

# The Educational Practices of Vietnamese Schools in China: A Case Study of the Guilin Vietnamese 2.9 School (1967-1975)

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**Abstract:** Previous research on Sino-Vietnamese relations in the 20<sup>th</sup> century has largely centered on China's military and material support to Vietnam, with limited attention given to Vietnamese schools in China and Sino-Vietnamese educational collaboration. This paper focuses on the Vietnamese “2.9” School in Guilin, active from 1967 to 1975, by analyzing archival records. It delves into the cooperative educational processes between the two nations, specifically examining the unique educational philosophy, management methods, and teaching practices of Vietnamese schools in China and their significant role in nurturing skilled individuals. The educational activities at the schools were carried out professionally, so that the students had a very promising result. The successful operation of these schools in China exemplifies Sino-Vietnamese educational cooperation, as they trained high quality human resources and strengthened the foundation of friendship. Policy recommendations emphasize that shared interests, along with mutual, unconditional support in critical times, can lead to remarkable accomplishments in the future.

**Keywords:** Guilin Vietnamese “2.9” School, educational practices, Sino-Vietnamese traditional friendship.

**Subject classification:** International Relations.

## 1. Introduction

Following World War II, national liberation movements emerged across Southeast Asia. During this period, the U.S. and the Soviet Union were entrenched

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in a global political and military rivalry. As a newly established socialist state, Vietnam became a central point of interest for both superpowers in their quest for influence in Southeast Asia (Nguyễn Thị Mai Hoa, 2013). Between the 1950s and 1970s, Vietnam had to deal with France and later the U.S. Warfare was severe, living conditions were extremely difficult, and schools in Vietnam could not function at their full capacity. In response, in December 1966, the Democratic Republic of Vietnam (DRV), now the Socialist Republic of Vietnam, and the People's Republic of China formalized an agreement to establish schools for North Vietnamese children in China, with China committing to supply the necessary facilities, funding, and equipment (Dror, 2018: 1).

In the 20<sup>th</sup> century, China played a significant role in supporting Vietnam's education, particularly during the periods of struggle for independence and nation-building. Many Vietnamese students were sent to study in China, receiving training in technical fields, science, and socialist governance. Additionally, Chinese educational materials fostered Vietnam's academic framework. This cooperation was most notable during the 1950s and 1960s when China aimed to bolster Vietnam's human resources to support its development. Although it marks an important milestone, academic research on 20<sup>th</sup> century Sino-Vietnamese relations has primarily concentrated on China's military aid to Vietnam, with archival sources highlighting China's significant contribution to Vietnam's victories (Nguyễn Văn Quyền, 2009). A few studies give a general overview of China's support to Vietnam during its conflicts with France and the U.S, but they tend to mention educational assistance only in passing (Nguyễn Thị Phương Hoa, 2011).

This paper focuses on the history, operational structure, and educational philosophy of the Guilin Vietnamese "2.9" School, drawing from secondary documents. By analyzing archival materials, it aims to offer a perspective on Sino-Vietnamese educational cooperation during this distinctive historical era and to examine the significance of Vietnamese schools in China.

## **2. Literature review**

### *2.1. The historical background of Sino-Vietnamese educational cooperation in the mid 20<sup>th</sup> century*

On 2 September, 1945, President Hồ Chí Minh proclaimed the establishment of the Democratic Republic of Vietnam, now the Socialist Republic of Vietnam, at Ba Đình Square (Hồ Chí Minh, 2009). This declaration, however, faced intense opposition from France, Vietnam's former colonial power. Concerned that Vietnam might align with communism and spark a "domino effect" across Southeast Asia,

the U.S. backed France in resisting the Democratic Republic of Vietnam. Consequently, Vietnam endured nearly nine years of conflict with France. From 1945 through June 1950, Cold War tensions between the U.S. and the Soviet Union began to crystallize in Southeast Asia, intensifying with the wars in Korea and in Vietnam. Influenced by Cold War ideology, the U.S. deepened its involvement in Vietnam's struggle for independence, shifting from a "special war" to a "limited war." By 1973, Vietnam's educational system had suffered extensive damage, with schools forced to relocate to remote villages under harsh conditions that severely hindered normal teaching activities.

In January 1950, China formally established diplomatic relations with the Democratic Republic of Vietnam. The following month, the Chinese Communist Party (CCP) began providing military and economic support, marking the start of nearly thirty years of multifaceted aid to Vietnam across military, economic, educational, and medical sectors (Guangxi Academy of Social Sciences, 2006). Between 1954 and 1964 alone, China's assistance to Vietnam amounted to 382 million RMB (Nguyễn Văn Quyến, 2009).

In the early years of the People's Republic of China, the Chinese Communist Party (CCP) began training Vietnamese students at the Marxism-Leninism Academy. Initially, there were a limited number of students. In January 1950, Liu Shaoqi sent a telegram to the Central Committee of the Communist Party of Vietnam (CPV) [referred to as the Workers' Party of Vietnam at that time; here, we use CPV for convenience], requesting the CPV to send 30 additional students to join the 21 who were already studying at the academy. In October later that year, Vietnam sent another group of young students to China. To support their studies, Liu Shaoqi suggested establishing schools in Guangxi (Guangxi Academy of Social Sciences, 2006). After discussions between Chinese and Vietnamese leaders, the "Vietnamese Yucai School" was established in Guangxi. In January 1951, it was agreed to send 400 Vietnamese youths and children to study and train in Guangxi. On 19 January 1951, Luo Guibo sent a telegram to the central authorities about funding for the construction of the Vietnamese Yucai School (Guangxi Academy of Social Sciences, 2009). Following Mao Zedong's approval, Liu Shaoqi informed the CPV, requesting the relocation of Vietnamese schools to Chinese territory. He affirmed that China would provide housing, food, and clothing for the students, while teaching and management would remain under Vietnamese staff. The CCP's Guangxi Provincial Committee then began preparations to welcome the Vietnamese students and teachers, marking the first official agreement between the two countries in educational training.

From July 1951 to July 1958, several Vietnamese schools were moved to China, including the Vietnamese Normal School (covering high, secondary, and primary levels), the Vietnamese Junior Military School, and the Vietnamese

Children's School. These institutions operated in Nanning and Guilin in Guangxi province, as well as on Mount Lushan in Jiangxi province (Guangxi Academy of Social Sciences, 2010). Additionally, specialized schools such as the Chinese Language Special Training School and the Southwest Military District Special Technical School were established in Guilin. Altogether, these educational institutions trained several students for Vietnam.

By the 1960s, as the United States intensified its military intervention in Vietnam, conditions in Vietnam grew increasingly strained, prompting the Vietnamese government to seek further assistance from allies. Following the "Protocol on China's Technical and Equipment Assistance to Vietnam," signed on November 23, 1966, representatives from the education ministries of both nations agreed to temporarily move several Vietnamese schools to Chinese territory for the continuation of teaching and learning. Between 28 December, 1966, and 15 September, 1975, Nguyễn Văn Trỗi Junior Military School, Nguyễn Văn Bé School, Southern Vietnamese National School, and Võ Thị Sáu School were relocated in Guilin in Guangxi province. For security reasons, these schools were collectively named the "2.9" School. Due to military needs, the Nguyễn Văn Trỗi Junior Military School was later moved back to Vietnam in July 1968 (Guangxi Academy of Social Sciences, 2015). These schools were designed to be more than just educational institutions; they aimed to be "advanced socialist schools" that would foster revolutionary ethics and a socialist spirit among students, preparing them to become dedicated fighters when called upon (Dror, 2018). In March 1975, Vietnam requested the gradual return of its remaining schools back to Vietnamese soil, and by 15 September, 1975, all teachers and students had departed from Guilin.

## 2.2. Previous studies

Numerous studies have explored the educational, military, and economic assistance provided to Vietnam during this period. Most researches on Vietnamese schools in China rely on Chinese-published archival collections, such as *The Historical Witness of Sino-Vietnamese Friendship: Selected Materials from Nanning Yucai School* (2009), *The Historical Witness of Sino-Vietnamese Friendship: Selected Materials from Guilin Yucai School* (2009), and *The Historical Witness of Sino-Vietnamese Friendship: Selected Materials from Nguyễn Văn Trỗi School* (2016). These collections are essential resources for scholars researching the history of Vietnamese students in China in the 20<sup>th</sup> century.

Hồ Anh Dũng (2003) explored the perspectives of former students who studied in China. Some studies touch on China's training of Vietnamese military personnel but provide little insight into the Vietnamese schools in China. Other works focus on cadre training in Yunnan but lack a comprehensive overview of

Vietnamese schools in China (Liu Jianlin, 2016). Although some scholars have outlined the history of Vietnamese schools in China (Liu Jianlin, 2016), there has been limited discussion of their educational philosophy and methods for cultivating talent. Liu Wenjue (2021) examined the cooperation between the Chinese and Vietnamese governments in training Vietnamese cadres from 1950 to 1975, highlighting their close relationship. Nguyễn Thị Phương Hoa (2008, 2011) analyzed China's support for Vietnam's struggle against France, including educational assistance, as well as Sino-Vietnamese relations during the Cold War (1950–1975). Nguyễn Văn Quang (2009) focused on China's aid to Vietnam between 1965 and 1968 in various fields. Ruan Zhongyuan and Cai Changzhuo (2012) interviewed Vietnamese alumni of Guangxi Normal University to gather their views on studying there during the U.S. War in Vietnam. These works predominantly emphasize China's military assistance to Vietnam, with relatively little attention given to the history of Vietnamese schools in China and Sino-Vietnamese educational cooperation before 1975.

### **3. Results**

#### *3.1. The Construction and Operation of the Guilin Vietnamese “2.9” School and Sino-Vietnamese Traditional Friendship*

Between 1967 and 1975, four Vietnamese schools were relocated to Guilin. To achieve the shared goal of “preserving the revolutionary fire and cultivating talent for nation-building” in Vietnam, the Chinese and Vietnamese governments, along with their citizens, cooperated closely, creating a significant chapter in the history of Sino-Vietnamese educational collaboration. The initiative, known in China as Project 92, provided comprehensive support, including the construction of school facilities, teaching equipment, and funding for daily expenses (Dror, 2018).

The establishment of Vietnamese schools in Guilin was not merely the result of isolated efforts but a significant achievement made possible by the collective support of multiple groups. The Central Committee of the Communist Party of China played a pivotal role, demonstrating its commitment to fostering educational collaboration by extending its resources and political will. Similarly, the Chinese government took active steps to ensure that all necessary measures were in place to create these schools, recognizing the importance of providing a supportive environment for Vietnamese students. Beyond the contributions of national institutions, the people of Guangxi also played an integral part in this endeavor. Their active participation and willingness showcased the spirit of collaboration. Together, these diverse groups worked to ensure that Vietnamese students would not only have access to education but also live and learn in conditions that were

conducive to their overall well-being. The concerted efforts of the Communist Party, the government, and the local community created a nurturing environment where these students could focus on their studies, feel secure, and build a foundation for their futures. This collective assistance exemplified how cooperation across different levels of society can lead to the successful realization of a common goal.

### 3.2. Campus Construction

In 1966, to facilitate the relocation of four Vietnamese schools, the Guilin Municipal People's Committee Office, alongside the Foreign Affairs Office, Health Bureau, Commercial Bureau, Handicraft Bureau, Finance Bureau, Grain Bureau, and Land Bureau, appointed staff to establish the "2.9" Preparatory Office in November. This office was organized into various teams-including healthcare, material supply, housing repairs, furniture and equipment, and finance to prepare for the arrival of the Vietnamese schools. On 1 April, 1967, the Guilin city government further assigned personnel from the Armed Forces Department, Finance Bureau, and People's Committee to form the "2.9" School Office, which managed and coordinated preparations before the Vietnamese schools' move to Guilin.

To successfully accommodate the Vietnamese teachers and students in Guilin, China actively gathered construction materials and established a new campus. Furthermore, students and teachers from Guilin No. 1 Middle School and Guilin Middle School were relocated to free up space for the temporary use of Nguyễn Văn Trỗi Junior Military School and the Southern Vietnamese Student Education Area.

**Table 1:** Statistics on the Area and Funding of the Vietnamese "2.9" School

School Name	Building Area (sqm)	Total Area of Four Schools (sqm)	Funding Provided (RMB)
Nguyễn Văn Trỗi Junior Military School	19,459	57,273	46,316.33
Nguyễn Văn Bé School	20,028		
Southern Vietnamese Children's School	5,601		
Southern National School	12,185		

*Source:* Overview of Vietnamese Schools, Guilin City Archives, Permanent Record No.109, Catalog No.1, Document No.8, p.77.

In 1967 and 1968, Nguyễn Văn Trỗi Junior Military School and the Southern Vietnamese Student Education Area were relocated to new campuses, covering a

combined area of 57,273 square meters for the four schools. Although “the schools were concentrated on a limited piece of land (less than a square kilometer) that lacked sufficient classroom space, as well as enough space for housing, outside activities, and production or social activities” (Dror, 2018), this arrangement represented China’s best efforts to support Vietnam.

### *3.3. Relocation resources*

In 1975, following the reunification of Vietnam, the Vietnamese government initiated a proposal to relocate all remaining teachers and students from its schools in China back to Vietnam. This move was part to consolidate its educational system. The relocation process marked a significant moment in the bilateral cooperation between Vietnam and China, as it involved careful coordination to ensure the smooth transition of educational activities and resources. Ownership of the land and buildings that housed these schools reverted to China. Vietnam retained ownership of essential educational assets, including teaching equipment, instructional materials, and furniture. These items were carefully managed and transported back to Vietnam during the relocation process to support the rebuilding and enhancement of the country’s educational infrastructure. The transfer of these resources helped Vietnam address the pressing need for education during the post-war period, playing a critical role in supporting the country’s efforts to rebuild and develop a unified national education system.

### *3.4. Student diversity*

The Guilin Vietnamese School, operating amid wartime, had unique characteristics. Most students were chosen from families of workers and peasants, revolutionary families, and children of senior officials and military officers from both central and local government departments. Vietnamese grassroots party organizations conducted evaluations and personally informed selected students at their homes about the opportunity to study in China. Southern Vietnamese students traveled by foot along the Trường Sơn Mountains to join northern students in northern regions before passing through Thái Nguyên, Bắc Sơn, and Đồng Đăng. Together, they crossed the China-Vietnam border at the Pingxiang border gate to enter China.

According to Guangxi Academy of Social Sciences (2009, 2010, 2015), the students at the Guilin Vietnamese “2.9” School came from 17 different ethnic groups in Vietnam, ranging in age from 3 to 20 years old. During their journey, some students had to stay in hospital to receive medical treatment due to health issues. Recognizing the unique opportunity to study, these students were highly dedicated, often beginning their studies as early as 6 a.m. In 1971, the school achieved a 100% graduation rate for primary students and a 95% rate for junior high

students. Additionally, 120 students earned the title of “Five Good Students,” and 525 were honored as “Uncle Hồ’s Good Students.” Due to the students’ diligence and academic achievements, the school received a total of seven awards from the Vietnamese Ministry of Education, distinguishing it as one of the ministry’s top-performing schools.

### 3.5. Teaching Management

The Guilin Vietnamese School made comprehensive arrangements in areas such as curriculum design, faculty distribution, teaching methods, and military training to meet Vietnam’s wartime needs and support its national development programs. These initiatives were focused on producing a significant number of skilled individuals to contribute to Vietnam’s anti-war efforts and its nation-building goals.

#### 3.5.1. The curriculum

The education system at the Vietnamese “2.9” School followed the 10-year structure introduced during the second education reform by the Ministry of Education of the Democratic Republic of Vietnam in March 1956. This system consisted of 4 years of primary school (Grades 1-4), 3 years of junior high school (Grades 5-7), and 3 years of senior high school (Grades 8-10). The school’s curriculum aligned with that of Vietnamese primary and secondary schools, and the content was developed in accordance with the Ministry of Education’s Educational Plan for the 10-Year General Education System.

Students were assigned to grades from 1 to 10 based on their age. In the primary years, the focus was on phonetics, literacy, and basic subjects such as literature, mathematics, politics, history, geography, and physical education. In junior high school, students began studying natural sciences such as physics, chemistry, and biology. The middle school curriculum also included industrial technology courses, while high school introduced philosophy courses.

**Table 2:** Educational Plan for the 10-Year General Education System of the Ministry of Education of the Democratic Republic of Vietnam

Unit: Class Hours

Subject	1	2	3	4	5	6	7	8	9	10
Grade										
Chinese	11	11	11	8	8	7	7	5	5	5
History				2	2	2	2	2	2	3



Geography				2	3	3	2	2	2	
Politics							1	2	2	2
Current Events					1	1	1	1	1	1
Arithmetic	5	5	6	6	6	6	6	6	6	6
Physics						2	2	3	3	4
Astronomy										1
Chemistry							2	2	3	3
Biology					2	3	2	2	1	
Health Education					1					
Science Awareness				2						
Foreign Language					3	3	3	3	3	3
Art	1	1	1	1	1	1				
Cartography							1	1	1	1
Singing	1	1	1	1	1	1	1			
Physical Education	2	2	2	1	1	1	1	1	1	1
Labor Skills	1	1	1	1						
Total Class Hours/Week	21	21	22	24	29	30	31	30	30	30

*Source:* Ministry of Education of the Democratic Republic of Vietnam, “Educational Plan for the 10-Year General Education System” (March 16, 1968), Guangxi Zhuang Autonomous Region Archives, Permanent Record No.67, Vol.1: 504.

### 3.5.2. Teachers and staff

The staff at the Vietnamese “2.9” School were carefully selected by the Vietnamese administration. This group included veteran revolutionaries and experienced educators with extensive teaching backgrounds. All were dedicated and hardworking teachers. Most of the instructors at the Guilin “2.9” School were graduates of teacher training programs and possessed professional knowledge. However, the situation was challenging at first due to a shortage of teachers, and according to an evaluation by the DRV’s Ministry of Education, the existing teachers had relatively low educational levels (Dror, 2018).

Each class had a head teacher and two cadres responsible for team activities, along with an instructor who oversaw students' daily accommodation and care if they became ill. Additionally, a Chinese interpreter/translator was available to assist with communication in Vietnamese. Beyond these specific roles, the Vietnamese Ministry of Education directed each school to set up a management department with defined responsibilities. Each school had a school affairs committee, which included a principal, two vice principals, and a general affairs office managed by Chinese personnel.

The schools also featured departments for academic affairs, administration, logistics, supplies, health, and security, all staffed with teachers, caregivers, and translators. To ensure the well-being of both teachers and students, each school had a medical room where regular health check-ups were conducted to monitor and prevent illnesses.

### 3.5.3. Combination of learning and working

The educational policy of the Guilin Vietnamese School combined “education and labor,” linking theory with practice. While prioritizing the improvement of students' cultural knowledge, the school also emphasizes developing their labor production skills-learning through work and hands-on practice. Each semester, the school organizes 19 to 21 labor classes, using a “shift labor” system to regularly involve students in various productive activities both on and off campus. This approach helps students gain practical experience, foster a positive attitude toward labor, and deepen their respect for working people.

**Table 3:** Participation of Teachers and Students in Production Labor at the Guilin Vietnamese 2.9 School (1973-1974)

Year	Labor Content	Participants	Labor Achievements	Other Information
1973	Participated in off-campus production teams, cared for orchards	Over 800		Repaired tools
	Planted vegetables		44 tons	
	Raised pigs		156 heads	over 16,000 lbs of pork

	Charcoal production		10 kilns	
	Supported the Hongxin Brigade in harvesting crops	Over 1,400	Harvested 120 acres, threshed 50 acres, transplanted rice on 24 acres, treaded grass on 30 acres	
1974	Built Sanlidian	Over 400	Excavated over 400 cubic meters of earth	
	Planted sweet orange trees		Over 200 trees	
	Planted vegetables		27 tons	
	Planted miscellaneous grains		28,000 lbs	
	Raised pigs		393 heads	4 kg of pork per person

*Source:* Summary Report on the Situation at the Vietnamese School. Guilin City Archives, Permanent Record No.109, Catalog No.1, Document No.8: 79-81. General Situation and Experiences from the Vietnamese School, Guilin City Archives, Permanent Record No.109, Catalog No.1, Document No.8: 106.

The Vietnamese students' assistance in grain harvesting was praised highly and warmly welcomed, further strengthening the relationship between the Vietnamese teachers and students and the local people of Guilin. The school also purposefully involved students in campus construction, naming various features to reflect their connection to Vietnam and China. For example, the fish pond was named "Uncle Hồ's Fish Pond," the campus pathways were named "Sino-Vietnamese Friendship Road," "2.9 Road," and "August Revolution Road." The close living and dining arrangements of the teachers and students fostered strong emotional bonds, gradually cultivating a spirit of solidarity and mutual support in their shared revolutionary efforts.

To expand students' perspectives and link theory with practice, the school regularly organized visits to Guilin's industrial and agricultural sectors. Between

March and April 1974, the Chinese office arranged for the school's teachers and students to visit various institutions, including the Citrus Research Institute, a poultry farm, Liangfeng farm, the Guilin Wood Factory, a meteorological station, and a glass factory, with a total of ten groups and 1,440 participants.

These practical teaching activities helped strengthen students' ideological awareness and moral character. On the one hand, they enhanced students' practical skills, equipping them for productive labor when they returned home. On the other hand, these experiences allowed students to link theory with practice, expand their knowledge, and foster deeper revolutionary sentiments and friendships between Vietnamese teachers and students and their Chinese counterparts.

#### 3.5.4. Military training for readiness

The students at the Guilin Vietnamese School were born during a turbulent period in history. As they came to China to study, they were also required to acquire military skills and knowledge of military equipment. The principal of the Vietnamese "2.9" School believed that the primary goal of military training was to deepen students' understanding of the war situation and to enhance their organizational skills and discipline. As a result, military training sessions were incorporated into their regular study schedule.

In June 1974, the school organized military training for 485 students and teachers, divided into two groups, which included two live-fire shooting sessions. Additionally, outdoor marching activities were regularly arranged for students ranging from 5-6 to 15-16 years old. The rigorous military training strengthened students' combat skills and outdoor survival abilities, fostering a revolutionary spirit of unity, self-improvement, and perseverance among both teachers and students.

## 4. Discussion

The schools' operations faced many challenges. "Classrooms were inadequately equipped, and sometimes children of vastly different ages had to study together. Teaching materials arrived slowly" (Dror, 2018). The functioning of the school was the result of the combined efforts of both countries. The Guilin Vietnamese School became a symbol of Sino-Vietnamese educational cooperation during a distinctive historical period. Its establishment not only embodied the revolutionary spirit of close collaboration and mutual advancement between the

people of China and Vietnam, but also formed an emotional bond and spiritual home for both Chinese and Vietnamese teachers and students. This relationship has played a key role in strengthening and advancing the traditional friendship between China and Vietnam.

The Guilin Vietnamese School trained a lot of individuals who contributed to Vietnam's nation-building efforts (Guangxi Academy of Social Sciences, 2009, 2010, 2015). They have since become a bridge that fosters the enduring friendship between China and Vietnam, actively promoting exchanges in various fields between the two countries, as well as between Vietnam and Guangxi.

The Guilin Vietnamese School also nurtured a wealth of talent in various fields. In the medical sector, Chinese medical staff demonstrated remarkable humanitarianism and dedication to saving lives. Through their medical expertise, Chinese medical personnel built a strong bond of friendship with Vietnamese teachers and students. The compassionate support they provided helped the Vietnamese overcome difficulties in a foreign country. This emotional exchange and connection continue to shape and influence modern Sino-Vietnamese relations. Some of those doctors and nurses in the schools were rewarded for their contributions (Guangxi Academy of Social Sciences, 2009).

Vietnamese alumni often return to Guilin to visit their alma mater, honoring the Chinese teachers and expressing gratitude to the people of Guilin, as well as the medical staff. Some have sent postcards and letters back to Vietnam, while others have presented gifts, such as crystal ornaments made from old photographs, to the Chinese staff. Many Chinese teachers still treasure the farewell gifts given by the Vietnamese, each one symbolizing the deep bond and sincere emotions shared between the peoples of China and Vietnam. These gifts serve as a non-material bridge and emotional connection that transcends national borders.

On 19 August, 2003, to mark the 50<sup>th</sup> anniversary of the establishment of the Guilin Yucai School, the then President of Vietnam awarded the Friendship Medal to the city of Guilin, recognizing its significant role in strengthening Sino-Vietnamese friendship. Additionally, many Chinese staff, including translator Lu Meinian from the Guilin Vietnamese School, were also honored with Friendship Medals by the Vietnamese government. These alumni, who have lived through the hardships of war, stand as witnesses and active participants in the "comrades and brothers" friendship between China and Vietnam, serving as a vital source of strength and emotional connection that fosters the continued growth of Sino-Vietnamese relations.

Many of the former students of the Guilin Vietnamese School now have their own families, yet they continue to hold a deep affection for Guilin. In September 1995, following the normalization of Sino-Vietnamese relations, these alumni played a key role in facilitating the first group of Vietnamese students to study in Guilin. Since then, several Vietnamese students have studied and graduated in the city.

As Sino-Vietnamese relations advance, universities in Guilin have expanded their educational cooperation with Vietnam. To date, they have established partnerships with nearly 50 Vietnamese universities and research institutions, further deepening the educational and training collaboration between the two countries. The cooperation between educational institutions in Guilin and Vietnam may see more achievement in the field of social sciences.

## 5. Conclusion

The establishment of the Guilin Vietnamese School occurred in a unique historical context. It adopted a distinctive educational system and teaching model, with China providing extensive support in constructing the school and offering logistical aid. The school adhered to the educational policies and regulations set by the Vietnamese Ministry of Education. Both China and Vietnam worked tirelessly to ensure the success of these schools, embodying the spirit of international communism from the school's foundation through its eventual relocation back to Vietnam.

Separated from their war-torn homeland, the Vietnamese teachers and students focused on the opportunity to study. The students received a well-rounded education, driven by the mission of unifying Vietnam and contributing to national reconstruction. In an atmosphere filled with patriotism and self-sacrifice, they grew and matured. Upon returning home to Vietnam, they became pivotal figures in the country's development and played key roles in Sino-Vietnamese educational cooperation, bearing witness to the longstanding friendship between the two nations. On 1 November, 2022, during a meeting between Xi Jinping, General Secretary of the Communist Party of China, and Nguyễn Phú Trọng, General Secretary of the Communist Party of Vietnam, a Joint Statement was issued to further strengthen and deepen the Comprehensive Strategic Cooperative Partnership between China and Vietnam. The statement emphasized the implementation of the bilateral educational cooperation agreement and the promotion of student exchanges between the two countries, continuing the tradition of educational and diplomatic ties and reinforcing the enduring friendship between China and Vietnam.

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