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THE PUBLISHING OF LOCAL EDUCATION MATERIALS IN VIETNAM AT PRESENT

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DOCTORAL DISSERTATION ABSTRACT IN PUBLISHING

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INTRODUCTION

1. Rationale for the study

Education and training have consistently been identified by the Party and the State of Vietnam as a top national priority, playing a particularly important role in human development and the development of human resources. Resolution No. 29-NQ/TW on fundamental and comprehensive reform of education and training called for a strong shift from an education system primarily focused on knowledge acquisition towards the comprehensive development of learners' qualities and competencies. Subsequently, Resolution No. 88/2014/QH13, adopted by the National Assembly on November 28, 2014, established the policy framework for reforming the general education curriculum and textbooks, providing the basis for the development and implementation of the 2018 General Education Curriculum. Within this curriculum, local education content was introduced as a component intended to strengthen the connection between education and local realities, enabling students to develop a better understanding of the history, culture, natural conditions, and socio-economic characteristics of their localities, while fostering attachment to their homeland, responsibility towards the community, and the ability to apply knowledge in practice. In the new context, Resolution No. 71-NQ/TW, issued by the Politburo on August 22, 2025, on breakthroughs in education and training development, has set new and higher requirements for educational reform and quality improvement.

The publishing of local education materials (LEM) constitutes an important stage in translating the requirements of the General Education Curriculum and local education content into learning materials for direct use in teaching and learning. LEM are both publishing products and educational materials and must therefore meet political and legal, scientific, educational and pedagogical requirements, reflect local specificity, and comply with professional standards for publishing products. The publishing of LEM involves a series of interrelated stages, ranging from planning, manuscript organization, and coordination with authors and relevant stakeholders to editing, manuscript finalization, printing, distribution, and post-publication activities. In addition to supporting the implementation of the General Education Curriculum, this process contributes to the selection, systematization, preservation, and dissemination of the historical, cultural, and knowledge values distinctive to each locality. In the context of digital transformation, the publishing of LEM is also gradually expanding beyond printed materials to include digital learning materials and new modes of access.

The implementation of the 2018 General Education Curriculum has seen the publishing of LEM carried out in provinces and centrally governed cities across Vietnam, involving multiple stakeholders and gradually establishing mechanisms for coordination in manuscript organization, editing, finalization, printing, and distribution. However, limitations remain at several stages of the publishing process. In some cases, planning has not ensured sufficient long-term continuity and stability; coordination and the division of responsibilities among stakeholders have not always been clearly defined; and the collection, verification, and processing of source materials, as well as copyright control, have not been

consistently undertaken. Limitations also remain in the content and presentation of some materials, while printing and distribution schedules and access to materials vary across localities. Digital learning materials, post-publication support, and mechanisms for collecting and processing feedback also require further improvement. These practical issues indicate that the quality of LEM is closely associated with the quality of the organization and implementation of the different stages of the publishing process.

From a research perspective, studies in Vietnam and other countries have addressed various aspects of the General Education Curriculum, local education, educational materials, and educational publishing. However, a number of issues concerning the publishing of LEM from the perspective of publishing studies remain to be further examined. These include, in particular, the theoretical foundations concerning the stakeholders, stages, and requirements of the publishing process; the system of criteria and analytical framework for evaluating this process; and the relationships among the quality of different stages of the publishing process, the quality of LEM, and the effectiveness of material use.

Given the policy requirements, the role of LEM publishing, the issues arising from current practice, and the research gaps identified above, an in-depth study is needed to assess the current status, identify the issues to be addressed, and propose solutions for improving the quality of LEM publishing in Vietnam in the coming period. For these reasons, the doctoral candidate selected *The publishing of local education materials in Vietnam at present* as the topic of the doctoral dissertation in Publishing.

2. Research purpose and tasks

- *Research Purpose:* Based on theoretical research and an assessment of the current status of the publishing of LEM under the 2018 General Education Curriculum, the dissertation aims to propose solutions for improving the quality of the publishing of LEM in Vietnam in the coming period.

- Research Tasks: To achieve the above research purpose, the dissertation undertakes the following tasks:

+ To review scholarly works in Vietnam and abroad related to the dissertation topic.

+ To examine and clarify key theoretical issues concerning LEM and the publishing of LEM.

+ To survey and assess the current status of the publishing of LEM under the 2018 General Education Curriculum in Vietnam during the 2020 - 2026 period, thereby identifying the issues that need to be addressed by the dissertation.

+ To propose solutions for improving the quality of the publishing of LEM in Vietnam in the coming period.

3. Research object and scope

- *Research object*: The dissertation examines the publishing of LEM under the 2018 General Education Curriculum in Vietnam at present. Issues pertaining to educational studies are considered only insofar as they relate to publishing; the dissertation does not provide an in-depth assessment of teaching methods or the educational effectiveness of the materials.

- *Research scope*: With regard to the organizations involved in the publishing of

LEM, the dissertation focuses on a number of representative organizations, including Vietnam Education Publishing House, Dan Tri Publishing House, Education Investment and Publishing Joint Stock Company, Education Technology General School Investment and Development Joint Stock Company, and Gia Dinh Education Publishing Services Joint Stock Company. These organizations were selected to ensure the diversity of the survey sample in terms of organizational type, scale, level of involvement, and scope of participation in the publishing of LEM.

- *Research period*: The dissertation covers the period from January 2020 to June 2026. In particular, for the period from July 2025 to June 2026, the dissertation focuses on analyzing new mechanisms, policies, and directions related to LEM in the context of administrative unit consolidation and adjustments in educational management.

4. Research questions and hypotheses

4.1. Research questions

- *Research question 1:* What are the main components and stages of the publishing of LEM, and what criteria should be used to examine them from the perspective of publishing studies?

- *Research question 2:* What is the current status of the different stages of LEM publishing, the quality of LEM, and the effectiveness of material use in Vietnam; and what relationships exist among these components, as well as what differences are found in the assessments of different respondent groups?

- *Research question 3:* What directions, principles, and solutions can be established to improve the quality of LEM publishing in Vietnam in the coming period?

4.2. Research hypotheses

- *Hypothesis 1:* The publishing of LEM consists of a series of interrelated stages, ranging from planning and manuscript organization; compilation, editing, and manuscript finalization; to printing, distribution, and post-publication activities. The quality of these stages can be examined through a system of criteria corresponding to the content and requirements of each stage of the publishing process.

- *Hypothesis 2:* The publishing of LEM in Vietnam has achieved certain results but still faces limitations at several stages. The quality of the different stages of the publishing process, the quality of LEM, and the effectiveness of material use are positively correlated, while assessments also differ among respondent groups.

- *Hypothesis 3:* Improving the quality of LEM publishing in Vietnam requires appropriate directions and principles, together with a coherent system of solutions focusing on improving mechanisms, policies, and management organization; enhancing the quality of planning and manuscript organization; compilation, editing, and manuscript finalization; and printing, distribution, and post-publication activities.

5. Theoretical foundations and research methods

5.1. Theoretical foundations

The dissertation adopts the methodology of Marxism–Leninism, Ho Chi Minh Thought, and the viewpoints, guidelines, and policies of the Communist Party of Vietnam and the State of Vietnam concerning educational materials and their publishing, local education, and the publishing of LEM. It also selectively

draws upon and builds on the findings of relevant scholarly studies.

The dissertation primarily applies theories of publishing and quality management as its theoretical foundations for examining the publishing of LEM. It also selectively draws on theories of education and teaching and learning to clarify the specific requirements of LEM as a type of publication serving educational purposes.

5.2. Research methods

The dissertation employs a combination of qualitative and quantitative research methods.

- *Secondary document analysis:* This method is used to examine scholarly studies, books, textbooks, and specialized literature from Vietnam and abroad in the fields of publishing and education, thereby systematizing the theoretical foundations and providing a basis for the analysis and evaluation of the research findings.

- *In-depth interviews:* This method is used to obtain in-depth opinions, assessments, and practical experience from individuals directly involved in, or responsible for the management and direction of, the publishing of LEM. The dissertation conducts semi-structured in-depth interviews with 16 participants, focusing on organizational and management mechanisms, advantages, difficulties, and issues arising in the publishing of LEM.

- *Survey and statistical method:* This method is used to collect and synthesize secondary quantitative data on the scale, scope, and extent of the implementation of LEM publishing under the 2018 General Education Curriculum in Vietnam, providing a basis for comparison with and supplementation of the questionnaire survey and in-depth interview findings.

- *Questionnaire survey:* The dissertation employs convenience sampling and an online survey, obtaining 1,079 valid responses from groups involved in the publishing and use of LEM, including educational administrators; editors and managers at organizations involved in the publishing process; school administrators; and teachers who directly use LEM. The data are processed using SPSS 26.0, and the internal consistency of the measurement scales is assessed using Cronbach's alpha prior to statistical analysis.

- *Statistical analysis:* The dissertation uses descriptive statistics to analyze the characteristics of the sample and the current status of the research variables; the Independent-Samples t-test to examine differences among the surveyed groups; and Pearson correlation coefficients to examine the strength and direction of the relationships among the research variables.

6. New scientific contributions of the dissertation

- The dissertation contributes to systematizing and further developing the theoretical foundations of the publishing of LEM from the perspective of publishing studies. By clarifying the relevant concepts, the dissertation identifies the characteristics, roles, stakeholders, components, process, and factors affecting the publishing of LEM, thereby contributing to a clearer understanding of the distinctive features of publishing this type of material.

- The dissertation develops an analytical framework and a system of criteria for evaluating the publishing of LEM. The analytical framework identifies the major dimensions of the publishing process and their corresponding criteria, while

distinguishing among the quality of the publishing process, the quality of the published materials, and the effectiveness of material use, thereby providing a basis for surveying, analyzing, and assessing the current status.

- The dissertation provides additional empirical evidence on the publishing of LEM in Vietnam by combining quantitative and qualitative data. The findings contribute to clarifying the current status of the stages of the publishing process, the quality of the materials, and the effectiveness of their use; identifying achievements, limitations, and their causes; and providing empirical data for examining the relationships between certain components of the publishing process and the quality and effectiveness of the use of LEM.

- Based on the theoretical and empirical findings, the dissertation identifies issues that need to be addressed in the publishing of LEM and proposes solutions associated with different stages of the publishing process and the relevant stakeholders, thereby providing scientific and practical grounds for improving the quality of the publishing of LEM in Vietnam.

7. Theoretical and practical significance

7.1. Theoretical significance

The dissertation applies publishing theory to examine the publishing of LEM, thereby contributing to the theoretical foundations for studying the publishing of this type of material from the perspective of publishing studies. It develops an analytical framework for the publishing of LEM and distinguishes among three interrelated but distinct dimensions: the quality of the publishing process, the quality of the materials, and the effectiveness of material use.

The findings may serve as a reference for research, teaching, and learning in publishing studies and related fields.

7.2. Practical significance

The dissertation surveys and assesses the current status of the publishing of LEM under the 2018 General Education Curriculum, thereby identifying achievements, limitations, and issues arising in manuscript organization, compilation, editing, printing, distribution, and post-publication activities. On this basis, the dissertation proposes solutions for improving the quality of the publishing of LEM according to their level of priority, feasibility, and implementation roadmap.

The findings provide a useful reference for educational management authorities, publishing management authorities, and organizations involved in the publishing of LEM in organizing, managing, and improving the quality of these activities. They may also serve as a reference for the publishing of LEM in the coming period.

8. Structure of the dissertation

In addition to the *Introduction*, *Conclusion*, *References*, and *Appendices*, the dissertation consists of four chapters.

Chapter 1
OVERVIEW OF RESEARCH RELATED TO THE PUBLISHING OF LOCAL EDUCATION MATERIALS

1.1. Studies on educational materials and local education under the general education curriculum

The dissertation reviews studies conducted in Vietnam and abroad on educational materials, local education, and LEM. These studies have clarified various issues concerning educational curricula, the roles and characteristics of local education, and the compilation and use of learning materials, thereby providing theoretical and practical foundations for the dissertation.

1.2. Studies on the publishing of educational materials and local education materials

The dissertation reviews studies conducted in Vietnam and abroad on the publishing of educational materials and LEM. Previous studies have addressed the publishing process, manuscript organization, editing, the quality of published products, and several issues concerning the compilation and implementation of LEM, providing a foundation for the dissertation to further examine the publishing of LEM from the perspective of publishing studies.

1.3. Findings from previous studies, research gaps, and issues to be addressed by the dissertation

1.3.1. Findings from previous studies

The literature review indicates that studies in Vietnam and abroad have examined various aspects related to the dissertation topic. Research on the General Education Curriculum has focused on the development of learners' qualities and competencies, the curriculum's openness and flexibility, and the alignment of general requirements with local conditions. Studies on educational materials have clarified their concepts, functions, structures, evaluation criteria, and trends in the development of learning materials in the context of digital transformation.

Regarding local education and LEM, previous studies have addressed the role of local knowledge and the need to reflect the distinctive cultural, historical, socio-economic, and natural characteristics of individual localities. They have also examined several issues concerning the development, compilation, implementation, and use of such materials. However, most studies have primarily approached these issues from the perspectives of educational studies or curriculum development, while research on the publishing of LEM from the perspective of publishing studies remains limited.

1.3.2. Research gaps and issues to be addressed by the dissertation

The literature review identifies several research gaps that require further

investigation. *First*, the theoretical foundations of the publishing of LEM from the perspective of publishing studies have not yet been fully systematized. *Second*, there remains a lack of an analytical framework and a system of criteria for examining and evaluating the publishing of LEM across the different stages of the publishing process. *Third*, empirical evidence on the publishing of LEM as a multi-stage process involving multiple stakeholders remains limited, and relatively few studies have simultaneously examined the publishing process, the quality of the materials, and the effectiveness of their use after publication.

On this basis, the dissertation focuses on systematizing and further developing the theoretical foundations of the publishing of LEM; developing an analytical framework and a system of evaluation criteria; surveying and analyzing the current status and the relationships among selected components of the publishing process, the quality of the materials, and the effectiveness of their use; identifying achievements, limitations, their causes, and issues to be addressed; and proposing solutions for improving the quality of the publishing of LEM in Vietnam in the coming period.

Chapter 1 Summary

Chapter 1 reviews studies conducted in Vietnam and abroad on educational materials, local education, the publishing of educational materials, and LEM. The review indicates that previous studies have provided important theoretical and practical foundations; however, research on the publishing of LEM from the perspective of publishing studies remains limited. Relatively few studies have systematically developed an analytical framework and a system of criteria for evaluating this activity or examined the relationships among the publishing process, the quality of the materials, and the effectiveness of their use. Based on the identified research gaps, the dissertation focuses on clarifying the theoretical foundations, developing an analytical framework, examining the current status, and proposing solutions for improving the quality of the publishing of LEM in Vietnam.

Chapter 2
THEORETICAL AND PRACTICAL ISSUES IN THE PUBLISHING OF LOCAL EDUCATION MATERIALS

2.1. Relevant concepts

2.1.1. Concept of publishing

The dissertation approaches publishing from multiple perspectives and defines it as an organized cultural and ideological process that performs the functions of selecting, refining, and disseminating content to the public. Publishing is examined through its principal stages, including manuscript organization, editing, printing, and distribution.

2.1.2. The Concept of local education

The dissertation approaches local education as an interdisciplinary and integrated concept that is both educational in nature and embedded with socio-cultural values. Accordingly, local education is understood as the process of organizing the teaching and learning of content concerning the natural, historical, cultural, and socio-economic characteristics of a locality, thereby fostering attachment to one's homeland, a sense of responsibility, and the ability to apply knowledge in practice.

2.1.3. Concept of local education materials

The dissertation defines LEM as "a system of learning materials whose compilation and appraisal are organized by provinces and centrally governed cities in accordance with the requirements of the General Education Curriculum, with the aim of supporting the teaching and learning of local education content in general education institutions. LEM cover aspects of local culture, traditional history, geography, economy, career orientation, politics, society, and the environment, among others, thereby contributing to the development of students' qualities and competencies in accordance with the requirements of the national General Education Curriculum."

2.1.4. Concept of the publishing of local education materials

The publishing of LEM is a distinctive form of publishing that is not purely commercial in nature but is intended to provide learning materials directly serving the General Education Curriculum. In this study, it is understood as the entire process from planning, compilation, appraisal, and finalization to the printing and distribution of LEM, excluding teaching activities and the assessment of educational outcomes in schools.

2.2. Characteristics, roles, and components of the publishing of local education materials

2.2.1. Characteristics of the publishing of local education materials

2.2.1.1. Political and legal characteristics

The publishing of LEM has distinct political and legal characteristics, as it is closely associated with the orientations of the Communist Party of Vietnam and the State of Vietnam and with the 2018 General Education Curriculum, contributing to the development of students' awareness and sense of

responsibility. The entire process, from compilation to publishing and distribution, is subject to close management and supervision by state authorities at both central and local levels. This helps ensure that LEM meet established standards, maintain objectivity, and conform to relevant orientations, while allowing local authorities to exercise autonomy within the legal framework.

2.2.1.2. Educational and pedagogical characteristics

The publishing of LEM must comply with both publishing principles and educational requirements derived from the objectives of the General Education Curriculum. The content of the materials is developed on the basis of curriculum orientations and the content frameworks issued by local authorities. Pedagogical appropriateness is maintained throughout the compilation process to effectively support teaching and learning in schools.

2.2.1.3. Local specificity

The publishing of LEM is characterized by its local specificity, as local authorities are assigned the leading role in organizing the process, with provincial-level People's Committees playing a central role and publishing houses primarily providing professional publishing support. The compilation, appraisal, printing, and distribution processes involve coordination among relevant local agencies to meet educational needs. The materials reflect indigenous knowledge and the distinctive cultural, historical, geographical, and social characteristics of each locality. As a result, LEM constitute learning materials with distinctive local identities that directly support teaching and learning in general education institutions.

2.2.1.4. Community involvement

The publishing of LEM involves a high degree of community participation because local education content is closely associated with the locality and is inherently interdisciplinary. The compilation and appraisal processes involve various stakeholders, including experts, administrators, teachers, and community members, helping to ensure accuracy and appropriateness. Once published, LEM serve as a link among schools, families, and society. In this way, the materials reflect both local characteristics and collective knowledge.

2.2.1.5. Relative non-commercial nature

The publishing of LEM in Vietnam is relatively non-commercial in nature, prioritizing educational and social objectives over profit. The publishing process arises from state management requirements for achieving educational objectives rather than being driven solely by market demand. Its implementation is often supported by local government budgets or carried out through coordinated mechanisms, with distribution prices primarily intended to cover costs. Economic considerations remain present but are subject to close state management. This characteristic contributes to ensuring equitable access to the materials and limiting the commercialization of education.

2.2.2. Roles of the publishing of local education materials

2.2.2.1. In education

The publishing of LEM provides an official system of learning materials that supports the teaching and learning of local education content under the 2018

General Education Curriculum in an open and flexible manner. The materials help standardize content, provide methodological guidance, and reduce the difficulties teachers may face when independently searching for or developing learning materials. In this way, they contribute to consistency in the implementation of local education and enable students to acquire locally specific knowledge while developing relevant qualities and competencies.

2.2.2.2. In the socio-cultural sphere

The publishing of LEM contributes to preserving and promoting local cultural and historical values by systematizing knowledge and fostering appropriate attitudes towards heritage. It also provides an effective channel for promoting local identity, particularly through electronic publishing. In addition, LEM help foster students' attachment to their homeland and their sense of responsibility towards the community.

2.2.2.3. In local development

LEM help students understand local socio-economic conditions, development orientations, and career opportunities, thereby fostering a sense of connection with their localities. Over time, such learning contributes to developing human resources with a sound understanding of local conditions and the ability to recognize and utilize local strengths. In this way, LEM can contribute to sustainable local development and help mitigate the loss of skilled human resources from local communities.

2.2.2.4. In Publishing

The publishing of LEM contributes to diversifying the educational publishing ecosystem by creating a distinctive type of learning material associated with individual localities. It also creates opportunities for organizations involved in publishing and encourages technological innovation in response to the trend towards digital transformation in education.

2.2.3. Components of the publishing of local education materials

2.2.3.1. Manuscript organization for local education materials

Manuscript organization constitutes the initial stage of the publishing process. In the case of LEM, it includes the organization of manuscript sourcing and development, contributor management, and support for the compilation process.

2.2.3.2. Editing of local education material manuscripts

The editing of LEM manuscripts should address the following aspects:

- Content Editing: checking accuracy and scientific validity; assessing pedagogical appropriateness; revising structure and logical coherence; standardizing language; and ensuring educational value and appropriate orientation.

- Editing of visual content and illustrations: verifying the authenticity and sources of visual materials; assessing the relevance and usefulness of visual content and illustrations; making technical and aesthetic adjustments; and providing captions and source attribution.

2.2.3.3. Printing and distribution of local education materials

The printing and distribution of LEM have distinctive characteristics, as they are often carried out locally and according to actual demand. This requires both cost efficiency and quality assurance, as well as accurate forecasting of the number of copies required. Within the scope of this study, the dissertation focuses only on selected key issues at this stage for the purposes of assessment and the formulation of solutions.

2.2.4. Publishing process for local education materials

The publishing process plays an important role in the overall publishing of LEM and comprises the following steps:

- Step 1: Conducting surveys and signing agreements for the organization of publishing activities.
- Step 2: Studying the curriculum and developing the local education content framework.
- Step 3: Developing sample lessons and conducting pilot teaching.
- Step 4: Preparing the original manuscript.
- Step 5: Appraising the materials.
- Step 6: Finalizing the print-ready version.
- Step 7: Organizing printing and distribution.

2.3. Political and legal foundations and factors affecting the publishing of local education materials

2.3.1. Political foundations

Based on the Communist Party of Vietnam's orientations towards the development of Vietnamese culture, education, and people, a number of important documents, including Resolution No. 03-NQ/TW, Resolution No. 29-NQ/TW, Directive No. 42-CT/TW, and Resolution No. 80-NQ/TW, have established the role of educational publishing in general and LEM in particular in sustainable development. On this basis, the publishing of LEM is regarded as contributing to the preservation and promotion of cultural identity, directly supporting educational reform and the improvement of human resource quality, and serving as an important means of ideological orientation and the comprehensive development of Vietnamese people.

2.3.2. Legal foundations

The publishing of LEM is concurrently governed by the 2012 Law on Publishing and the 2019 Law on Education, as amended in 2025, together with a system of decrees, circulars, and guiding documents that define the position, objectives, procedures, and responsibilities of the stakeholders involved. Documents such as Resolution No. 88/2014/QH13, Circular No. 32/2018/TT-BGDĐT, Circular No. 33/2020/TT-BGDĐT, and relevant guiding documents provide specific regulations on the compilation, appraisal, approval, and use of LEM, with an emphasis on strengthening the role of local authorities. At the same time, regulations concerning financial matters, royalties, and copyright provide a basis for ensuring the necessary conditions for implementation, contributing to a more comprehensive legal framework and improving the quality and effectiveness

of LEM publishing in practice.

2.3.3. Factors affecting the publishing of local education materials

2.3.3.1. Financial resources

Financial resources play a decisive role in the quality, progress, and effectiveness of LEM publishing, influencing both content and presentation. Adequate funding helps ensure accuracy, academic depth, and aesthetic quality, whereas financial constraints may reduce the quality and effectiveness of material use. At present, funding is derived primarily from local government budgets, although disparities remain among localities, requiring stable and long-term investment, particularly in the context of digital transformation.

2.3.3.2. Regional economic and cultural characteristics

Regional economic and cultural characteristics not only enrich the content of LEM but also create requirements for the selection and standardization of information, thereby contributing to the distinctive identity and depth of the materials.

2.3.3.3. Science and technology

Science and technology contribute to improving the efficiency and quality of LEM publishing, from data collection and processing to compilation, design, and the distribution of digital learning materials, while also expanding learners' access. However, disparities in infrastructure, human resources, and investment among localities have resulted in uneven levels of technology adoption, affecting the modernity and attractiveness of the materials.

2.3.3.4. Implementation time

Implementation time directly affects the quality of LEM publishing. A short implementation period of six to twelve months creates time pressure and may result in the shortening of stages such as surveys, review, and piloting, thereby reducing the quality of both content and presentation. Therefore, implementation time should be regarded as an important consideration, accompanied by mechanisms for periodic updating and revision to address these limitations.

2.3.3.5. Stakeholders' perceptions and awareness of local education

The perceptions and awareness of participating stakeholders determine the level of investment, academic orientation, and effectiveness of LEM use. Inadequate awareness may lead to insufficient attention being given to the materials, reducing the quality of both their content and use, whereas active community participation can enhance their value.

2.4. Quality evaluation criteria and the analytical framework for research on the publishing of local education materials

2.4.1. Basis for developing quality evaluation criteria for the publishing of local education materials

The system of criteria for evaluating the quality of LEM publishing is developed on four principal foundations: theories of publishing and quality management; the distinctive characteristics of LEM; the legal framework governing education and publishing; and findings from practical research. In particular, the dissertation applies the principles of total quality management and

a process-based approach to examine quality in relation to the different stages and stakeholders involved in the publishing process.

2.4.2. System of criteria for evaluating the quality of the publishing of local education materials

Based on these theoretical and practical foundations, the dissertation develops a system of criteria for evaluating the quality of LEM publishing across three main groups: (1) planning and manuscript organization, including publishing plans, organizational arrangements, the collection and processing of source materials, monitoring, supervision, and feedback; (2) editing and manuscript finalization, focusing on staff competencies, the editing process, content quality, and presentation; and (3) printing and distribution, including printing quality, the effectiveness of distribution and access to the materials, and post-publication evaluation and feedback mechanisms. This system of criteria provides the basis for developing the survey instruments and assessing the current status of LEM publishing.

2.4.3. Analytical framework for research on the publishing of local education materials

Based on the system of criteria, the dissertation develops an analytical framework for research on the publishing of LEM, examining the relationships between the stages of the publishing process, the quality of the materials, and the effectiveness of their use. The framework focuses on factors within the publishing process, including planning and manuscript organization, participating personnel, editing and manuscript finalization, and printing and distribution, while also considering a number of relevant contextual factors.

The analytical framework guides the development of the survey content, the selection of indicators, and the analysis of the current status presented in Chapter 3. The relationships specified in the framework are examined using descriptive statistics, tests of differences, and Pearson correlation analysis and should not be interpreted as constituting a model of causal relationships.

2.5. Experiences of selected asian countries in the publishing of local education materials and implications for Vietnam

2.5.1. Experiences of selected asian countries in the publishing of local education materials

The experiences of Japan, China, and Thailand indicate that the publishing of LEM is associated with trends towards decentralization and greater local autonomy while maintaining overall direction from central authorities. These countries regard local education as a means of connecting schools with communities and emphasize content related to local culture, history, the environment, and social life. The compilation process involves multiple stakeholders, including teachers, experts, management authorities, and community members, helping to ensure practical relevance and appropriateness. Management mechanisms generally combine overall policy direction with multi-level appraisal to ensure quality and alignment with relevant policy orientations. In addition, LEM serve not only as learning materials but also as

resources for experiential activities, project-based learning, and the development of practical competencies. In particular, digital transformation and the development of electronic learning materials have been promoted to enhance accessibility and effectiveness of use. These experiences suggest the importance of combining greater local autonomy with quality control, encouraging broad stakeholder participation, linking learning materials with local realities, and strengthening the application of technology in LEM publishing.

2.5.2. Implications for Vietnam

The experiences of Japan, China, and Thailand offer several important implications for the development and management of LEM in Vietnam. First, a clear national framework should be established while maintaining local autonomy. Second, rigorous and transparent appraisal and management procedures should be established with the participation of multiple professional stakeholders. Third, the content of the materials should be closely linked to the preservation and promotion of local cultural and historical values and distinctive local characteristics. Fourth, the design of the materials should be further developed to incorporate experiential activities and practice-based learning. Fifth, digital transformation and the development of local learning-material ecosystems should be promoted to enhance effectiveness and accessibility.

Chapter 2 Summary

Chapter 2 systematizes and clarifies the theoretical issues concerning LEM and their publishing and analyzes the characteristics, roles, stakeholders, and factors affecting this activity. Drawing on theories of publishing and quality management, relevant regulations, and practical research, the dissertation develops a system of criteria and an analytical framework for the publishing of LEM, providing the basis for the survey and assessment of the current status presented in Chapter 3. In addition, the experiences of selected Asian countries provide useful implications for improving the quality of LEM publishing in Vietnam.

Chapter 3
CURRENT STATUS OF THE PUBLISHING OF LOCAL EDUCATION MATERIALS IN VIETNAM AND ISSUES TO BE ADDRESSED

3.1. Overview of the surveyed organizations

The dissertation examines the publishing of LEM at five organizations: Vietnam Education Publishing House, Dan Tri Publishing House, Gia Dinh Education Publishing Services Joint Stock Company, Education Investment and Publishing Joint Stock Company, and Education Technology General School Investment and Development Joint Stock Company. These organizations differ in their legal status, functions, scale, and level of involvement in the publishing of LEM.

3.1.1. Vietnam Education Publishing House

Vietnam Education Publishing House has a broad scope of involvement in the publishing of LEM, coordinating with numerous localities in manuscript organization, editing, publishing, and distribution.

3.1.2. Dan Tri Publishing House

Dan Tri Publishing House participates in the publishing of LEM through coordination and partnerships with relevant organizations and local authorities, contributing to broader participation by publishing houses in this field.

3.1.3. Gia Dinh Education Publishing Services Joint Stock Company

Gia Dinh Education Publishing Services Joint Stock Company participates in manuscript organization, compilation, editing, and coordination in the publishing of LEM, primarily in southern localities.

3.1.4. Education Investment and Publishing Joint Stock Company

Education Investment and Publishing Joint Stock Company participates in manuscript organization, compilation, editing, and coordination in the publishing of LEM in several localities, including provinces in the Northern mountainous region and the Southwest region.

3.1.5. Education Technology General School Investment and Development Joint Stock Company

Education Technology General School Investment and Development Joint Stock Company participates in manuscript organization, compilation, editing, and coordination with publishing houses and local authorities in the publishing of LEM.

The inclusion of two publishing houses and three enterprises involved in the publishing process enables the dissertation to examine the current status from different positions and functions within the LEM publishing process. Differences in the legal status, functions, and levels of involvement of these organizations are taken into

account when analyzing the survey findings, thereby avoiding the conflation of the roles and responsibilities of different stakeholders in the publishing of LEM.

3.2. Current status of the publishing of local education materials

3.2.1. Overview of the scale and frequency of local education material publishing

The survey findings indicate that the publishing of LEM has been implemented in accordance with the implementation roadmap of the 2018 General Education Curriculum. However, the scale and frequency of publishing vary across periods and localities, reflecting the distinctive nature of these materials in relation to curriculum implementation schedules, demand for use, and implementation conditions.

3.2.2. Current status of planning and manuscript organization

The survey findings indicate that the planning and manuscript organization of LEM have been implemented with the participation of multiple stakeholders. The development of plans, organization of personnel, and collection and processing of source materials have gradually been carried out in accordance with the requirements of the publishing process. However, practical implementation still reveals certain limitations concerning the stability of planning, coordination among stakeholders, human resources, and the collection, verification, and processing of local source materials.

3.2.3. Current status of editing and finalization of local education material manuscripts

The survey findings indicate that manuscript editing and finalization have been carried out through processes of review, revision, and incorporation of professional feedback. However, the quality of implementation remains uneven across organizations and different aspects of the process. Certain limitations concerning accuracy, scientific validity, local specificity, the quality of visual content, source materials, and copyright still need to be addressed.

3.2.4. Current status of printing and distribution of local education materials

The printing and distribution of LEM have generally been implemented to meet demand for their use in schools. In addition to printed materials, certain forms of electronic materials have been introduced, helping to diversify modes of access. However, the findings indicate that issues remain concerning presentation quality, timeliness and availability, costs, the development of electronic learning materials, and post-publication feedback mechanisms.

3.3. Assessment of the current status of the publishing of local education materials in Vietnam

3.3.1. Strengths

The research findings indicate that the publishing of LEM has achieved positive results across its principal stages. In planning and manuscript organization, plans have generally been implemented in accordance with the requirements of the 2018 General Education Curriculum; coordination mechanisms among stakeholders have gradually been established; teams of authors and contributors have been mobilized and developed; and increasing attention has been given to the management of source materials and copyright.

In editing and manuscript finalization, editing procedures have gradually been standardized; the content of the materials has been reviewed and revised in accordance with curriculum requirements; and increasing attention has been paid to scientific validity, pedagogical appropriateness, local specificity, and presentation.

In printing and distribution, printing has generally met technical requirements; distribution has gradually responded to demand for the materials; certain forms of electronic materials have been introduced; and increasing attention has been given to post-publication support.

3.3.2. Limitations

Despite these achievements, the publishing of LEM still has several limitations. In planning and manuscript organization, planning in some cases lacks a long-term perspective; difficulties remain in mobilizing authors and contributors; and the collection, verification, and management of source materials and copyright are not yet fully coordinated, creating potential risks during the publishing process.

In editing and manuscript finalization, quality remains uneven across materials and different aspects of the process; some content is overly broad, repetitive, or does not sufficiently reflect local characteristics; some personnel involved in the process have limited professional capacity; and coordination among editing, peer review, appraisal, and manuscript finalization is not always fully effective.

In printing and distribution, delays occur in some cases; technical quality and presentation remain uneven; access to the materials varies across geographical areas; electronic learning materials have not been developed consistently; and the prices of some materials are perceived as relatively high.

3.4. Issues to be addressed

3.4.1. Issues in planning and manuscript organization

The research findings highlight the need to address the relationship between consistency in mechanisms, policies, and procedures for organizing publishing activities and the autonomy and specific characteristics of individual localities. In

particular, it is necessary to clarify responsibilities and coordination mechanisms among management authorities, local authorities, publishing houses, and other participating organizations; improve the long-term orientation and feasibility of planning; develop teams of authors and contributors; and strengthen the collection, verification, and management of source materials and copyright control from the manuscript organization stage onwards.

3.4.2. Issues in editing and manuscript finalization

The editing and finalization of manuscripts require the simultaneous assurance of scientific validity, pedagogical appropriateness, local specificity, and publishing standards. This requires further standardization of editing procedures, enhancement of professional capacity, and stronger coordination among authors, editors, experts, and other relevant stakeholders. At the same time, the quality of content, source materials, copyright compliance, and presentation must be ensured.

3.4.3. Issues in printing and distribution

Printing and distribution require an appropriate balance among quality, timeliness, accessibility, and cost. In addition to ensuring technical quality and organizing distribution in accordance with actual demand, modes of access should be diversified, electronic learning materials should be gradually developed in accordance with the infrastructure conditions of individual localities, and post-publication feedback mechanisms should be established to provide a basis for the revision, updating, and republication of the materials.

Chapter 3 Summary

Chapter 3 surveys and analyzes the current status of the publishing of LEM in Vietnam across its principal dimensions, including the scale and frequency of publishing; planning and manuscript organization; editing and manuscript finalization; printing and distribution; and post-publication activities. The findings indicate that the publishing of LEM has achieved certain positive results, while limitations remain in organization, coordination among stakeholders, human resources, the management of source materials and copyright, editing quality, printing and distribution, and post-publication feedback. On this basis, the dissertation identifies key issues that need to be addressed to improve the quality of the publishing of LEM, providing the foundation for the solutions proposed in Chapter 4.

Chapter 4
SOLUTIONS FOR IMPROVING THE QUALITY OF THE PUBLISHING OF LOCAL EDUCATION MATERIALS IN VIETNAM IN THE COMING PERIOD

4.1. Directions for the publishing of local education materials in vietnam in the coming period

Based on the theoretical issues, the findings from the assessment of the current status, and the requirements arising for the publishing of LEM in the new context, the dissertation identifies four major directions: developing the publishing of LEM towards greater modernization, professionalism, and integration; renewing the content, format, and methods of organizing publishing activities; advancing technology and digital transformation in publishing; and improving policies, mechanisms, and resources for the development of LEM publishing. These directions are intended to improve the quality of the entire publishing process while ensuring alignment between the general requirements of the General Education Curriculum and the specific characteristics and actual conditions of individual localities.

In particular, digital transformation and the application of technology are identified as necessary trends, but they must be closely linked to the specific requirements of manuscript organization, editing, source-material management, publishing, distribution, and the updating of materials. Their implementation should be appropriate to the infrastructure, resources, and implementation capacity of each locality, with priority given to technologies that can directly support the publishing process.

4.2. Principles for developing solutions to improve the quality of the publishing of local education materials

The proposed solutions are developed according to four principal principles: ensuring alignment with the objectives and requirements of the General Education Curriculum; ensuring a systematic, coordinated, and interconnected approach; ensuring feasibility, effectiveness, and sustainability; and adopting a learner- and teacher-centred approach. These principles ensure that the solutions are grounded in the limitations and issues identified through the assessment of the current status while remaining appropriate to the distinctive characteristics of LEM publishing and the implementation conditions of individual localities.

4.3. Proposed solutions for improving the quality of the publishing of local education materials in Vietnam

4.3.1. Solutions for improving mechanisms, policies, and the organization and management of local education material publishing

The dissertation proposes improving mechanisms, policies, and professional requirements for LEM publishing; strengthening coordination mechanisms among stakeholders; improving financial mechanisms, commissioning

arrangements, and resource mobilization; strengthening post-publication monitoring, evaluation, and feedback; safeguarding the rights and interests of participating stakeholders; linking publishing activities with local socio-cultural values; and clarifying the organization and responsibilities of individual stakeholders throughout the publishing process.

The primary focus of this group of solutions is to clearly define the functions, duties, and responsibilities of educational management authorities, local authorities, publishing houses, and other organizations involved in the publishing process, thereby improving coordination and reducing overlaps in implementation. At the same time, financial mechanisms and resource mobilization should ensure transparency and be appropriate to the distinctive characteristics of LEM and the requirements for maintaining publishing quality.

4.3.2. Solutions for planning and manuscript organization of local education materials

This group of solutions focuses on standardizing procedures for organizing publishing activities; renewing management methods and coordination mechanisms among stakeholders; enhancing the management capacity of relevant personnel; strengthening inspection, supervision, and evaluation; and improving communication and information transparency in the planning and manuscript organization of LEM.

Planning should be proactive and feasible and should be aligned with implementation schedules, while clearly identifying the required resources, responsibilities, and coordination mechanisms among the parties involved. Manuscript organization should focus on developing teams of authors and contributors with appropriate professional expertise and knowledge of local conditions; strengthening the collection, verification, and management of source materials; and ensuring copyright control from the outset, thereby providing a foundation for improving quality throughout subsequent stages of the publishing process.

4.3.3. Solutions for improving the quality of the compilation and editing of local education materials

The dissertation proposes developing content orientations that are consistent with the General Education Curriculum and local characteristics; improving the quality of research and the collection, verification, and processing of source materials; renewing compilation methods; standardizing professional requirements for authors and editors; improving the quality of editing, appraisal, and quality control; enhancing the aesthetic and visual quality of the materials; and diversifying the stakeholders involved in accordance with professional requirements.

In particular, compilation and editing should ensure an appropriate balance among scientific validity, pedagogical appropriateness, local specificity, and publishing standards. The control of source materials, images, and copyright

should be maintained throughout the process, from manuscript organization to product finalization. Digital technologies and artificial intelligence (AI) may be used to support certain tasks, such as classifying and cross-checking source materials, reviewing language, identifying inconsistencies, and supporting content management. However, AI-assisted outputs must be verified by qualified professionals and must not replace human professional responsibility.

4.3.4. Solutions for printing, distribution, and evaluation of the effectiveness of local education material use

This group of solutions focuses on improving printing quality and timeliness; improving distribution methods and coordination mechanisms; enhancing the quality of training and guidance on the use of the materials; diversifying forms of distribution in association with digital transformation; strengthening post-publication evaluation and feedback; and improving mechanisms for revising, updating, and republishing the materials.

Printing and distribution should be organized in accordance with actual demand, local conditions, and the need to ensure accessibility. In addition to printed materials, electronic learning materials may be developed in localities and educational institutions with appropriate infrastructure. Where infrastructure remains limited, printed materials should continue to be used while electronic learning materials are introduced gradually. At the same time, mechanisms should be established for collecting, synthesizing, and processing post-publication feedback to inform the revision, updating, and republication of the materials.

4.3.5. Priority, feasibility, and implementation roadmap for the proposed solutions

Based on the relationships between the proposed solutions and the limitations identified in Chapter 3, the dissertation determines the priority, feasibility, implementation roadmap, and conditions required for each group of solutions. Accordingly, solutions that directly address limitations in the organization and professional practices of publishing—such as improving coordination mechanisms and clarifying responsibilities; standardizing procedures; enhancing professional capacity; controlling source materials and copyright; and improving the quality of editing, printing, distribution, and post-publication feedback are prioritized for short-term implementation. Solutions relating to financial mechanisms, database development, electronic learning materials, and greater interconnectivity are to be implemented according to a roadmap appropriate to available resources and actual conditions.

With regard to digital transformation and the application of technology, the dissertation proposes a phased approach rather than uniform implementation across all localities. In the initial stage, priority may be given to digitizing and developing databases of local source materials, developing electronic learning materials, and applying AI in a controlled manner to selected professional support

tasks. Solutions requiring more extensive infrastructure, data, and resources should be researched, piloted, and evaluated before being implemented on a broader scale. This approach seeks to balance the need for technological innovation with differences in infrastructure and resources among localities.

Chapter 4 Summary

Chapter 4 proposes four groups of solutions for improving the quality of the publishing of LEM: improving mechanisms, policies, and management organization; improving planning and manuscript organization; enhancing the quality of compilation and editing; and improving printing, distribution, and evaluation of the effectiveness of LEM use. These solutions are developed on the basis of the theoretical issues presented in Chapter 2 and the findings from the assessment of the current status in Chapter 3, thereby strengthening the link between the research findings and the proposed solutions.

On this basis, the dissertation determines the priority, feasibility, and implementation roadmap for the proposed groups of solutions, with priority given to those that directly address limitations in the organization and professional practices of publishing. Solutions requiring greater resources, data, and infrastructure are to be implemented according to an appropriate roadmap. Digital transformation and the application of technology should be implemented progressively in accordance with the infrastructure and implementation capacity of each locality, with an appropriate combination of printed and electronic learning materials.

CONCLUSION

The dissertation examines the publishing of LEM in Vietnam in the context of implementing the 2018 General Education Curriculum, combining theoretical research with an empirical investigation. From the perspective of publishing studies, the dissertation approaches the publishing of LEM as a process comprising interrelated stages, from planning and manuscript organization; compilation, editing, and manuscript finalization; to printing, distribution, and post-publication activities. On this basis, the dissertation develops an analytical framework for the publishing of LEM and distinguishes among three interrelated but distinct dimensions: the quality of the publishing process, the quality of the materials, and the effectiveness of material use.

The research findings indicate that the publishing of LEM has achieved certain positive results in planning, manuscript organization, compilation and editing, printing, and distribution. Coordination mechanisms among stakeholders have gradually been established, the range of participating personnel has become increasingly diverse, and greater attention has been given to ensuring requirements concerning the content and presentation of the materials. However, several limitations remain, including the lack of long-term and coordinated planning; insufficient coordination and unclear division of responsibilities among stakeholders; limitations in the capacity of participating personnel; shortcomings in the collection, verification, and management of source materials and copyright; uneven quality of compilation and editing; issues concerning the timeliness and quality of printing and distribution; the limited development of electronic learning materials; and inadequate post-publication feedback mechanisms. These limitations highlight the need to further improve the publishing of LEM by strengthening coordination across different stages and enhancing the responsibilities and collaboration of participating stakeholders.

The survey findings and statistical analyses indicate that the quality of the implementation of the stages of the publishing process, the quality of LEM, and the effectiveness of their use are interrelated, with positive correlations identified in several dimensions. The findings also reveal differences among the surveyed groups in their assessments of certain aspects of the publishing process. These results provide additional empirical evidence for identifying the stages and factors that require particular attention in efforts to improve the quality of LEM publishing. However, the relationships identified in this study should be interpreted as correlations among variables rather than as evidence of causal relationships.

Based on the research findings, the dissertation contributes to systematizing and further developing the theoretical foundations of the publishing of LEM from

the perspective of publishing studies. It clarifies relevant concepts, characteristics, roles, stakeholders, and influencing factors, while developing a system of evaluation criteria and an analytical framework for examining the publishing of this type of material. In practical terms, the dissertation surveys and analyzes the current status, identifies achievements, limitations, their causes, and issues arising across the stages of LEM publishing, thereby providing a basis for proposing appropriate solutions.

Based on the issues identified, the dissertation proposes four groups of solutions for improving the quality of the publishing of LEM: improving mechanisms, policies, and management organization; improving the quality of planning and manuscript organization; enhancing the quality of compilation and editing; and improving printing, distribution, and the evaluation of the effectiveness of material use. The proposed solutions are associated with specific levels of priority, feasibility, implementation conditions, and roadmaps, with priority given to those that directly address limitations in the organization and professional practices of publishing. Digital transformation and the application of technology are to be implemented progressively in accordance with the infrastructure, resources, and capacity of individual localities, while maintaining professional oversight and human responsibility throughout the publishing process.

The findings of the dissertation may serve as a reference for educational management authorities, publishing management authorities, and organizations involved in the publishing of LEM in organizing, managing, and improving the quality of this activity. Notwithstanding its contributions, part of the dissertation's empirical data was collected through questionnaires and therefore reflects the assessments of the surveyed groups. Accordingly, the findings primarily represent participants' assessment trends and do not constitute independent evidence directly confirming the professional quality of manuscripts or the effects of the materials on students' learning outcomes. Future research may combine survey data with objective indicators of manuscript quality, appraisal results, publishing errors, publishing and distribution timelines, and data on access to and use of the materials. Further research may also examine the development of local digital learning materials and the application of technology in publishing.

LIST OF PUBLISHED SCIENTIFIC WORKS RELATED TO THE DISSERTATION

1. Tran Tho Xuong (2025). Improving the quality of the editing of local education materials in Vietnam in the coming period. *Online Journal of Political Theory and Communication*, September 9, 2025. ISSN: 2734-9764.
2. Tran Tho Xuong (2025). Publishing local education materials in the context of the reorganization of provincial-level administrative units in Vietnam: Challenges, opportunities, and adaptive solutions. *Online Journal of Politics and Development*, December 6, 2025. ISSN: 2734-9071.
3. Tran Tho Xuong (2025). Publishing local education materials in the digital era: Current status and development directions. In *Proceedings of the National Scientific Conference "Directions for Vietnamese Publishing in the Digital Era"*. National Political Publishing House, pp. 455-469.
4. Tran Tho Xuong (2026). Applying artificial intelligence to the publishing of local education materials in Vietnam in the new context. *Journal of Politics and Development*, No. 02, 2026, pp. 80–85. ISSN: 1859-2457.
5. Tran Tho Xuong (2026). The role of local education materials in preserving and promoting local culture in Vietnam at present. *Journal of Political Theory and Communication*, Special Issue, Quarter I, 2026. ISSN: 1859-1485.
6. Tran Tho Xuong (2026). Current status of the publishing and use of local education materials in Vietnam. *Scientific Journal of Hanoi Metropolitan University*, No. 107, April 2026, pp. 173–182. ISSN: 2354-1512.
7. Tran Tho Xuong (2026). Digital transformation in the publishing of local education materials in Vietnam: Current status, challenges, and directions for developing a digital ecosystem. *Journal of Science and Technology Policy and Management (JSTPM)*, Vol. 15, No. 2, 2026. ISSN: 1859-3801.