven; some institutions face constraints in terms of faculty, infrastructure, and research capacity. There is also an overlap in training programs, a lack of specialized differentiation, and insufficient alignment with labor market demands – particularly in emerging fields such as the digital economy, green economy, and high technology. Collaboration between universities and enterprises or production and service sectors remains limited, leading to a gap between training outcomes and employment. Scientific research and technology transfer activities in many institutions are still modest relative to their potential, with few outputs exerting a significant impact or closely linked to local socio-economic development needs.

Another issue lies in the limited level of international integration among higher education institutions in Khánh Hòa. Apart from several international cooperation projects at Nha Trang University and a few joint training programs, the attraction of international faculty and students remains modest. English-medium programs are still limited and have yet to establish strong brands capable of regional competition. University governance mechanisms have not been comprehensively reformed, and institutional autonomy continues to be constrained by regulatory, financial, and human resource limitations.

### **Impacts of Resolution No. 71-NQ/TW on Higher Education in Khánh Hòa Province**

For Khánh Hòa Province, Resolution No. 71-NQ/TW exerts direct and far-reaching impacts across several key dimensions:

First, regarding the development orientation of the system. The Resolution calls for the establishment of a streamlined and efficient network of higher education institutions, avoiding duplication in training programs while prioritizing fields aligned with local advantages. For Khánh Hòa, this implies that institutions must capitalize on their distinctive strengths: Nha Trang University should focus on fisheries and marine economics; Khánh Hòa University should prioritize education, culture, and social sciences; while academies and officer training schools should continue to play a crucial role in national defense and security.

Second, in terms of improving the quality of training and scientific research. The Resolution sets requirements for standardizing and modernizing curricula, as well as aligning training with practical needs and labor market demands. This creates both pressure and motivation for higher education institutions in Khánh Hòa to innovate their training methods, apply digital

technologies, and promote scientific research, particularly in fields where the province has comparative advantages, such as marine and island studies, logistics, and tourism services.

Third, regarding university autonomy and modern governance. The Resolution emphasizes granting autonomy in tandem with accountability and quality assurance commitments. This provides opportunities for institutions in Khánh Hòa to become more proactive in admissions, curriculum development, and international cooperation. At the same time, it requires them to enhance governance capacity and to mobilize and effectively utilize social resources.

Fourth, concerning faculty and academic staff. The Resolution underscores the need to standardize and improve qualifications, political integrity, and pedagogical capacity. This is an urgent requirement for Khánh Hòa, where several institutions still face shortages of highly qualified academic staff, particularly in key disciplines. Effective implementation will contribute to building a faculty that is strong in both professional expertise and ethical standards.

Fifth, in terms of international integration. With its favorable geographical location, the presence of reputable military and civilian universities, and its status as an international tourism destination, Khánh Hòa possesses unique conditions for expanding cooperation, promoting student and faculty exchanges, and attracting resources from advanced countries in the region and beyond. Resolution No. 71-NQ/TW provides a favorable legal framework and institutional mechanisms for the province to effectively leverage these advantages in enhancing the quality of education and scientific research.

### **Proposed Solutions for the Effective Implementation of Resolution No. 71-NQ/TW in the Development of Higher Education in Khánh Hòa Province**

First, aligning the dissemination and implementation of the Resolution with local characteristics and advantages. The application of general guidelines must be concretized in practice, leveraging the strengths of each higher education institution while avoiding fragmentation and formality. Party committees, authorities, and mass organizations across the province should organize comprehensive dissemination and in-depth study of Resolution No. 71-NQ/TW among officials, Party members, intellectuals, lecturers, and students. Beyond mere communication, it is essential to link the Resolution's content with the development realities of each institution and discipline. The province should promulgate specific action programs and plans, clearly defining objectives, targets, and implementation roadmaps, while aligning educational reform with the socio-economic development strategy for the 2025–2035 period, with a vision to 2045. Second, promoting the proactiveness and autonomy of educational institutions.

A comprehensive review of training structures, program portfolios, and institutional scale should be conducted to enable adjustments toward streamlining, reducing duplication, and enhancing interconnectivity. The province should encourage universities to focus on their distinctive strengths: Nha Trang University should further develop fisheries, marine economics, and marine biotechnology; Khánh Hòa University should prioritize teacher education, cultural and social sciences, and the arts; Nha Trang College of

Tourism should expand high-quality human resource training for tourism and services; while academies and officer training schools should continue to play a key role in officer training and expand scientific and technological research serving both defense and civilian purposes.

Third, improving training quality in alignment with practical needs and labor market demands. Khánh Hòa has made progress in university–enterprise collaboration, particularly in tourism and services. However, experience indicates the need for regular dialogue, workforce demand surveys, and continuous curriculum updates, alongside a strong emphasis on professional skills, soft skills, and international integration competencies for students. Institutions should modernize curricula and teaching materials in accordance with regional and international standards and adopt innovative teaching methods that foster students' self-learning capacity and creativity. In particular, stronger linkages with enterprises should be promoted through models such as "dual education," internships, and applied research collaborations, enabling students to access professional environments early. For tourism and services, the province should develop a strategy for training internationally standardized human resources, aligned with its goal of becoming a high-quality tourism hub.

Fourth, prioritizing the development of faculty and managerial staff. Investment in human capital is a decisive factor. Attracting, training, and developing highly qualified lecturers with strong foreign language proficiency, research capabilities, and modern pedagogical skills will determine the long-term quality of higher education. Institutions should strengthen cooperation with domestic and international partners to send staff for advanced training and academic exchanges, gradually building a high-quality academic workforce capable of meeting international integration requirements.

Fifth, enhancing international cooperation and integration. Leveraging its geographical advantages and tourism potential, Khánh Hòa should expand partnerships with reputable universities and research institutes both domestically and internationally. Efforts should be intensified to develop student and faculty exchange programs, joint training initiatives aligned with international standards, and to attract foreign experts and lecturers for teaching and research. At the same time, selected disciplines and programs should be gradually developed to meet regional standards, thereby enhancing institutional reputation and attracting international students.

Sixth, combining state resources with socialization for higher education development.

While the State plays a leading role, it is essential to promote the participation of enterprises, communities, and society at large in educational investment. Mobilizing businesses and social actors to engage in training, research, and student support represents a valuable approach, helping to reduce budgetary pressure while strengthening the substantive linkage between education, production, and business activities.

## **CONCLUSIONS**

Resolution No. 71-NQ/TW dated August 22, 2025, issued by the Politburo on “Breakthrough Development in Education and Training,” marks a significant turning point in the Party’s leadership thinking on education and training. With its strategic vision, the Resolution not only inherits and develops previous policies and orientations but also introduces new directions that are well-suited to the requirements of industrialization, modernization, and deep international integration. For Khánh Hòa Province—a locality with a strategic position in socio-economic development and national defense and security, and a diverse, high-potential higher education system—Resolution No. 71-NQ/TW serves both as an opportunity and a driving force for comprehensive reform. Its effective implementation will enable higher education institutions in the province to leverage their strengths, overcome limitations, and progressively enhance the quality of training, scientific research, and international integration. At the same time, it will contribute to the development of high-quality human resources serving the rapid and sustainable development of the province, the region, and the country.

From a historical perspective, it can be affirmed that Resolution No. 71-NQ/TW opens a new phase for the development of education and training, in which Khánh Hòa is well-positioned to emerge as a leading example. The responsibility placed upon Party committees, authorities, intellectuals, lecturers, and students in the province is to translate the spirit of the Resolution into concrete and effective actions, thereby ensuring that education and training in Khánh Hòa truly become a key driving force for national construction and defense in the new era.

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