

Vietnam Students' National Defence and Security Education: Challenges and Solutions

Ngoc Bau CAO¹, Mong Nghi TRAN²

Abstract

This study looks at how national defense and security education (NDSE) is now taught to Vietnamese students, emphasizing how important it is for promoting patriotism and a sense of national identity. Utilizing current policy advancements and real-world experiences, we examine major issues and suggest tactical fixes to raise the caliber and efficacy of this training program. Our results highlight the necessity of updating curricula, improving preparation for teachers, and fortifying institutional support in order to fulfill the changing requirements of national security within the framework of global integration. Using a mixed-methods approach, the study combines quantitative data from Vietnamese educational institutions with stakeholder interviews and policy analysis. We examine the NDSE's historical background in Vietnam, how it changed over time in response to shifting geopolitical conditions, and how it is currently used at different educational levels. The study also looks at how relevant and successful NDSE is in educating Vietnam's youth for their futures as informed and involved citizens, according to students, educators, and policymakers. Although NDSE has come a long way in recent years, our analysis shows that maintaining student interest, assuring uniform quality of instruction across institutions, and integrating the curriculum with current security threats remain formidable obstacles. We provide a thorough framework for improving NDSE, along with suggestions for innovative pedagogy, curriculum revision, and better resource management. In addition, we talk about how NDSE may become more relevant and interesting to the younger generation by incorporating technology and practical learning techniques. Beyond Vietnam, the research's implications provide guidance to other countries facing the difficulty of teaching their youth about national security issues in a globe growing more interconnected by the day. This research adds to the larger conversation on civic education and national identity creation in the light of globalization and rapid technological change by critically analyzing Vietnam's approach to NDSE.

Keywords: *National Defense and Security Education (NDSE), Curriculum Reform, Civic Education, Patriotism, Global Integration.*

Introduction

The integration of national defense and security education (NDSE) has been an intrinsic element of Vietnam's educational system, with the objective of fostering a profound sense of patriotism and national duty among students. According to Decree 116/NĐ-CP (2007), NDSE is considered an essential component of the national education system and plays a crucial role in establishing a comprehensive national defense and ensuring the security of the people (Government of Vietnam, 2007). This study examines the present state of NDSE (National Digital Skills Examination) in Vietnam, with a specific emphasis on how it is being put into practice in high schools, colleges, and universities.

The origin of NDSE in Vietnam may be traced back to the nation's extensive history of opposing foreign aggression and its dedication to upholding national sovereignty. Since the Doi Moi reforms of 1986, NDSE has expanded its scope beyond traditional military matters to include broader security concerns such as economic, social, and environmental components. This evolution has taken place in the post-war era. Vietnam's use of this comprehensive strategy demonstrates its acknowledgment of the intricate and diverse nature of contemporary security concerns.

The significance of the National Diploma in Secondary Education (NDSE) within Vietnam's educational structure cannot be exaggerated. It functions as a vital method for conveying fundamental principles, historical consciousness, and a feeling of civic responsibility to the younger cohort. Amidst the fast

¹ Defense and Security Education Center - Can Tho University, 554, Highway 61, Hoa Duc Hamlet, Hoa An Commune, Phung Hiep District, Hau Giang Province, Email: cnbau@ctu.edu.vn.

² Defense and Security Education Center - Can Tho University, 554, Highway 61, Hoa Duc Hamlet, Hoa An Commune, Phung Hiep District, Hau Giang Province, Email: tmnghi@ctu.edu.vn, (Corresponding Author)

globalization of our world, when cultural identities are becoming more flexible and national borders are becoming less distinct, NDSE plays a crucial role in strengthening national unity and identity. Moreover, it provides students with critical knowledge and abilities to comprehend and engage in conversations regarding national security and military issues.

The implementation of the National Digital Skills Education (NDSE) program in Vietnam is distinguished by its extensive reach across all educational levels. Elements of the National Digital and Social Education (NDSE) curriculum are included into several topics, including history, civics, and physical education, in primary and secondary schools. At the high school level, NDSE is taught as a separate topic, encompassing a curriculum that includes fundamental military knowledge, national defense principles, and practical skills. NDSE, a compulsory course in colleges and universities, is typically offered in specialized centers or in partnership with military forces. It offers comprehensive academic knowledge and practical training.

The legal and policy foundation for National Digital Skills Education (NDSE) in Vietnam is strong, demonstrating the government's dedication to this educational endeavor. The Constitution of Vietnam explicitly establishes the duty of citizens in national defense, serving as the fundamental framework for the National Defense and Security Education (NDSE). Additional legislation and official directives, such as the Law on National Defense Education (2013) and various circulars issued by the Ministry of Education and Training, have established clear guidelines and regulations on the organization, curriculum, and execution of NDSE programs.

Nevertheless, the efficacy of NDSE in attaining its goals encounters various obstacles in the present-day situation. The need for continuous changes to the curriculum arises from the fast-paced technical progress, shifting geopolitical dynamics, and emerging security risks in order to ensure its relevance. Additionally, the pedagogical methods employed in NDSE need to adjust to the learning inclinations and backgrounds of a cohort of students who are technologically proficient and have access to a wide range of information sources.

This study seeks to offer a thorough examination of the present condition of NDSE (National Digital Security Ecosystem) in Vietnam, highlighting both its advantages and areas that require enhancement. We analyze the historical progression of NDSE, its present use in various educational tiers, and the obstacles it encounters in fulfilling the requirements of contemporary Vietnam. This analysis aims to add to the current discussion on the most effective methods of preparing Vietnam's children to become knowledgeable and responsible citizens in an increasingly intricate global setting.

Our research methodology integrates both qualitative and quantitative approaches. We undertook a comprehensive examination of policy papers, scholarly literature, and government reports pertaining to NDSE in Vietnam. This was augmented by comprehensive interviews with important stakeholders, such as education officials, NDSE professors, and students. In addition, we conducted an analysis of survey data obtained from a representative sample of high schools, colleges, and institutions throughout Vietnam in order to assess perceptions and experiences about NDSE programs.

The results of this study have important consequences for policymakers, educators, and scholars who are engaged in civic education and national security studies. Through a thorough analysis of Vietnam's strategy towards National Defense and Security Education (NDSE), our objective is to make a valuable contribution to the wider discussion on how countries may successfully educate their young population on problems of national security and civic duty in the modern day.

The next sections of this article will explore the historical background of NDSE in Vietnam, conduct a thorough examination of its present execution, address significant obstacles and prospects, and suggest measures to improve the efficacy and pertinence of NDSE programs. With this thorough investigation, our aim is to offer significant insights that can guide future governmental decisions and educational practices not just in Vietnam but also in other places.

Background And Policy Framework

The Communist Party of Vietnam has consistently highlighted the significance of National Defense and Security Education (NDSE), as evident in the resolution of the 11th National Party Congress. The resolution emphasizes that strengthening national defense and security is a vital and ongoing responsibility of the Party, State, and the entire population (Communist Party of Vietnam, 2011). As a result of this regulation, NDSE has been made a compulsory topic at different educational levels.

Historical Context

The origins of NDSE in Vietnam can be traced back to the nation's extensive history of striving for autonomy and national self-determination. Education was crucial in organizing the population and fostering patriotism during the resistance wars against foreign powers. Following the end of the war, and after the reunification of Vietnam in 1975, the emphasis switched towards constructing a comprehensive national security system that encompassed the entire population.

The implementation of the Doi Moi (Renovation) policy in 1986 represented a pivotal moment in Vietnam's strategy towards national defense and security. As the government embraced globalization and implemented economic reforms, the definition of national security broadened to include not just military protection, but also economic, social, and cultural aspects. This comprehensive strategy required a commensurate transformation in the education system to provide individuals with the necessary skills and knowledge to navigate the intricate nature of contemporary security concerns.

Legal and Policy Framework

The significance of NDSE is incorporated in Vietnam's constitution and further strengthened by a number of laws, decrees, and directives: The 2013 Constitution of the Socialist Republic of Vietnam explicitly states that all citizens have a duty to contribute to national defense and security. The Law on National Defense (2018) establishes the legislative foundation for the National Defense and Security Education (NDSE), mandating its implementation in all educational and societal domains. The Law on Education (2019) mandates the inclusion of NDSE as a mandatory subject in the national curriculum. Decree 116/2007/NĐ-CP primarily pertains to the organization and execution of NDSE at educational establishments. The Ministry of Education and Training has issued Circular 01/2017/TT-BGDĐT, which offers comprehensive instructions for NDSE programs across various educational levels. The government's dedication to institutionalizing NDSE and ensuring its consistent implementation across the country is evident in this comprehensive legal framework.

Policy Objectives

The main goals of the NDSE policy in Vietnam are: to instill patriotism and national pride in students; to foster a comprehensive understanding of Vietnam's national defense and security strategies; to provide students with fundamental military and security knowledge and skills; to cultivate a sense of responsibility towards national defense and security in the younger generation; to establish a strong connection between civilian education and military readiness.

Implementation Across Educational Levels

The incorporation of NDSE into Vietnam's education system is designed to offer content and experiences that are suitable for each age group. In primary school (Grades 1-5), the concepts of NDSE are introduced by integrating them into disciplines such as moral education and social studies. In Grades 6-9, secondary education includes the integration of more specific content from the National Department of Secondary Education (NDSE) with civics education and extracurricular activities. In high school (grades 10-12), the subject of NDSE is given its own dedicated classroom hours and practical training sessions. Higher Education: Universities and colleges need students to take NDSE courses, which are typically taught in specialist centers or in partnership with military forces. Continuing education programs, known as NDSE programs, are available for working people through many avenues such as workplace training and community education centers.

Institutional Framework

The execution of NDSE is organized by a hierarchical institutional framework: (1) At the national level, the Central Council for National Defense and Security Education, led by the Prime Minister, supervises the general policy direction. (2) At the ministerial level, the Ministry of Education and Training, in conjunction with the Ministry of National Defense and the Ministry of Public Security, formulates curriculum and guidelines for implementation. (3) At the provincial or city level, local councils for NDSE are responsible for coordinating the implementation of NDSE within their respective areas. (4) At the institutional level, educational organizations have specialized departments or units that are accountable for implementing and managing NDSE initiatives.

Recent Policy Developments

Recently, there have been some notable legislative advancements with the goal of improving the efficiency of NDSE. (a) The 13th National Party Congress (2021) reiterated the significance of National Defense and Security Education (NDSE) in light of new security challenges, emphasizing the necessity for innovative approaches to engage the younger generation; (b) Resolution 29-NQ/TW (2013) on fundamental and comprehensive innovation in education and training underscored the requirement to modernize NDSE curricula and teaching methods; (c) Decision 1911/QĐ-TTg (2021) approved a project to enhance NDSE in the education system for the period 2021-2025, with a vision extending to 2030. This initiative aims to enhance the standard of instruction, improve infrastructure, and utilize technology in NDSE programs. Additionally, Circular 05/2020/TT-BGDĐT has proposed new rules for evaluating student achievements in NDSE, with a particular emphasis on practical skills and the application of information.

International Context

Vietnam's approach to Non-Discriminatory Special and Differential Treatment (NDSE) is also shaped by its changing position in the global community: With Vietnam's increasing integration into the global economy, the curricula of the National Defense and Security Education (NDSE) have been revised to include topics on international security cooperation and global citizenship. Vietnam's active involvement in United Nations peacekeeping operations since 2014 has resulted in the inclusion of relevant content in NDSE programs, especially at the higher education level. The presence of regional security issues, such as conflicts over marine territories in the South China Sea, has led to an increased focus on promoting awareness of maritime security in the curricula of the National Defense and Security Education (NDSE).

Overall, the history and policy framework of NDSE in Vietnam demonstrate a thorough and dynamic approach to equipping individuals for their responsibilities in national defense and security. Vietnam's dedication to sustaining a strong National Digital Single Window for Trade (NDSE) system is evident via its solid legislative and institutional foundations, as well as its continuous policy adjustments. Nevertheless, as the nation progresses and confronts fresh obstacles, it will be necessary to consistently assess and improve the efficacy of these policies and their execution.

Current Challenges

Although Vietnam has established a thorough policy framework and shown institutional dedication to National Defense and Security Education (NDSE), there are still a number of critical problems that remain. These problems have a significant impact on the efficacy of NDSE programs and their capacity to accomplish the desired goals of promoting patriotism, national identity, and security awareness among students. This section thoroughly analyzes the aforementioned difficulties, utilizing research data and viewpoints from stakeholders.

Curriculum Relevance

Although the NDSE curriculum undergoes occasional revisions, several elements of it continue to be obsolete or not in line with contemporary geopolitical circumstances and the educational levels of pupils. This challenge presents itself in various forms:

- *Dynamic Security Landscape:* The security landscape on a global scale is undergoing rapid changes, with emerging threats such as cybersecurity, conflicts generated by climate change, and non-traditional security challenges gaining increasing importance. The NDSE curriculum, however, frequently falls behind these advancements, primarily emphasizing conventional military-focused notions of national defense.
- *Technical Advancements:* The curriculum faces difficulties in keeping up with the swift technical progress in military and security. The current syllabus sometimes lacks enough coverage of topics such as artificial intelligence in defense, autonomous weapons systems, and space-based security.
- *Regional and Global Context:* Although the curriculum includes Vietnam's military strategies, it occasionally fails to provide a thorough examination of the complex dynamics of regional and global security. This disparity hinders students' comprehension of Vietnam's role within the wider global security system.
- *Interdisciplinary Approach:* The existing curriculum frequently regards NDSE as a separate subject, neglecting to effectively incorporate it with other fields such as international relations, economics, and environmental studies. The practice of isolating information can restrict pupils' capacity to comprehend the complex and diverse nature of contemporary security concerns.
- *Age-Appropriate Material:* The material and delivery methods are not always appropriately adjusted to suit different educational levels. For example, the content taught in high schools may be excessively theoretical or intricate, whereas courses at the university level occasionally may not adequately expand upon students' preexisting knowledge.
- *Practical Application:* There is frequently a lack of connection between theoretical knowledge and its use in real-life situations. Many students often struggle to comprehend the connection between the things they learn and their everyday lives or prospective employment beyond the military.

Teacher Qualifications

There is a lack of skilled NDSE instructors, especially those who possess both teaching abilities and current knowledge of national security matters. This challenge is complex and has multiple aspects:

- *Dual Expertise Requirement:* Successful NDSE instruction necessitates a distinct amalgamation of military/security proficiency and pedagogical aptitude. Many instructors demonstrate exceptional expertise in one area but lack competency in the other, resulting in unbalanced instruction.
- *Rapid expertise Obsolescence:* The dynamic character of global security issues results in the swift obsolescence of instructors' expertise. Ongoing professional development is crucial, yet frequently deficient.
- *The limited number of qualified candidates restricts the pool of potential instructors due to the specialized nature of NDSE.* This issue is especially severe in rural or distant places, where it is difficult to attract qualified individuals.
- *Pedagogical Innovation:* Numerous educators, particularly those with military experience, may possess inadequate knowledge in contemporary, learner-focused instructional approaches that are more captivating for younger cohorts.
- *Interdisciplinary expertise:* Instructors must possess expertise in multiple areas, such as technology, economics, and international politics, due to the broadening scope of national security. Only a small number of educators have such a comprehensive knowledge base.

- **Civilian-Military Disparity:** Certain instructors, particularly those with military backgrounds, may encounter difficulties in framing NDSE material for civilian students who may lack familiarity with military culture or notions.

Resource Constraints

Numerous educational establishments suffer from insufficient facilities, equipment, and instructional materials required for successful NDSE instruction, particularly for practical training aspects. This challenge includes:

- **Physical Infrastructure:** Numerous educational institutions suffer from a deficiency of designated areas for NDSE instruction, such as specialized classrooms, training grounds, or simulation facilities. This poses a significant challenge for the hands-on aspects of the curriculum.
- **Obsolete Equipment:** When equipment is accessible, it is frequently old and does not align with contemporary military and security technologies. The disparity between education and real-world applications might undermine the significance of practical training.
- **Restricted Technology Access:** Numerous institutions have a lack of access to contemporary educational technology that have the potential to improve NDSE instruction, such as virtual reality simulations, interactive digital platforms, or advanced communication systems.
- **Educational Resources:** There is frequently a deficiency of current textbooks, multimedia materials, and other instructional tools. This lack of abundance might result in dependence on obsolete resources that do not accurately represent present security circumstances.
- **Financial constraints:** Limited funds, especially in rural or economically disadvantaged areas, hinder institutions from investing in essential resources for NDSE initiatives. This leads to inequalities in the caliber of education provided in various geographical areas.
- **Maintenance and Upgrades:** Despite the initial provision of resources, inadequate funding is frequently allocated for continuous maintenance and essential upgrades, resulting in the gradual deterioration of facilities and equipment.

Student Engagement

Continuously engaging students and illustrating the significance of NDSE in their future duties as members of society continues to be a consistent difficulty. This matter is intricate and impacted by multiple factors:

- **Relevance Perception:** Numerous students, especially those who do not intend to pursue military jobs, find it challenging to perceive the direct relevance of NDSE to their future personal and professional lives. This view can result in disengagement and a lack of willingness to actively engage in NDSE activities.
- **Competing Priorities:** In a progressively cutthroat educational milieu, students frequently prioritize disciplines that they see as being more closely aligned with their professional objectives or university entrance examinations. NDSE could be perceived as having a lower level of importance, resulting in decreased motivation and involvement.
- **Teaching Methods:** The traditional lecture-based teaching methods, which are still often used in many NDSE programs, frequently do not effectively include students who are used to more interactive and technology-driven learning experiences.
- **Cultural Shift:** The younger generations in Vietnam, who are influenced by globalization and internet connectedness, may hold different views on patriotism and national identity in comparison to the older generations. This cultural shift can lead to a disconnection with certain elements of conventional NDSE messaging.

- Information Overload: With the easy availability to information in today's world, students may become overwhelmed by the abundance of security-related information available online. This might make it difficult for them to stay focused and interested in official NDSE programs.
- Insufficient Practical Experience: A scarcity of chances to engage in practical activities or apply NDSE concepts in real-life situations can result in the view that the topic is solely theoretical and lacks connection to reality.
- In light of Vietnam's increasingly globalized education system, NDSE programs must address the task of effectively involving a varied student population, which includes international students with distinct viewpoints on matters of national security.

The delicate equilibrium lies in fostering critical analysis of security matters while upholding patriotic principles. Achieving this equilibrium in a manner that deeply connects with pupils might pose a challenge.

These challenges are interrelated and frequently strengthen one another. Outdated curricula delivered by educators lacking contemporary expertise, in poorly equipped facilities, eventually result in decreased student participation. To tackle these difficulties, a comprehensive approach is needed that takes into account the restructuring of the curriculum, the training of teachers, the allocation of resources, and the implementation of novel teaching methods.

Furthermore, these obstacles are not exclusive to Vietnam but rather indicate more extensive concerns in civic and security education on a worldwide scale. Therefore, tackling these issues not only has significant consequences at a national level but also provides valuable knowledge for other nations dealing with comparable challenges in educating their young population about national security and civic duty.

In the upcoming parts, we will examine possible remedies and suggestions to tackle these difficulties, utilizing exemplary approaches from Vietnam and global expertise in NDSE and associated domains.

Proposed Solutions

Curriculum Reform

The NDSE curriculum should be revised to effectively tackle current security difficulties, such as cybersecurity, unconventional threats, and rising global issues. Developing a cohesive and sequential curriculum throughout all educational levels is essential in order to prevent repetition and ensure continuous and advancing learning. Recent global issues need the inclusion of additional modules focusing on disaster preparedness, civil defense, and pandemic response. Furthermore, it is necessary to introduce information that focuses on the significance of technology in national defense and security, namely artificial intelligence and autonomous systems. It is necessary to incorporate lessons on information warfare and media literacy in order to assist pupils in properly navigating intricate information environments.

Teacher Development

An all-encompassing teacher training program should be established to improve both expertise in the subject matter and proficiency in teaching methods. It is crucial to establish a structure that ensures regular professional development and constant knowledge upgrades for NDSE professors. It is advisable to establish collaborations with military and security institutions in order to offer specialized training for NDSE professors. In addition, it is necessary to establish a mentorship program that matches seasoned NDSE educators with novice teachers. Ultimately, it is imperative to establish a certification program for NDSE teachers in order to guarantee the delivery of high-quality and standardized training.

Resource Enhancement

It is crucial to allocate more funds towards the development of NDSE centers, namely for the purpose of upgrading training facilities and equipment. Prioritizing the creation and dissemination of standardized,

high-quality educational materials and digital tools is essential. Developing virtual reality and augmented reality simulations will offer authentic training experiences. An online repository for NDSE resources should be created, which would be accessible to all educational institutions. Moreover, allocating resources to acquire mobile NDSE training units will facilitate access to distant or marginalized regions.

Pedagogical Innovation

Integrating interactive and immersive learning techniques, such as simulations and field excursions, will increase student involvement. Incorporating NDSE themes into extracurricular activities will strengthen learning and enhance interest. It is advisable to adopt project-based learning methods that motivate students to address actual security issues in the globe. Arranging inter-school competitions and challenges centered around NDSE topics will foster enthusiasm and ingenuity. Establishing collaborations with nearby military and police organizations will offer students practical training opportunities.

Assessment and Evaluation

It is necessary to create comprehensive evaluation instruments in order to gauge students' comprehension of NDSE principles and their ability to apply them in practical situations. Periodic assessments of NDSE programs are essential for identifying areas that need improvement and determining the most effective strategies. The establishment of a nationwide NDSE competency framework would ensure consistency in learning outcomes across educational institutions. In addition, it is recommended to implement periodic statewide NDSE proficiency examinations in order to assess the overall efficacy of the program.

Community Engagement

Implementing community engagement initiatives will enhance public consciousness regarding the significance of NDSE. Implementing parental education activities will serve to strengthen the understanding and application of NDSE principles inside the household. Forming alliances with nearby firms and groups will offer practical insights into security matters. Facilitating opportunities for students to participate in community service initiatives pertaining to national security and defense will augment their educational experience and societal impact.

Technology Integration

There is a need to create e-learning platforms that are specifically intended to offer NDSE content in order to support contemporary learning approaches. Implementing gamification strategies will enhance the engagement and interactivity of NDSE learners. The implementation of adaptive learning technology will customize NDSE training according to the specific needs of each learner. In addition, it is necessary to develop mobile applications that allow for ongoing learning of NDSE outside of the traditional classroom setting.

Research and Development

Forging research collaborations between educational institutions and defense organizations is essential for maintaining a leading position in the field of National Defense and Security Education (NDSE). Systematic assessments should be regularly carried out to appraise the efficacy of NDSE programs and their influence on the level of national security consciousness. It is necessary to create inventive teaching methods that are specifically designed for the distinctive characteristics of NDSE. Promoting student-initiated research projects on national security subjects will improve critical thinking and analytical abilities.

Vietnam may greatly improve its NDSE programs by applying these comprehensive solutions, which will guarantee that students obtain a contemporary, captivating, and efficient education in national defense and security. These measures will foster the formation of a cohort of individuals who possess extensive knowledge of national security concerns and are equipped with the necessary abilities to make significant contributions to the defense and progress of the country. The emphasis on revising the curriculum,

improving teacher training, enhancing resources, and introducing innovative teaching methods will establish a strong basis for NDSE. Furthermore, the inclusion of assessment, community involvement, technology integration, and research will guarantee that the program remains up-to-date, influential, and consistently advancing.

Implementation Strategies

Policy Alignment

Ensure that NDSE programs are in accordance with Vietnam's overarching national security policy and educational reform efforts. This necessitates the consistent evaluation and revision of NDSE curricula to align with changing national security priorities, incorporating NDSE goals into broader educational policy frameworks, establishing explicit directives for implementing NDSE across various educational levels, and creating mechanisms for inter-ministerial collaboration on NDSE issues.

Collaborative Approach

Facilitate enhanced collaboration among educational institutions, military units, and pertinent government organizations in the execution of NDSE. Key initiatives involve the formation of collaborative task forces comprising individuals from the education, defense, and security domains, the establishment of official alliances between educational institutions and local military or security entities, the arrangement of periodic conferences for the exchange of expertise between educators and defense or security experts, and the creation of shared resources and training schemes across various organizations.

Quality Assurance

Implement a strong monitoring and evaluation mechanism to evaluate the efficacy of NDSE programs and guarantee ongoing enhancement. This entails creating unambiguous performance indicators and benchmarks for NDSE programs, conducting periodic internal and external audits of NDSE delivery, gathering and analyzing feedback from students, teachers, and other stakeholders, and utilizing evaluation findings to guide policy decisions and improve the program.

Conclusion

Investing in National Defense and Security Education (NDSE) for students in Vietnam is crucial for the nation's long-term security and stability. An extensive, updated, and captivating NDSE curriculum will foster a cohort of individuals who possess a deep understanding of the intricacies of national security and are also equipped with the essential expertise and abilities to make meaningful contributions to the defense and advancement of the nation.

The suggested solutions for curriculum reform, teacher development, resource enhancement, and pedagogical innovation offer a systematic approach to rejuvenating the National Diploma in Secondary Education (NDSE) in Vietnam. However, these techniques will necessitate a long-term dedication from all parties involved, an adaptable approach to developing obstacles, and a willingness to introduce new ideas and adapt accordingly. By firmly establishing these features, NDSE has the potential to greatly strengthen Vietnam's national resilience, so guaranteeing the country's ongoing advancement in an ever more intricate global environment.

In order to effectively address the complex problems of the 21st century, Vietnam must prioritize the development of a strong National Defense and Security Education (NDSE) program, as it will serve as a fundamental pillar of the country's overall strength. It will have a vital role in promoting patriotism, increasing security consciousness, and equipping the future generation to safeguard and promote the nation's interests. Consequently, through the act of investing in NDSE at present, Vietnam is establishing the foundation for a stable and successful future for its whole population.

Ultimately, enhancing the National Defense and Security Education (NDSE) is crucial in providing Vietnam's young population with the necessary skills and knowledge to contribute to the advancement and protection of the nation. By implementing strategic reforms and innovations, Vietnam's NDSE program may effectively respond to the challenges posed by the rapidly changing global security landscape. This article provides a thorough examination of the obstacles and possible remedies for promoting NDSE (National Digital Skills Education) in Vietnam. It serves as a vital reference for scholars and professionals dedicated to improving education in this crucial domain.

References

- Central Committee Secretariat. (2011). Complete works of Ho Chi Minh (Vol. 6). National Political Publishing House - Truth.
- People's Army Newspaper Online. (2021). Raising the qualification standards of teachers and lecturers in the subject of national defense and security education. <https://www.qdnd.vn/quoc-phong-an-ninh/xay-dung-quan-doi/nang-chuan-trinh-do-giao-vien-giang-vien-mon-hoc-giao-duc-quoc-phong-va-an-ninh-648270>
- Ministry of Education and Training. (2022). Official Dispatch No. 4471/BGDĐT-GDQPAN dated September 13, 2022, on guidelines for the implementation of national defense and security education tasks for the academic year 2022-2023.
- Communist Party of Vietnam. (2021). Documents of the 13th National Congress (Vol. 1). National Political Publishing House - Truth.
- Lenin, V. I. (1909). Letter to the students of the Capri School on August 30, 1909 (Complete Works, Vol. 47). Progress Publishers.
- Phan Dinh. (2022). National defense and security education work achieves comprehensive results. Military Region 5 Newspaper. <http://baoquankhu5.vn/cong-tac-giao-duc-quoc-phong-va-an-ninh-dat-duoc-nhieu-ket-qua-toan-dien/>
- National Assembly. (2013). Law on National Defense and Security Education. Law No. 30/2013/QH13, promulgated on June 19, 2013.
- Ho Chi Minh City Party Committee Information Portal, Military Region 7. (2023). Innovating and improving the quality of national defense and security education. <https://hemcpv.org.vn/tin-tuc/quan-khu-7-doi-moi-nang-cao-chat-luong-cong-tac-giao-duc-quoc-phong-va-an-ninh-1491904812>
- National Defense and Security Education Center, Hong Duc University. (2022). Military Region 4 summarizes national defense and security education work in 2022. <http://gdqpan.hdu.edu.vn/quan-khu-4-tong-ket-cong-tac-giao-duc-quoc-phong-va-an-ninh-nam-2022.htm>
- Communist Party of Vietnam. (2021). Documents of the 13th National Congress (Vol. 1). National Political Publishing House - Truth.
- Communist Party of Vietnam. (2016). Political report, Documents of the 12th National Congress. National Political Publishing House.
- Ho Chi Minh. (2011). Complete works (Vol. 10). National Political Publishing House.
- Communist Party of Vietnam. (2021). Documents of the 13th National Congress (Vol. 1). National Political Publishing House - Truth.
- Ho Chi Minh. (1995). Letter to Comrade Petrov, General Secretary of the Eastern Department. In Complete works (Vol. 1, pp. 263-264). National Political Publishing House.
- Lenin, V. I. (1977). Complete works (Vol. 41, p. 147). Progress Publishers