

Advancing Education and Training in Alignment with Resolution 71 NQ/TW Anchored in Marx Leninist Doctrine and Ho Chi Minh Thought

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<p>Abstract: Education and training are unequivocally designated as a primary national policy, instrumental to the sustainable development of the country. Amidst globalization, digital transformation, and intensifying competition for knowledge-workers, Resolution 71-NQ/TW (22 August 2025) sets forth a breakthrough agenda for educational advancement, grounded in Marx–Leninist theory and the thought of Hồ Chí Minh. Marxism–Leninism places human beings at the core of social progress, regarding education as the foundational mechanism to cultivate character, creative capacities and communal ethos. Hồ Chí Minh further emphasised holistic education encompassing “virtue – intellect – physique – aesthetics,” fostering moral integrity, professional competence and patriotic spirit, while elevating the role of teachers. Resolution 71 envisages a learner-centred model, with educators as pivotal agents and schools as innovative, adaptive environments. It underscores international integration, digital transformation and lifelong learning, ensuring equitable access while harmonising national identity with global knowledge. Effective implementation depends on state leadership, community engagement and robust investment in the teaching corps. By deploying Resolution 71 on the theoretical and ideological foundations of Marxism–Leninism and Hồ Chí Minh’s thought, Vietnam is poised to build a humanistic, creative and modern education system, nurture fully-developed Vietnamese citizens and advance the nation’s sustainable development.</p>	<p>Review Paper</p>
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I. INTRODUCTION

Education and training have been steadfastly affirmed by our Party as the paramount national policy and a decisive catalyst for the rapid, sustainable advancement of the nation. In the era of globalization, digital transformation, and intense competition for knowledge-based human resources, the Politburo promulgated Resolution 71-NQ/TW on 22 August 2025, aiming to engineer a breakthrough in the development of education and training that meets the country’s new-era developmental imperatives.

This Resolution not only actualises the Party’s strategic directive for a “fundamental, all-encompassing renewal of education,” but also encapsulates the inheritance and creative evolution of the fundamental values of Marx–Leninism and Hồ Chí Minh’s thought concerning the human being, the nature of knowledge and the role of education in the revolutionary enterprise.

II. Research Content

2.1. Theoretical Foundations in Marx–Leninism and Hồ Chí Minh Thought Regarding Education and Human Development

Within the Marx–Leninist theoretical framework, human beings are construed both as the ultimate objective and as the locomotive of historical transformation. This doctrine places humanity at the very axis of social progress and underscores the decisive function of education in nurturing individual capacities and social consciousness. As Lenin asserted, socialist education alone can forge socialist individuals—thus education transcends mere knowledge transmission to become the fundamental instrument for liberating individuals from alienation, cultivating character and virtues, fostering communal ethos, and promoting holistic human development within a socialist paradigm.

Building upon this conceptual foundation, President Hồ Chí Minh innovatively adapted Marx–Lenin’s educational and anthropological vision to the Vietnamese reality. He famously declared: *“For the benefit of ten years one plants trees; for the benefit of a hundred years one cultivates people.”* This memorable axiom underscores that education constitutes the long-term bedrock of national advancement. According to Hồ Chí Minh, education must not only impart knowledge but also shape moral character, evoke patriotic commitment, instil national pride and cultivate the will to strive for the people’s wellbeing. Such a perspective provides the conceptual basis for forming a new Vietnamese citizen who combines knowledge, ethical integrity and creative competence—fully responding to the imperatives of the revolution and nation-building in all epochs.

Hồ Chí Minh further emphasized the comprehensive development of the individual, integrating “virtue – intellect – physique – aesthetics”—meaning a balanced cultivation of ethical disposition, intellectual ability, physical health and aesthetic sensibility. He also placed special emphasis on the role of the educator, considering teachers as the decisive determinant of educational quality, stating: *“A good teacher is a luminous example for students to follow.”* On the foundation of Marx–Leninist theory and Hồ Chí Minh’s thought, Vietnam’s socialist education system is defined as the primary vehicle for unleashing human power—and thereby national strength. Education is not merely about knowledge acquisition but about cultivating creative ability, vocational skill, social responsibility and communal spirit, while adapting to global integration and the Fourth Industrial Revolution. Accordingly, education becomes central to the country’s development strategy and a tool for realising the goal of forging a new Vietnamese person—comprehensive and oriented towards humanistic, scientific and socialist values.

In this way, the theoretical bases of Marx–Leninism and Hồ Chí Minh’s thought in education place humanity at the core and regard education as the method of development, while identifying the educator and educational environment as decisive factors. These foundations serve as the guiding compass for all educational and training policies and strategies in Vietnam, especially in the phase of implementing Party resolutions such as Resolution 71-NQ/TW, toward constructing a modern, humanistic and integrated education system.

2.2. The Central Ethos of Resolution 71-NQ/TW

Issued on 22 August 2025, Resolution 71-NQ/TW by the Politburo marks a seminal shift in the Party’s theoretical paradigm and practical orientation for education and training. Amid an era characterised by globalisation, digital transformation and intense competition for knowledge-based human capital, this

resolution affirms education and training as one of the three strategic breakthroughs—alongside institutional reform and science–technology development—intent on laying the foundation for rapid and sustainable national advancement.

Primarily, the resolution mandates a profound transformation of the educational paradigm: moving from a system dominated by knowledge transmission to one committed to nurturing learner qualities and capacities; placing the student at the heart of the system, the teacher as a decisive agent, and the educational institution as a creative and adaptive environment. This orientation resonates with the directive in the 13th National Congress of the Communist Party of Vietnam documents advocating “fundamental, comprehensive renewal of education and training in an open, flexible, interconnected, practical manner.”

Secondly, the resolution underscores the imperative of strengthening and professionalising the teaching and educational-management workforce—the “golden link” of reform. It echoes the principle that a high-quality teacher is pivotal to educational excellence and thus prioritises supportive policy frameworks, improved working conditions and the cultivation of pedagogical, ethical and political capacities.

Thirdly, the resolution emphasises the necessity of socialisation, international integration and the application of science and technology—particularly digital transformation—within education. It envisions an open, flexible system committed to lifelong learning, universal access and global competitiveness while retaining national identity and socialist orientation.

In sum, Resolution 71 encapsulates the Party’s renewed political strategy: human capital, intellect and learning lie at the core of national development. Education transcends mere cultural domain to become a strategic political and economic resource reinforcing self-reliance and elevating Vietnam’s international standing. In doing so, it aligns with the philosophical underpinnings of Marx–Leninism regarding the emancipatory role of knowledge and the legacy of Hồ Chí Minh advocating human-centred development.

Ultimately, the resolution synthesises theory and practice, heritage and innovation. Full assimilation and implementation of its ethos will lay the groundwork for a modern, humanistic, equitable, creative and globally integrative Vietnamese education system—realising the nation’s aspiration for prosperity, happiness and socialist advancement.

2.3. Applying the Theoretical Foundations of Marx–Leninism and Hồ Chí Minh Thought in the Implementation of Resolution 71-NQ/TW

The implementation of Resolution 71-NQ/TW (dated 22 August 2025) by the Politburo must rest firmly

upon the theoretical bedrock of Marx-Leninism and the thought of Hồ Chí Minh, viewing them as the ideological compass ensuring a socialist orientation throughout the reform of education and training. These theoretical foundations not only define the objective of “comprehensive human development” but also prescribe the methodological pathways by which education becomes a driving force for social progress.

Firstly, one must embrace the Marx-Leninist principle of human emancipation through knowledge—a concept inherited and creatively developed by Hồ Chí Minh. In the 1844 *Economic and Philosophic Manuscripts*, Marx asserts: “Human emancipation is the emancipation from alienation, from ignorance and oppression.” (Marx & Engels, 1995, Vol. 3, p. 276). Similarly, Hồ Chí Minh often reminded us that “An ignorant nation is a weak nation.” Accordingly, the goal of education transcends mere acquisition of knowledge; it must foster political consciousness, revolutionary ethics and mastery of one’s destiny. In the context of Resolution 71, enhancing the education of ideals, morality and cultural lifestyle within schools must be acknowledged as the spiritual foundation of all reform programmes, contributing to the formation of “a new Vietnamese human being developed comprehensively,” as affirmed in the documents of the 13th National Congress of the Party.

Secondly, the Marx-Leninist conception of the socialist state’s role in education is salient. Lenin maintained that “education is the tool for consolidating the socialist regime and serving the working people.” (Lenin, 1978, Vol. 41, p. 279). This places a premium on the State’s primacy in educational governance and management, guarding against excessive commercialisation or privatisation. Therefore, implementing Resolution 71 demands the State’s proactive leadership in policy formulation, while opening mechanisms for the participation of social organisations, enterprises and communities in the mission of “cultivating people” under the Party’s guidance.

Thirdly, the thought of Hồ Chí Minh regarding the integration of education with practice - “learning must go hand in hand with doing; theory must relate to reality; learning must be reflected upon.” (Hồ Chí Minh, 2011, Vol. 8, p. 63)—provides direction for building a modern education imbued with national identity. In effectuating Resolution 71, this translates into educational models linked to labour-market needs, digital transformation and innovation-led entrepreneurship, thereby elevating Vietnam’s human-resource competitiveness for the new era.

Finally, elevating the teaching profession—the vanguard in the enterprise of enlightening citizens—is essential. As Hồ Chí Minh declared: “A good teacher is the noblest person, for they create the next generation of

new people for society.” Hence, implementing Resolution 71 must be paired with policies that improve remuneration, working conditions and the political-ethical-professional qualities of educators; teachers must become exemplars of knowledge, character and innovation—faithfully mirroring Hồ Chí Minh’s call: “Teachers must be role-models for students.”

In sum, applying the theoretical foundations of Marx-Leninism and Hồ Chí Minh’s thought to the implementation of Resolution 71-NQ/TW does more than safeguard the socialist orientation of education; it awakens the humanistic, scientific and revolutionary values inherent in those intellectual traditions. Vietnam’s education system must evolve towards openness, creativity and human-centredness: with knowledge as its engine, humanity as its core, and socialism as its objective. This is the vivid actualisation of Marx, Lenin and Hồ Chí Minh’s thought in Vietnam’s new developmental context.

2.4. Strategic Directions and Practical Solutions for Effective Implementation of Resolution 71-NQ/TW

In order for Resolution 71-NQ/TW (issued 22 August 2025) to be truly translated into action, it is imperative to establish clear political orientations and implement pragmatic solutions tailored to the current national context. The objective transcends mere formal reform of education; it aspires to effectuate a foundational metamorphosis in educational quality, governance and the societal value of Vietnam’s education system in line with socialist orientation.

Firstly, intensified communication, thorough internalisation and consensus-building across the entire Party and society are required regarding the significance, objectives and tasks of Resolution 71-NQ/TW. This effort must be ongoing, creative and integrated with ideological and political education, clarifying the role of education and training in the national strategy of human development and country advancement. The mantra of “cultivating people,” drawn from Hồ Chí Minh’s thought, must become a working thread throughout the political system, from central to grassroots institutions.

Secondly, the spirit of the Resolution must be operationalised through concrete strategies, programmes and education development plans to 2035—with a vision to 2045. These must be aligned with regional and sectoral socio-economic development goals, ensuring education becomes a stimulative force for growth and innovation. Policy frameworks for general education, tertiary education, vocational training and lifelong learning should be harmonised, interlinked and responsive to labour-market demands in the era of digital transformation.

Thirdly, governance mechanisms in education and training must continue to be renewed with greater

decentralisation, expanded institutional autonomy alongside accountability and public scrutiny. Legal frameworks, funding mechanisms, quality assurance and educational evaluation systems must be enhanced to ensure equity, transparency and compatibility with socialist orientation. While the State retains the leading role in policy formulation, greater engagement of communities, enterprises and social organisations in the “cultivating people” enterprise is essential.

Fourthly, the culture of lifelong learning and a learning society must be promoted as a dominant paradigm. It is vital to foster an environment that encourages study, innovation and the robust uptake of digital technologies in teaching, learning, assessment and management. The application of advanced technologies not only elevates instructional effectiveness but also expands equitable access and contributes to the formation of a knowledge society—a hallmark of the new era.

Fifthly, international cooperation must be accelerated while steadfastly preserving national identity and educational sovereignty. As Hồ Chí Minh emphasised: “We must learn the best of humanity to serve the Fatherland.” Thus, embracing global knowledge must not lead to assimilation but to informed integration rooted in national values and socialist orientation. Leadership in research partnerships, academic exchange and global networks must align with the country’s strategic goals.

Collectively, these strategic directions and practical solutions form a critical politico-practical basis to propel Resolution 71-NQ/TW into a dynamic driver of a fundamentally renewed, comprehensive education system in Vietnam—human-centred, modern, creative and deeply imbued with national cultural identity.

III. CONCLUSION

Resolution 71-NQ/TW, issued by the Politburo on 22 August 2025, marks a substantive evolution in the Party’s theoretical and operational approach to education and training. The Resolution encapsulates a strategic vision consistent with the Party’s stance that education is the premier national policy and the foundational pillar for human development—the central agent of societal advancement. Positioning education and training among

the three strategic breakthroughs signals a profound recognition that building a high-quality human resource base is the linchpin for Vietnam to ascend amid industrialization, modernization and deep international integration.

Implementing Resolution 71-NQ/TW is not merely the responsibility of the education sector—it represents a political duty shared across the entire political system and society. Its success hinges on anchoring action in the ideological foundations of Marxism-Leninism and Hồ Chí Minh’s thought—the guiding compass for all Party lines and policies. The humanistic, scientific and revolutionary values embedded in these traditions—above all the concept of “cultivating people”—must be innovatively adapted to meet contemporary demands.

Successfully actualising Resolution 71 will contribute to building a Vietnamese education system that is human-centred, modern, creative and globally integrated. Through that, we advance the nation’s aspiration for prosperity and happiness, firmly on the socialist path chosen by the Party and the people.

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