

Political Education in the Context of Just Transition towards Green Development: European Experience and Application at Vinh Long University of Technology Education

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Abstract: - This article analyses Europe's experience in pursuing a just transition towards sustainable development and derives practical lessons applicable to the Vietnamese context. Based on the theoretical foundations of Political Economy, Marxist–Leninist Philosophy, and Ho Chi Minh's Thought, the study emphasises the relationship between social justice, green development, and political education in the context of international integration. In addition to systematising the European Union's policies and practical experiences, the paper proposes the application of these findings in teaching political science students as well as the broader student body at Vinh Long University of Technology Education. Such integration aims to enhance students' awareness of sustainable development, social responsibility, and modern political thinking. The study's outcomes also open new interdisciplinary research directions linking political economy, environmental studies, and higher education in Vietnam. These findings hold both theoretical and practical significance, serving as a foundation for developing a “Green University” model and cultivating green human resources that meet the demands of international integration and sustainable development in Vietnam.

Key-Words: - just transition, green development, sustainable development, political education, social justice, Ho Chi Minh's Thought, Vinh Long University of Technology Education.

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1 Introduction

The transition from a traditional economy to a green economy is not only a global trend but also a strategic objective pursued by many nations and regions worldwide, [1], [2]. Implementing policies and strategies to ensure that this transition is just—that it does not widen the gap between the rich and the poor, and that people from all social strata have the opportunity to participate in and benefit from the green economy—remains a major challenge [3], [4]. In particular, European countries have been actively promoting measures to strengthen social justice during this transition, ranging from worker retraining programmes to financial support and the enhancement of multilateral cooperation among stakeholders, [5], [6].

Although significant progress has been made, achieving a just transition towards a green economy still faces numerous challenges and requires thorough study to propose appropriate solutions. Analysing Europe's experience in this field can provide valuable lessons for other nations around

the world, especially for developing and transitional economies such as Vietnam, [7], [8].

From the perspective of political economy and the philosophy of development, a “just transition” is not merely a technical or environmental policy measure; rather, it reflects a profound shift in modern human thought—from a model of material growth to one that seeks harmony among humanity, nature, and society, [9], [10]. This viewpoint aligns closely with Ho Chi Minh's Thought and Marxist–Leninist theory on comprehensive human development and social justice, [11]. Furthermore, it is consistent with OECD, Cedefop, FAO and European Commission studies emphasizing that green skills, sustainable employment, and social inclusion are indispensable foundations for modern development, [12], [13], [14], [15], [16], [17], [18], [19], [20].

This theoretical understanding provides a valuable foundation for research, teaching, and the practice of sustainable development in Vietnam [21], [22], especially within higher education institutions such as Vinh Long University of

Technology Education, where integrating political education with sustainable development and technical training contributes to the creation of green human resources in alignment with the national goals for industrialisation and global integration.

Based on the theoretical and practical foundations presented above, the following section of this paper analyses in detail how the concept of a “just transition” has been understood and implemented in Europe. By examining key policies, institutional frameworks, and concrete experiences in areas such as green employment, skills development, and financial mechanisms, the study aims to draw essential lessons applicable to Vietnam’s path toward sustainable and equitable development. These experiences are particularly significant for higher education institutions — especially Vinh Long University of Technology Education — in their pursuit of green development and the establishment of a “Green University” model that links political education, environmental responsibility, and technological innovation.

2 Problem Formulation

2.1 European Perspectives on “Just Transition”

The term “just transition” first appeared in the United States in the 1970s; however, it was not until more than two decades later that the term became widely recognised, [8]. Initially, just transition referred to the efforts of labour unions in North America to support workers who lost their jobs as a result of environmental protection and climate policies. Specifically, it sought to ensure that workers could maintain decent employment and income levels while still contributing to environmental protection goals [9]. Over time, the scope of just transition expanded beyond supporting displaced workers to encompass the broader process of transforming traditional jobs, industries, and sectors into those that are environmentally and socially sustainable, [7].

The term “just transition” has been understood in different ways over time. In basic terms, it describes the shift to a low-carbon economy, but with attention to people who may be affected. The goal is not only environmental improvement. It is also about reducing difficulties for workers and local communities during this change. For that reason, just transition does not replace climate policy. It is meant to go together with it and to avoid creating

new social tensions. In this paper, just transition is seen as a process where economic change must go together with fairness. Social justice here means giving people fair opportunities and protection during economic restructuring. Workers and vulnerable groups should not carry most of the burden. Green skills are not only technical skills; they also include adaptability, critical thinking, and responsible behaviour at work. These ideas guide the discussion in this study.

In Europe, several policies have influenced this process. The expansion of renewable energy and the EU Emissions Trading System are clear examples. These measures have affected the structure of certain industries. In some areas, traditional sectors such as mining and other energy-intensive activities have gradually decreased. The effects have differed from place to place. In certain cases, production moved to other regions with lower environmental standards. As a result, many workers faced job losses or uncertainty. This situation required European governments to introduce support measures to help workers and affected industries adjust to the green transition.

Although no official definition of just transition has been adopted, many European organisations and leaders have long recognised it as an inevitable direction of development. According to the European Commission [1], the EU committed to reducing CO₂ emissions by 40% by 2030 while modernising its economy and safeguarding employment opportunities for all citizens (European Commission, 2016). Bernadette Ségol, General Secretary of the European Trade Union Confederation [4], emphasised that “Europe must take the social dimension into account in all its policies, including those on climate change and energy. The only way to ensure both environmental effectiveness and social justice is through a just transition.”

At the policy level, European countries try to link climate action with labour policies and regional support. When new decarbonisation rules are introduced, governments often combine them with retraining schemes and social assistance. Regions that rely heavily on coal or other carbon-based industries are usually given additional support. The intention is to limit social instability while the economy is changing. Environmental transformation is expected to move forward together with job security and social inclusion.

To put this into practice, the European Trade Union Confederation (ETUC) proposed five main directions for advancing a just transition in Europe, [5].

First, governments and companies should invest in green industries to create stable and decent jobs.

Another important point concerns the protection of workers' rights. Workers need to know what is happening when things are changing especially if it affects their jobs at the company. They should be able to say what they think about the changes and be part of the talks about their working conditions. Workers should have a say, in what happens to workers and how it affects workers and their jobs. When workers are included they do not feel as unsure about what's happening when the company is changing.

Education and training are also very important. When industries change the skills workers have may not be enough, for the new work. Workers need education and vocational training to learn skills. Many workers therefore require additional or updated competencies in order to adapt to new forms of production. We should not limit training to a few employees. The truth is, we need to open it up more people at work can get ready for the new things that are coming. Training opportunities should be available, to all workers so they can prepare for demands.

Continuous dialogue is really important. When governments and employers and workers talk to each other all the time they are less likely to disagree. They can work together better. If they do not talk to each other it can be hard to make new policies work.

At the time we need to make sure that social protection systems are working well. When people lose their jobs or are hurt by changes in their company they should get help away. They should get money to help them or be able to learn skills during the time they are looking for a new job.

Just transition in Europe is not about workers it is about making sure everyone is okay when big changes happen. It is, about making sure our social and economic systems are working together. Just transition is a part of this. It is treated as a broader policy approach that connects climate action, employment, and education. The strong focus on green skills and social dialogue also shows that universities and training institutions play an important role. They help shape not only technical abilities, but also social responsibility and professional ethics during the transition.

Based on this thinking, the European Trade Union Confederation proposed a policy framework toward 2030 with three main actions.

One suggested measure was the creation of a Just Transition Committee to assess potential social impacts and facilitate coordination among different

stakeholders. The intention was to create a platform where representatives from government agencies, employers, trade unions, experts, local communities, youth organisations, and other civil society actors could discuss concerns and find common ground, local community representatives, youth organisations, and other civil society groups.

A further initiative involved extending Sustainable Energy Action Plans toward 2030. Many local authorities in Europe are working with this framework. They are trying to make things better by saving energy and helping businesses that do not use much fossil fuel. Local authorities are doing this to make a change. They want to help businesses that use fossil fuel like the local authorities, in Europe. At the local level, these plans also open space for new economic approaches and private investment. These plans also encourage new economic models at the local level and attract private investment.

A Just Transition Fund was also introduced to assist regions undergoing industrial restructuring and to support workers who need new skills. Part of the funding is linked to revenues from the EU Emissions Trading System. The management of this fund involves both EU bodies and national authorities.

From a Marxist–Leninist perspective, these measures may be interpreted as attempts to balance economic development with social justice and environmental protection. In this way, development is not defined solely by increases in output or income levels. It is also associated with better living conditions and greater social fairness within the transformation process. For countries such as Vietnam, this experience may provide some reference points while pursuing deeper international integration.

2.2 Some European Experiences in Just Transition

2.2.1 Creating Green Jobs

Green jobs are jobs that help protect the environment. They are about saving energy using energy reducing pollution and protecting natural ecosystems. In Europe creating more of these jobs has become a big part of making a fair transition to a more sustainable future, [13].

Over the ten years more and more people have been working in jobs that are good for the environment. At the time some old industries have been getting smaller. If you look at the numbers you can see that this is really happening. The number of jobs in eco- industries went up from about 3.4

million in 2008 to around 4.2 million by 2014. Around 2009 and 2010 the renewable energy sector alone created one million new jobs in a very short time, [2]. The European Commission thinks that more jobs could be created in the future if we keep using more renewable energy, [17]. These numbers show that green jobs are not an idea they are actually happening.

This growth in jobs did not happen by itself. It was helped by consistent government policies. The expansion of jobs was not just luck. The choices that policymakers made played a role. Setting targets for energy and putting a price on carbon encouraged companies to think about how they wanted to invest their money. Over time this made jobs in low-carbon sectors more attractive. At the time governments changed some of their industrial policies and started more training programs. This helped many workers get jobs as the way things were made started to change. Labour institutions and training systems also helped reduce the stress on people during this change. In words green jobs did not just appear because of concerns, about the climate. They were supported by planning and coordination.

European governments and businesses are doing things to help the environment and create jobs. They want to make European governments and businesses have jobs and this will help the environment. European governments and businesses think green jobs are very important, to governments and businesses. The goal is to keep creating green jobs and help Europe become more sustainable. Green jobs will be a part of this.

Green and eco industries have created a lot of jobs in Europe. When governments and companies put money into production it helps the environment and supports jobs at the time. For instance from 2006 to 2008 eco industry jobs in Europe went up by, around 70%, which meant 3.4 million people had jobs in that field. This is a deal for green industries. Estimates also indicate that improvements in resource efficiency may generate between 1.4 and 2.8 million jobs across the region, [20].

Green industries are really making a difference. In the United Kingdom forecasts have suggested that green industries might add up to one million positions over the coming years. These sectors are generally viewed as offering prospects over the longer term. At the time employment connected to ecosystems and biodiversity remains significant with an estimated 14.6 million jobs in related activities. Green industries are creating a lot of opportunities.

The expansion of energy does not automatically lead to the disappearance of traditional industries. Many established sectors adjust their production structures. Remain active instead of vanishing altogether. Sometimes workers can move into fields. For instance in the Netherlands steel workers have been involved in producing materials for wind turbines since high-quality steel is still required in that industry. Green industries are. Creating new specialised markets and additional employment opportunities.

New areas of activity have also contributed to job creation. As green sectors developed, fields such as eco tourism farming and other forms of sustainable agriculture expanded gradually. These fields often need workers than traditional production. For example organic farming in Europe usually requires about 10–20% labour per hectare than conventional farming, [15]. In the United Kingdom the difference can be much higher, around 97% while in Ireland it is 27%. Green industries like these are making an impact.

Policies and laws have been important in making these changes happen. The European Union and its member states have made rules that will be in place for a time and are offering money to get people to invest in things that are better, for the environment like greener sectors. The European Union is doing this to help the sectors. The European Union is doing a lot to support industries. In the European Parliament the Greens group has argued that public funding for sustainability programmes should not focus on environmental goals but should also contribute to employment particularly in areas such as organic farming and sustainable fisheries. They have also set standards on social criteria eco labelling and fair trade so that workers in green industries are treated fairly and not placed at a disadvantage compared to those in traditional industries.

Climate policy has also influenced job creation. Germany is one example. Its support for energy encouraged companies to invest and expand. The impact can be seen in cases. In Germany for example employment in the energy sector rose significantly between 2004 and 2011 increasing from about 160,500 to 381,600 workers, [18]. This is an increase for green industries. By 2024 the number of people working in this sector had gone up to 372,500 workers. The employment in this sector is than twice the employment level that was recorded in 2019 when the employment in this sector stood at, about 173,000. A large share of the increase was linked to the expansion of wind energy activities. Solar jobs rose from 41,500, to 102,000.

Wind energy jobs increased by nearly 70% reaching almost 53,000. Green industries are really taking off.

From the perspective of political economy, Europe's policies on green jobs, green skills, and just transition funds are not merely technical measures but reflect a structural transformation of production relations to ensure social justice within the development process. These experiences offer valuable lessons for Vietnam, particularly in formulating green development policies that align with social responsibility and global citizenship education.

In the Vietnamese context, the lessons drawn from Europe could be applied through educational initiatives at Vinh Long University of Technology Education (VLUTE). The university could integrate the concepts of green employment and social responsibility into various academic programmes.

Different faculties can do things that really make a difference. For example students in Mechanical Engineering, Electrical and Electronics Engineering and Information Technology can work on projects to make our campus more green. They can design lighting systems that use less energy create simple tools to water plants in a smarter way or make products from materials that can be recycled and used in schools or local communities.

In Economics and Law they can teach students about managing businesses in a way that's good for the environment and about laws that protect the environment. This will help students understand that what we do to make money and what we do to protect the environment are connected. They are not things.

The Social Work and Education faculties can also do things to help people learn about taking care of the environment. They can visit schools and neighbourhoods near our campus. Teach people about living in a way that helps the environment. Even small programs can help people learn about being responsible and taking care of the environment.

The Faculty of Social Work and the Faculty of Education should work together. They can create programs, for schools and neighborhoods. These programs teach people about living and taking care of the environment.

These things are not hard to do. They can really help people understand about the environment in a practical way. In Biological and Applied Sciences, in Food Technology people can work on making food in a cleaner way reducing waste and using packaging that is biodegradable. These are steps but they are things that we can really do in our local

community. Over time they can help create jobs that're good for the environment and help our community in the Mekong Delta grow in a more sustainable way.

This institutional orientation is further supported by the university's sustained academic and research capacity. The institution maintains a stable and qualified academic workforce, including professors, associate professors, doctoral and master's degree holders, alongside continuous scientific productivity. In recent years, the university has continued to develop its research activities. It has published more than 150 international papers, including WoS-indexed articles and journals in different Q categories. Besides publications, there are also funded research projects, intellectual property registrations, academic conferences, and cooperation with international partners.

This research capacity creates a practical basis for developing sustainability education at the university. It makes it easier to connect teaching, student research activities, and community-oriented green initiatives in the Mekong Delta region.

2.2.2 Developing Green Skills

According to the European Wind Energy Association (2009), the number of university graduates in the region still falls short of meeting the labour demand in the energy sector, particularly in wind energy, [6]. New graduates also lack the necessary professional skills, despite the enormous potential of the labour market in these emerging green sectors. This challenge is not limited to the energy industry but also extends to other green economic sectors such as eco-construction, recycling and waste management, and biodiversity conservation. The root cause lies in the absence of education and training programmes on sustainable development and green skills, especially in vocational and technical education.

From an educational standpoint, green skills can be understood at three interconnected levels. Green skills can be seen in three areas.

The first area is about the side of things like knowing about renewable energy saving energy controlling emissions and making things in a way that is sustainable.

The second area is more about being able to do things than just knowing about them.

It is about being able to solve problems that come up using computers and other digital tools in a way thinking about how things are connected and working with people who have different areas of expertise.

Green skills like these are really important in areas that have to do with being sustainable because we have to be able to adapt to problems.

The third area is about our thoughts and feelings. It is also, about taking responsibility.

It is about caring about the environment and feeling like we have a duty to society.

When people have these qualities they are more likely to make responsible decisions when they are working.

Green skills are important at all of these levels. They help us make good choices, about how we treat the earth and how we work together.

This layered perspective complements existing classifications and clarifies how higher education contributes to just transition beyond purely technical workforce preparation.

In response to this situation, European leaders launched the Intelligent Energy Europe (IEE) Programme in 2011. One of the three key components of IEE is the development of green skills for workers, aimed at expanding the skilled labour force to meet the new demands of the market. The IEE called upon member states to establish clear roadmaps for reforming education and training systems to adapt to these new conditions. This process requires the involvement of all relevant stakeholders government agencies, educational institutions, environmental organisations, trade unions, financial institutions, and business representatives.

Most European countries mobilised a wide range of institutions to participate in green skills training initiatives, including energy agencies, universities, technology institutes, vocational training centres, training funds, social organisations, and professional associations. For instance, Belgium involved 85 organisations, Austria 80, France 192, the Netherlands 147, and the United Kingdom 153, [12]. Europe also established regional forums where educational innovation groups from member states could meet and exchange experiences, [12].

[11] identified three levels of skill requirements necessary to support green jobs:

- i) entirely new skills;
- ii) additional green skills built upon existing competencies;
- iii) restructured or retrained traditional skills.

Based on this classification, according to [11] mapped specific sectors and professions corresponding to these three levels, providing an important basis for member states to design education programmes and forecast long-term labour market needs in alignment with their green development strategies.

At the level many European Union member states have changed their education and training systems. They want to make sure that sustainability is not a separate topic. Instead they are including it in the things that students learn. They are also making changes to the curriculum. On top of that people are paying attention to teaching green skills to the workers of the future.

Austria is an example of this. In the year 2008 Austria started something called a National Strategy on Education for Sustainable Development. The main goal of the National Strategy on Education for Sustainable Development is to help teachers and students understand what sustainability issues are. The National Strategy on Education for Sustainable Development is, about sustainability. The European Union member states are working on sustainability and education. Austrias National Strategy on Education, for Sustainable Development is focused on sustainability.

The Austrian government also introduced the Overall Environmental Technology Strategy in 2007 to strengthen the green competencies of its workforce, [16]. The National Programme on Green Skills and Employment further projected the impact of green growth on various economic sectors, with a specific focus on labour demand and the necessary skills for Austria's transition to a green economy.

Green skills are not just developed by governments. Local authorities and private companies are also playing a part. For example Rutte, a road construction company in the Netherlands is doing its part. This company has created its training programs for people who are learning to work in road building and urban infrastructure. These programs teach people the skills they need and they also teach people about sustainable business practices and environmentally friendly construction methods. This helps to reduce the effects on the environment and on peoples health. The program lasts for two years. When people finish they are offered jobs at the company for a short time.

These are things that VLUTE can think about. The university can slowly add environmental things to what students learn in class and what they do in practice. In programs like Applied Mechanical Engineering, Automotive Technology and Automation and Control Systems the university can add things about making cars use fuel, renewable energy and controlling emissions. The university does not have to change the program it can just change a few parts and update some topics over time. The Faculty of Politics and Foreign Languages can also work with the departments to have

seminars or forums about changing to green technology in a fair way. This will help students think about issues, from both a technical and a social point of view instead of thinking about them as separate things. This will help students connect what they learn about politics to environmental issues. The Faculty of Social Work could design training modules on environmental communication, green project management, and social impact assessment.

The Faculty of Biological and Applied Sciences could place greater emphasis on practical green skills, particularly through laboratory work related to sustainable food production, responsible biotechnology use, and circular approaches in food processing. At the same time, the Training and Enterprise Practice Center may strengthen cooperation with businesses in renewable energy, waste treatment, and smart agriculture in order to expand internship opportunities with a practical orientation. Taken together, these measures could better equip students for employment in Vietnam's emerging green economy.

2.2.3 Mobilising Financial Resources for a Just Transition

Finance is one of the decisive factors determining the success or failure of the just transition process, [3]. On the one hand, it represents the essential investment required to develop green, eco-friendly, and sustainable industries covering areas such as technology, infrastructure, and innovation thereby generating additional green employment for the economy. On the other hand, it serves as an indispensable resource for implementing education and training programmes to enhance green skills, as well as for supporting social welfare systems that assist workers displaced by the decline or closure of traditional industries such as fossil fuel extraction.

Financial support for a transition is not just about having a lot of money. It is also about how the money's set up and used. Things like investment, vocational training and social protection need to work. For a just transition to actually work these things have to be organised in a way that makes sense. In Europe the money does not come from one place. It usually comes from budgets, money from carbon markets, special funds to help certain regions and investment, from private companies. What really matters is how the money is given out and kept track of so that it gets to the people and places that need it the most. A just transition needs money to be used in a way.

When we talk about education it is really important that universities and research bodies get

the money they need on a regular basis. This means they know how money they will have from one year to the next. When universities have a flow of money they can make changes to the courses they offer spend money on research that can be used in real life and work with local businesses, governments and community groups over a long period of time. This helps universities turn their goals, for the environment into actions that they teach and research rather than just talking about them in general terms. Higher education is what we are talking about here and stable money is key.

Currently, the financial resources mobilised for just transition initiatives in Europe remain relatively limited. Most funding is channelled through general green development and sustainable energy mechanisms, such as the EU Emissions Trading System (EU ETS), the Eiffel Energy Transition Fund, the Cohesion Fund, the European Regional Development Fund, the EU Horizon 2020 Programme, the Marguerite Fund, and the European Energy Efficiency Fund. Recognising the insufficiency of these mechanisms, the European Parliament, environmental organisations, and labour unions have proposed the establishment of a dedicated Just Transition Fund, with an estimated capital mobilisation of around €4 billion, [19]. This fund would be specifically allocated to protect workers negatively affected by climate policies.

In some European countries, financial resources for the just transition process are mobilised either directly through a national Just Transition Fund or indirectly via other funding mechanisms most of which target renewable energy development. The Netherlands and Germany, for instance, are regional leaders in establishing such funds, [14]. In Denmark some of the money for a transition comes from the national pension fund. This fund invests in energy projects, such as wind power. This helps create jobs, in the sector. In Norway a part of the state budget supports companies owned by the state including Statkraft and Enova. This money helps these companies keep investing in energy projects and grow over time. The help is not just for a time it is part of a bigger plan to make the renewable sector stronger.

Looking at what Denmark and Norway do VLUTE could think about making a Student Green Innovation Fund. A fund like this at the university could give a money to student research projects, new business ideas or small sustainability projects on campus. The money for this would not have to come from one place. It could come from money that old students give or from working with companies or other ways of working together.

For example the Faculty of Economics and Law could make ways to help green start-ups with money. The Faculty of Politics and Foreign Languages could study how the government and private companies work together on issues. The Faculty of Biological and Applied Sciences could work with farms or food companies to make cleaner ways of producing food and to make green certification systems. This way the research at the university can be more connected, to what's really happening in the economy around us.

2.3 Theoretical and Practical Implications for Vietnam

The study of just transition provides an important theoretical foundation for applying Ho Chi Minh's Thought and Marxist-Leninist philosophy on the relationship between humans and nature in the context of globalisation. From this perspective, it offers guidance for higher education institutions such as Vinh Long University of Technology Education in reforming their training programmes by integrating the philosophy of sustainable development with the practical demands of industrialisation and international integration.

The participation of the Faculty of Biological and Applied Sciences creates an opportunity to apply the proposed approach to sustainable food systems. Within this area, both research and teaching can be adjusted over time to place greater emphasis on environmentally responsible food processing, improved food safety practices, and public health protection. These priorities can be linked to wider efforts toward green development rather than treated as isolated technical topics. This direction suggests that technological improvement should go hand in hand with environmental care and social well-being. These aspects can be seen as interconnected foundations in Vietnam's process of pursuing a just transition.

4 Conclusion

In many parts of the world, more countries are beginning to view the move toward a green economy as an important component of their long-term development planning. Rather than a short-term trend, it is increasingly treated as a structural direction for future growth. However, this does not mean that nations should accept transformation at any cost, sacrificing workers' rights or neglecting the social consequences that arise. With the orientation of a just transition, Europe has proactively mobilised financial resources,

implemented measures to create green employment, and equipped its workforce with green skills to adapt to new conditions. These are among the valuable lessons that Vietnam and other late-developing countries can learn to ensure that workers and other social groups are not excluded from the path of green and sustainable national development.

This study affirms that a just transition is not merely an economic social requirement but also a profound political, philosophical, and humanitarian issue, reflecting the very essence of sustainable development within modern socialism. By analysing Europe's experience, the paper highlights the crucial role of political education in shaping students' awareness and capacity for action regarding issues of environment, energy, and social justice.

The distinctive feature of Vietnam's technical universities particularly Vinh Long University of Technology Education lies in their combination of technical and technological training with political theory and professional ethics education. This intersection provides favourable conditions for integrating the models of just transition and green development into teaching programmes, scientific research, and political education activities. Embedding the values of sustainable development, social justice, and Ho Chi Minh's Thought in the training of engineering students not only fosters professional and environmental responsibility but also contributes to building the "Green University" model where education, science, and ethics are unified in the goal of comprehensive human development to meet the demands of international integration and the green economic transition.

Applying international experiences to the context of Vinh Long University of Technology Education not only enhances training quality but also contributes to building a "Green University" associated with the development of a green-skilled workforce endowed with strong political awareness and social responsibility. This direction aligns with Vietnam's strategies for international integration and sustainable development, while also realising the goal of comprehensive human development as guided by Ho Chi Minh's Thought and Marxist-Leninist theory.

5 Discussion

The European experience illustrates that a just transition can serve as a balanced approach between economic growth and social justice during the shift toward a green economy. This understanding is particularly relevant for developing nations like

Vietnam, where sustainable development must be harmonised with the protection of workers' rights and the maintenance of social stability.

For Vinh Long University of Technology Education, the idea of a just transition offers a practical and forward-looking direction for teaching and research. The university could gradually incorporate themes related to green development and social responsibility into subjects such as political theory, philosophy, and professional ethics. We do not have to make classes right away. We can add these ideas to the classes that are already being taught. We can make changes as we go along depending on what we have. What is important to us. At the time we should help students do research that combines engineering, environmental science and political economy. This way students can look at development from many different viewpoints, not just one. Sustainable development is what we are really interested, in so we should look at it in ways and see how engineering and environmental science and political economy all fit together with sustainable development. Over time, this direction may support the university's goal of becoming a "Green University." In such a model, teaching, research, and community activities are connected rather than separated. The aim is not only to train technically capable engineers, but also graduates who understand their social responsibilities and are aware of environmental concerns in their professional practice.

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Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)

Nguyen Thi Thanh Thao conceptualised and designed the study; conducted the literature review and theoretical analysis; developed the research framework; synthesised European policy experiences on just transition; proposed the application model for Vietnam and Vinh Long University of Technology Education; and prepared, edited, and finalised the manuscript.

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Conflict of Interest

The author has no conflicts of interest to declare that are relevant to the content of this article.

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