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EDITORIAL SUMMARY

This article discusses the feasibility and challenges of implementing Public-Private Partnerships (PPPs) in Vietnamese higher education, within the context of limited state funding and the increasing reliance of public universities on tuition fees. The analysis is well grounded in current data, national policy guidelines, and international examples, enhancing the article's relevance and timeliness.

The text presents coherent arguments and offers recommendations aligned with the diagnostic findings. However, certain limitations persist: the theoretical section is overly descriptive, the introduction is lengthy, and the recommendations lack operational specificity.

Nevertheless, the article makes a valuable contribution to the debate on education financing in Vietnam and warrants publication, provided that minor revisions are made to enhance the clarity and critical depth of the analysis.

ARTICLE ANALYSIS

INTRODUCTION

Given the limited public funding available for higher education, Vietnamese public universities rely heavily on tuition fees for their financial sustainability.

The article's introduction clearly and appropriately frames the relevance of higher education (HE) to Vietnam's socioeconomic development, situating the debate within the broader context of innovation and international integration.

- The text effectively links the strategic role of HE to the need for sustainable investment in science;
- The data presented on public HE financing in Vietnam are consistent and up to date, supporting the argument with reliable sources;
- The research scope is clearly defined;
- The rationale is pertinent in light of underfunding and the growing dependency of institutions on tuition revenues.

CRITICAL ANALYSIS

The article offers a comprehensive and relevant analysis of the PPP model in Vietnamese higher education, with well-constructed arguments and current data. Its strengths lie in the contextual clarity, the use of international examples, and the inclusion of practical suggestions.

STRENGTH OF ARGUMENTATION

The article presents a realistic and quantifiable picture of the budgetary challenges facing Vietnamese higher education, which strengthens the case for exploring PPPs as a viable solution. There is logical consistency between problem identification, discussion, and recommendations. The argumentative structure is clear, with a smooth progression from the issue of public funding to the proposed PPP-based solution.

LIMITATIONS AND OPPORTUNITIES

Despite the article’s relevance and solid structure, several aspects require improvement:

- The introduction contains overly long sections dense with statistical data, which affects readability;
- Despite sound foundations, the “Theoretical Framework about PPP in Higher Education” section is overly descriptive;
- The recommendations could be made more actionable, with defined timelines, responsible parties, and measurable targets;
- The conclusion lacks a more critical reflection on the potential risks of adopting the PPP model indiscriminately;
- The text should more strongly emphasize the role of public oversight and regulation to ensure that PPP initiatives uphold the social function of higher education.

ENGAGEMENT WITH OTHER SCHOLARS

According to Salmi (2017), higher education plays a fundamental role in national socioeconomic development by training a qualified workforce, promoting research, and driving innovation. Warasthe (2017) supports this view, asserting that in most countries, HE financing is primarily a state responsibility. However, as Patrios, Felipe, and Juiana (2009) note, the past two decades have seen a significant rise in private sector involvement in HE—particularly in developing countries—as a response to growing demand and the need to strengthen workforce development.

The concept of Public-Private Partnerships (PPPs), according to Dominique and John (2015), emerged in the late 1990s and early 2000s in the U.S. legal context, referring to contractual agreements between governments and the private sector to develop infrastructure and deliver public services.

Nevertheless, as Le (2023) observes, despite the enactment of Vietnam’s PPP Investment Law in 2021, no educational projects have yet been implemented under this model. In contrast, Minassians and Barseghyan (2024) report that California State University

Northridge (USA) has been pursuing PPPs to build a 204-unit housing complex for staff and faculty, demonstrating the model's viability in more established settings.

CONTEMPORARY RELEVANCE

The article addresses a strategically important topic for the reform of higher education financing in Vietnam, with direct implications for equity, quality, and institutional sustainability. Its relevance is underscored by the urgency of the issue, its alignment with national policy priorities, and the lack of applied studies on the subject within the country.

FINAL ASSESSMENT

The article presents a timely and well-structured analysis of the adoption of Public-Private Partnerships (PPPs) in Vietnamese higher education, contextualizing the issue of state underfunding and the increasing reliance of public universities on tuition fees. The empirical grounding is strong, featuring updated data and alignment with national policies, along with references to successful international experiences.

The argumentation is coherent, and the recommendations are relevant. Nonetheless, improvements are needed: the theoretical section is overly descriptive, the introduction requires conciseness, and the final proposals could be more operational. Additionally, a deeper critical analysis of the potential risks of indiscriminate PPP adoption is lacking.

Despite these limitations, the article makes a meaningful contribution to the debate on higher education financing in Vietnam. Publication is recommended, pending minor revisions to enhance the critical dimension and practical applicability of the recommendations.

REQUIRED REVISIONS

Please highlight the following changes in yellow within the manuscript:

- The introduction contains overly long sections dense with statistical data, which affects readability;
- Despite sound foundations, the “Theoretical Framework about PPP in Higher Education” section is overly descriptive;
- The recommendations could be made more actionable, with defined timelines, responsible parties, and measurable targets;

- The conclusion lacks a more critical reflection on the potential risks of adopting the PPP model indiscriminately;

The text should more strongly emphasize the role of public oversight and regulation to ensure that PPP initiatives uphold the social function of higher education.

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Revisão, formatação, normalização e tradução

