Education Policy Management: A Comparative Study of Sudan and Vietnam

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A B S T R A C T

Education is a cornerstone of national development, shaping human capital, competitiveness, and socio economic stability. Developing countries such as Sudan and Vietnam exhibit divergent educational landscapes shaped by political, social, economic, and historical factors. Sudan faces significant challenges, including conflict, political instability, limited access, and constrained funding, whereas Vietnam has achieved notable progress through sustained educational reforms and strong political backing. This study aims to analyze and compare the education policies of Sudan and Vietnam to identify factors influencing policy effectiveness and educational outcomes. Using a qualitative comparative approach, the research incorporates document analysis, literature review, and secondary data examination. Findings reveal that Sudan's education policy emphasizes national character, morality, religiosity, and patriotism, yet implementation is hindered by centralization, low funding, and political instability. Conversely, Vietnam frames education as a national development instrument, focusing on skills and workforce preparedness, underpinned by equitable access, teacher quality, university autonomy, and adequate fiscal support. The study highlights that educational success depends on clear objectives, implementation capacity, political stability, and funding. Vietnam demonstrates effective integration of education with socio-economic development, while Sudan requires strengthened regional capacity, enhanced stability, increased funding, and inclusive strategies to realize its national education goals.

Keywords: Education policy, Sudan, Vietnam, A Comparative study.

Introduction

The education system is a fundamental foundation for the development of a country, as education enables a nation to improve human resource quality, strengthen competitiveness, and create social and economic stability. Effective education policies not only reflect the government's vision for the future but also serve as indicators of how well a country can adapt to global changes, internal challenges, and societal needs. Therefore, comparative studies of education policies across countries are important to understand how political, social,

cultural, and economic characteristics influence the direction of educational development.

Sudan and Vietnam are two developing countries with very different historical backgrounds, geopolitical conditions, and social dynamics, yet both are committed to improving the education sector as part of their national development strategies (Beshir et al., 2020). Sudan faces complex challenges such as political instability, social conflict, and limited infrastructure, which directly impact education management. In contrast, Vietnam has shown significant progress through systematic and targeted education reforms since the Doi Moi era. Comparing these two countries provides a comprehensive view of how national contexts affect the formulation and implementation of education policies.

The Sudan, also known as North Sudan since the independence of South Sudan, and officially the Republic of the Sudan, is a country in Northeast Africa. Sudan is currently the third largest country in Africa (after Algeria and the Democratic Republic of Congo) and the third largest in the Arab world (after Algeria and Saudi Arabia). It borders Egypt to the north, the Red Sea, Eritrea, and Ethiopia to the east, South Sudan to the south, the Central African Republic to the southwest, Chad to the west, and Libya to the northwest. Sudan covers approximately 1.88 million km² and occupies a special geopolitical position linking the Arab world in North Africa to sub Saharan Africa (Loc, 2016).

The current population of Sudan exceeds 43 million, representing about 0.56% of the world's total population, with 50.2% male and 49.8% female (Beshir et al., 2020) Islam is the predominant religion, and the official languages are Arabic and English. The capital, Khartoum, is located at the confluence of the Blue and White Nile. Sudan is home to 597 groups speaking over 400 different languages and dialects and lies within the arid and semi-arid regions of sub Saharan Africa, characterized by hot and dry weather (Unicef, 2011).

The Sudan Education Sector Strategic Plan (Sudan, 2018) provides the overarching framework guiding sector development. Despite these strategic frameworks, Sudan is still far from achieving Universal Primary Education. Approximately 3 million children aged 5-13 remain out of school (from nearly 8 million school age children), and another 560,000 children are at risk of dropping out before completing primary education. The most vulnerable groups include girls, war affected children, refugees, internally displaced persons, children in rural areas, poor children, children with disabilities, and nomads. States such as Blue Nile and Kassala have the highest percentages of out of school children. Residence (urban or rural) and wealth are the two main factors determining a child's chances of attending school (UNDAF, 2018).

Sudan's diverse social conditions, as well as geographic and political challenges, also influence the direction of educational development. Disparities between urban and rural access, high poverty rates, and prolonged conflicts

require the government to redesign education strategies to be more inclusive and equitable. Efforts such as expanding primary education services, improving teacher quality, and upgrading school infrastructure are key components of the national agenda, though implementation still faces structural and funding constraints. This situation indicates that Sudan's education policy is not only about expanding access but also about creating a system that reaches the most vulnerable groups and ensures every child has the opportunity to learn properly.

Despite the complex challenges, strategic policies have begun to gradually improve the education system's structure. The government is working to strengthen coordination across regions, expand primary education services, and enhance teacher capacity as part of long term reforms. Additionally, support from international organizations contributes to the provision of learning facilities, aid programs for vulnerable children, and increased access to education in conflict areas. This combination of government intervention and external partnerships is gradually laying the foundation to expand educational participation, thereby improving educational indicators across Sudan.

Sudan has made significant improvements in basic education over the past decade. Between 2008 and 2018, the total number of schools (public and private) increased by 2,800, allowing one million more children to access education. The number of students completing primary education and moving on to secondary school increased from 251,000 to 336,000 annually during the same period. Preschool education, important for school readiness, has a relatively high gross enrollment rate (GER) of 43% in 2018, ten percentage points above the sub Saharan African average. About 26% of basic schools have preschool facilities. In 2018, 65% of first grade learners reported having some preschool education, an improvement of 16 percentage points from 49% in the mid 2000s.

Despite these achievements, the quality of education in Sudan still faces structural challenges. Many schools, particularly in rural and conflict affected areas, lack adequate classrooms, learning materials, and trained teachers. Political instability and weak economic conditions also hinder consistent policy implementation. Increased access has not been fully matched by quality improvement, so the government needs to strengthen monitoring mechanisms, improve learning standards, and ensure equitable service delivery to ensure that progress is not only quantitative but also reflects overall quality improvement.

Various reform initiatives have been undertaken, and some educational indicators show improvement; however, disparities between urban and rural areas remain a critical issue. Many schools in remote areas operate with limited facilities, while teacher quality is uneven across states. This situation makes it difficult for children in conflict prone and impoverished regions to have learning experiences comparable to urban children. Furthermore, reliance on external support and

unstable funding often hinders sustainable program implementation, meaning that gains can easily be disrupted by changes in social and political conditions.

Despite recent progress in student enrollments, the education sector still suffers from multiple challenges: a) low and unequal levels of access and completion, b) low and stagnant student learning outcomes, c) poor education system management, d) inadequate learning environments, and e) low public spending on education, with significant contributions from households. Additionally, the situation was negatively affected by the COVID-19 pandemic, which led to early school closures in May/June 2021, and political instability following the military coup in the last quarter of 2021 (UNICEF, 2021).

These conditions indicate that Sudan's education challenges are not merely technical but are closely related to complex social, economic, and political dynamics. Prolonged conflicts, massive population displacement, and weak government institutional capacity hinder the consistent implementation of education policies. Limited investment in school infrastructure and teacher training further impedes uniform quality improvements. In this context, there is an urgent need for comprehensive and adaptive policy reforms to ensure that children from vulnerable groups have fair access to adequate educational services.

Based on the background outlined above, it is evident that Sudan's education system faces complex issues, including unequal access, low learning quality, limited infrastructure, and political dynamics that hinder policy sustainability. Despite increased student enrollment and the expansion of educational facilities over the past decade, these gains do not fully reflect overall quality improvements. Structural challenges such as insufficient trained teachers, uneven facilities, prolonged conflict, and reliance on external funding indicate that Sudan's education policy still requires more strategic strengthening. This situation highlights the need to understand how existing policies are implemented within social realities that have many constraints.

On the other hand, Vietnam demonstrates a more stable and consistent pattern of educational development, with integrated reforms and relatively strong political support. Vietnam's success in improving access, quality, and relevance of education through reform oriented policies provides an important example for other developing countries facing similar challenges. By comparing the situations in Sudan and Vietnam, this study is valuable for identifying key factors that influence the success or failure of education policy implementation in developing countries. Comparative analysis not only offers a more comprehensive understanding of differences in context and policy strategies but also helps formulate recommendations that Sudan can apply to strengthen its education system. Thus, this research has both academic and practical urgency in contributing to the development of more effective, adaptive, and sustainable education policies.

Research Method

This study employs a comparative qualitative approach to analyze the differences and similarities in education policies between Sudan and Vietnam. This approach allows the researcher to gain an in-depth understanding of how both countries respond to educational challenges including access, learning quality, and governance and to identify factors that drive success as well as obstacles in policy implementation in each country.

The study uses a comparative qualitative design aimed at examining education policies in two different countries to understand patterns, key determinants of success, and structural conditions that influence policy outcomes (Creswell, 2018). This type of research is a comparative qualitative study, which seeks to compare two policy systems or social phenomena to identify similarities, differences, and factors affecting the effectiveness of policies in each country.

Data collection techniques in this study include document review, literature review, and secondary data analysis. Document review is used because this research focuses on education policy, requiring primary data from official documents such as education laws, national strategic plans, ministry reports, and publications from international organizations that provide a comprehensive overview of the education conditions in Sudan and Vietnam. Literature review is conducted to gather theories, concepts, and previous research findings to strengthen the analytical framework and provide an in depth understanding of the policy context in both countries. Meanwhile, secondary data analysis is used to access educational statistics, such as school participation rates, education expenditure, and sector development achievements, which are only available through credible sources such as UNESCO, UNICEF, and the World Bank. The use of these three techniques is selected because comparative policy research requires data from authoritative documents and valid statistics to ensure the reliability and accountability of the analysis.

Data analysis in this study uses content analysis with a comparative qualitative approach, as the research focuses on reviewing Sudanese and Vietnamese education policy documents, then comparing patterns, principles, challenges, and reform directions in each country. Content analysis is chosen to interpret the meaning, structure, and tendencies of policies based on documents, official reports, and academic publications. According to (Krippendorff, 2018), content analysis is a research technique for making inferences that are replicable and valid from data while considering the context. This technique is relevant because the education policies of both countries need to be examined within their political, social, economic, and historical contexts.

In the comparative phase, the study applies the comparative analysis model as described by (Bray & Thomas, 2015), which compares education systems based

on spatial, temporal, and social context dimensions. This approach allows the researcher to observe differences and similarities in Sudanese and Vietnamese education policies more systematically, including factors affecting policy implementation effectiveness. Additionally, (Miles et al., 2014) explain that qualitative data analysis is conducted in three main stages: data reduction, data display, and conclusion drawing/verification. These three stages are used to organize document data, categorize key policy themes, and draw conclusions regarding the comparison of the two countries.

By combining content analysis and comparative analysis, this study provides a deeper understanding of how education policies are formulated, implemented, and influenced by the structural conditions of each country. This approach also provides a strong academic foundation for assessing policy effectiveness and its relevance to the national education needs of Sudan and Vietnam.

Results and Discussion
Education Policy and Management in Sudan

Education policy in Sudan has undergone significant changes since 1990, when the government introduced a national strategic policy aimed at building an education system based on the cultural, religious, and social values of Sudanese society. This policy was formulated to create an education system that "unites sources and objectives, encompasses all factors shaping Sudanese character, and provides spiritual and ideological potential to respond to any new situation" (H. Adam, 2017). The policy emphasizes the formation of national character, strengthening social solidarity, and unifying the vision of educational development across Sudan's highly diverse regions.

The national education objectives were further reinforced through the 1992 Education Act, which confirmed Sudan's educational orientation toward the development of religious morality, national identity, intellectual capacity, and student skills. These objectives include instilling religious values, developing thinking and physical abilities, fostering national pride, encouraging creativity, and raising environmental awareness as part of sustainable development (UNESCO, 2010c). Clearly, this orientation positions education as an instrument to build self reliant communities and strengthen citizens' spirituality and patriotism.

In terms of technical policy, Sudan established several reform measures, including the use of a unified national curriculum across all education levels, the implementation of Arabic as the main language of instruction, the teaching of English as a subject, and the strengthening of government control over all educational institutions. Educational planning is centralized under the Federal Ministry of Education to ensure policy consistency, while religious elements are reinforced within the national curriculum structure (Breidlid, 2013). These policies demonstrate that the Sudanese education system functions not only as a

means of knowledge delivery but also as a platform for identity formation and ideological cohesion.

The national curriculum and textbooks are developed by the National Centre for Curriculum and Educational Research (NCCER) based in Khartoum. This institution is composed of government officials and education experts, tasked primarily with designing a foundational curriculum reflecting cultural values and national policy (Breidlid, 2013). Sudan's education system consists of three levels: preschool, eight year basic education, and secondary education. At the preschool level, there are two types of services: *khalawi*, focusing on Quranic instruction, and modern kindergartens for children aged 4-5 years. Basic education spans eight years and is divided into three sub levels: Grades 1-3, Grades 4-6, and Grades 7-8 (A. Tairab & Ronghuai, 2017); (Arora, 2003).

After the December 2018 Revolution, Sudan reverted to the pre 1990 educational structure, the 6-3-3 model: six years of primary school, three years of lower secondary school, and three years of upper secondary school. The corresponding age groups are 6-11 years for primary school, 12-14 years for lower secondary school, and 15-17 years for upper secondary school. The Sudanese Interim National Constitution (2005) states that basic education is compulsory and must be provided free of charge by the state. At the end of each education level, transfer examinations national standard exams determine graduation and promotion to the next level (E. M. Ebaidalla & Tarig, 2024).

At the higher education level, full responsibility rests with the National Council for Higher Education and the Ministry of Higher Education and Scientific Research, which determine policy direction, academic standards, and institutional development. Although the government designates primary education as compulsory and free, in practice additional fees are often collected by parent teacher associations to cover deficiencies in facilities and school operations.

Sudan's education policy, in principle, aims to expand access to education for all children; however, implementation remains highly uneven. Schools in rural and conflict-affected areas often lack adequate facilities, teaching staff, and learning resources. This creates access gaps between urban and rural areas, meaning the goal of equitable education has not yet been fully realized. According to (H. M. Adam, 2017), the main problem is the limited capacity of local governments, while educational management remains highly centralized, so policies formulated at the national level often cannot be effectively implemented in the field.

Beyond access challenges, education quality is also a major concern. Curriculum, teacher training, and learning methods outlined in education policies do not always align with low budget allocations. With education spending at only around 2% of GDP, improvements in teacher quality, infrastructure, and teaching materials are often hindered. (Breidlid, 2013) emphasizes that centralized

education management without adequate funding will impede quality improvements, especially in the regions that need them most.

Political instability in Sudan exacerbates policy implementation. Regime changes, internal conflicts, and socio economic crises often cause policies to shift before they are fully implemented. Consequently, monitoring and evaluation are weak, and education programs lack continuity. (UNESCO, 2010) highlights that political stability and policy consistency are crucial factors for effective and sustainable education policy. The COVID-19 pandemic and the 2021 coup further worsened the situation, causing widespread school closures and learning disruptions (UNICEF, 2021).

Although the policies aim for equitable education, vulnerable groups such as girls, children with disabilities, and children in conflict areas still face significant barriers to accessing quality education. This underscores the need for targeted strategies to ensure inclusivity and equality. (H. H. Tairab & Ronghuai, 2017) argue that providing equitable education services requires strengthening local capacity, improving teacher quality, and ensuring adequate financial support so that policies can produce tangible benefits.

Overall, Sudan's education policy provides a comprehensive framework on paper, yet the gap between policy and implementation remains significant. Key challenges include centralized management, limited budget, political instability, and socio economic disparities. Therefore, education reform in Sudan must focus on strengthening local capacities, ensuring policy consistency, increasing education funding, and adopting inclusive strategies to reach the most vulnerable groups, in order to achieve the national education goals.

Education Policy and Management in Vietnam

To discuss empirical work in policy, we examine the education policy of Vietnam, one of the developing countries that has shown remarkable progress in education. Vietnam is located at the easternmost part of the Indochina Peninsula in Southeast Asia. With an estimated population of 94.6 million in 2016, it is the 14th most populous country in the world and the ninth most populous in Asia.

Vietnam has almost 60 ethnic minority groups, but the majority of the population is Vietnamese. The second largest ethnic group is Chinese, mainly residing in large cities, while other ethnic minorities are small and often live in remote mountainous areas (H. T. Nguyen, 2009). Despite being a lower middle income country, Vietnam has achieved significant progress in increasing its gross national product, raising export turnover, controlling population growth, improving living standards, and reducing rural poverty (Q. K. Nguyen & Nguyen, 2008).

Vietnam considers education a top national policy and the foundation for national development. The country has developed a comprehensive education system at all levels and in all regions, with a growing number of schools and

students enrolled. The educational system was based on reforms announced in January 1979, designed to align education with the nation's economic and social needs. These reforms integrated theory with practical application, emphasizing the training of skilled workers, technicians, and managers.

The overall objective of education, as stated in the 1998 Education Law, is to produce fully developed Vietnamese citizens who possess moral integrity, knowledge, good health, and aesthetic sense. The main educational goals in Vietnam are improving general knowledge, training quality human resources, and nurturing talent. Respect for teachers has traditionally been a core value, with the teacher's status historically regarded as higher than parents, second only to the king in society.

The general education system in Vietnam follows a 5-4-3-4 structure (H. T. Nguyen, 2009) . Education is predominantly state-run, managed by the Ministry of Education and Training, and includes both public and private institutions. Education is compulsory for five years (ages 6-11) and is free of charge. Vietnamese and English are the official languages of instruction, and the academic year runs from September to June. Primary education lasts five years (ages 6-11), basic (junior) secondary education lasts four years (ages 11-15), and pupils may proceed to long-term vocational training (1-3 years), which qualifies them to enter the labor market as skilled workers. Admission to upper secondary education requires passing an entrance examination. Upper secondary education lasts three years (ages 15-18), and graduates receive the Certificate of Secondary School Graduation, granting access to higher education after passing national exams in six subjects: compulsory mathematics, literature, and a foreign language, plus three electives from physics, chemistry, biology, or geography. A minimum score of 30 out of 60 is required to pass (Education system, 2015).

Higher education in Vietnam includes four levels: college, undergraduate, master, and doctorate. Collegenlevel programs last 2-3 years for upper secondary or vocational graduates; undergraduate programs last 4-6 years, depending on prior qualifications; master's programs last 1-2 years; and doctoral programs last 2-4 years depending on the student's prior level (Q. C. Nguyen, 2008). Higher education has expanded in terms of scope, facilities, and curricula, aligning with global trends toward universal higher education while maintaining elite institutions. Vocational schools and education colleges have been strengthened, and ethnic minority schools expanded to ensure educational access for all children. Teacher quality has improved, and interest in education is increasingly visible across society (Mai & Yang, 2013).

Annually, approximately one million new students enter the education system. Vietnam has achieved impressive results relative to countries with similar economic development: over 90% of the working age population is literate, more than 98% of primary school-age children attend school, and enrollment rates for

boys and girls are nearly equal (Q. C. Nguyen, 2008). Since 1995, higher education enrollment has increased tenfold, reaching over 2 million students by 2012, with 419 higher education institutions by 2014. Several foreign universities operate campuses in Vietnam, including Harvard University (USA) and the Royal Melbourne Institute of Technology (Australia). Government expenditure on education, including higher education, has been strong (6.3% and 1.05% of GDP in 2012, respectively), fostering substantial growth while reforms provide greater autonomy to universities while maintaining government quality oversight.

Vietnam's government announced ambitious education goals for 2020, including foreign language programs, vocational education and training (VET) reforms, and PhD level lecturer training (Australian government, 2014). Investment in research and development has increased, and the number of scientific publications has grown rapidly, especially in life sciences, physics, and engineering, often with international collaboration. Technological innovations, such as robotics, demonstrate Vietnam's commitment to linking education, research, and practical applications.

Education policies in Vietnam emphasize integration among quality, equity, and relevance to national development needs. The approach ensures universal access while developing practical competencies for the labor market and global economic challenges. The structured 5-4-3-4 system and free compulsory primary education demonstrate the government's commitment to equity, allowing ethnic minorities and children in remote areas to access education on par with urban centers (Bray & Lykins, 2012).

Higher education policies emphasize university autonomy under government supervision to maintain quality (Altbach & Salmi, 2011). Reforms focus on teacher quality, curriculum innovation, and continuous professional development, acknowledging that teacher effectiveness is critical to student learning outcomes (Darling Hammond, 2010). Fiscal policies support these objectives, with consistent budget allocations for infrastructure, curriculum development, and human resource training (Psacharopoulos & Patrinos, 2018).

Overall, Vietnam's education policy success results from strategic planning, consistent implementation, attention to teacher quality, equitable access, and adequate fiscal support, demonstrating alignment with international educational theory and practice.

From a management perspective, the success of education policy implementation in Vietnam is closely linked to effective governance, clear role distribution, and strong coordination between central and local authorities. While the Ministry of Education and Training maintains strategic control and quality assurance, local governments and educational institutions are granted sufficient autonomy to adapt policies to regional needs. This balance between central oversight and institutional autonomy enables efficient policy execution,

strengthens accountability, and supports continuous monitoring and evaluation. Moreover, consistent budget allocation and investment in human resource development ensure that policy objectives are translated into practical outcomes at the school and university levels. This managerial approach demonstrates that effective education policy management in Vietnam is not only policy driven but also implementation oriented, contributing to sustainable educational development.

Comparative Analysis of Education Policy Management in Sudan and Vietnam

Education policies in Sudan and Vietnam reveal fundamental differences in their educational objectives. In Sudan, education is designed to shape national character, instill moral values, religiosity, and patriotism. The focus is on developing social identity and the personality of learners (Adam & Rahman, 2017). In contrast, Vietnam positions education as a more pragmatic tool for national development. Its goals are to enhance human capital quality, develop technical skills, and prepare the younger generation to enter the workforce and support national economic growth (Q. C. Nguyen, 2008). This difference aligns with Becker's (1993) Human Capital Theory, which views education as an investment to increase productivity and societal capabilities. Sudan emphasizes values and character, whereas Vietnam focuses on skills and economic capacity.

Differences are also evident in educational structure and systems. Education in Sudan consists of preschool, primary, secondary, and higher education, with primary education being compulsory but unevenly implemented due to political issues and internal conflicts (M. Ebaidalla & Tarig, 2024). Vietnam employs a 5-4-3-4 system, combining general and vocational tracks and emphasizing the development of students' talents and skills (MoET, 2015) ; (Vinh & Hanh, 2022). From (Durkheim, 1925) Structural Functionalism perspective, education serves to integrate society and equip individuals with the skills they need.

Management and funding are critical factors affecting education effectiveness. In Sudan, the central government maintains full control, but local implementation capacity is low, and education expenditure is only around 2% of GDP, limiting teacher quality, facilities, and instructional materials (UNESCO, 2010). Vietnam successfully balances government oversight with university autonomy, sufficient funding, and support for innovation, teacher training, and research (Pereira & Lam, 2017). The principal agent theory (Eisenhardt, 1989) highlights the importance of delegating responsibility and providing appropriate incentives. Vietnam has achieved a balance between central control and institutional autonomy, whereas Sudan faces implementation challenges due to limited local capacity.

Access and inclusivity also differ between the two countries. Vietnam has expanded learning opportunities for ethnic minority children, ensured gender equality, and provided educational pathways aligned with labor market needs (Mai

& Yang, 2013). Sudan still faces challenges in rural and post-conflict areas, resulting in uneven access and quality (H. Tairab & Ronghuai, 2017). (Sen, 1999) Capability Approach emphasizes that education should expand individuals' freedoms and abilities to achieve a life they value. Vietnam has been more successful in using education to enhance societal capabilities, while Sudan remains constrained by unstable socio political conditions.

Overall, the comparison of education policies in Sudan and Vietnam indicates that educational success is not solely determined by formal policies, but also by implementation capacity, political stability, and adequate funding. Vietnam has effectively maximized education as a tool for socio economic development, whereas Sudan needs to strengthen local capacity, improve stability, and allocate larger budgets to achieve equitable educational outcomes.

Conclusion

The comparison of education policies between Sudan and Vietnam indicates that the effectiveness of education is strongly influenced by social, political, and economic contexts, as well as the capacity for policy implementation. In Sudan, education is oriented toward shaping national character, instilling moral values, religiosity, and patriotism; however, its implementation still faces significant challenges due to centralized management, limited budgets, political instability, conflict, and disparities in access between urban and rural areas. Although there has been progress in increasing student enrollment and expanding educational facilities, the quality of learning, equity of services, and teacher capacity still require strategic improvement.

In contrast, Vietnam emphasizes education as a pragmatic instrument of national development, focusing on the development of human capital, technical skills, and workforce readiness. Vietnam's success is achieved through consistent strategic planning, equitable access, enhanced teacher quality, controlled university autonomy, and adequate fiscal support. Educational reforms in Vietnam have created an inclusive system that is relevant to both economic and social needs, resulting in high learning outcomes and increased social mobility.

Comparatively, the main differences between the two countries lie in the orientation of educational goals, policy implementation capacity, political stability, funding, and equity strategies. Vietnam's success demonstrates that education integrated with socio economic development, supported by political stability and sufficient budget allocation, can produce an inclusive, high quality, and sustainable education system. For Sudan, lessons from Vietnam highlight the need to strengthen local capacities, improve political stability, allocate larger budgets, and implement inclusive strategies to reach vulnerable groups, ensuring national education objectives are fully realized. Thus, this study emphasizes that the success of education policy is determined not only by formal design but also by the

consistency of implementation, resource support, and adaptation to national socio-political conditions.

Based on the comparative analysis, the key distinction between education policy management in Sudan and Vietnam lies in governance capacity and implementation effectiveness. While both countries possess formal education policies, Vietnam demonstrates stronger institutional coordination, clearer role distribution, and consistent policy execution supported by adequate funding and political stability. In contrast, Sudan's education policy management is constrained by centralized control, limited local capacity, and recurring political disruptions, which hinder effective implementation at the grassroots level. This comparison highlights that policy effectiveness is determined not merely by policy formulation but by the managerial systems that support implementation, monitoring, and accountability.

From a policy management perspective, this comparison suggests that strengthening local governance capacity, ensuring fiscal sustainability, and maintaining policy continuity are critical factors for improving education outcomes in developing countries. Vietnam's experience illustrates the importance of balancing central oversight with institutional autonomy, while Sudan's case underscores the risks of excessive centralization without adequate implementation support. Therefore, effective education policy management requires not only clear strategic objectives but also adaptive governance mechanisms, strong coordination among stakeholders, and continuous evaluation to ensure that policies translate into equitable and sustainable educational development.

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