

**DEVELOPING HUMAN RIGHTS EDUCATION IN VIETNAM'S DIGITAL ERA:  
IMPLICATIONS FROM THE WORLD PROGRAMME  
FOR HUMAN RIGHTS EDUCATION, PHASE V**

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**Abstract.** Digital transformation is profoundly reshaping society, offering vast opportunities yet simultaneously presenting significant challenges to human rights protection. Issues such as privacy, cybersecurity, algorithmic discrimination, digital divide, and accountability of artificial intelligence are becoming increasingly concerning. In Vietnam, this dynamic digital transformation demands timely and effective human rights safeguards in the digital environment. In this context, human rights education is crucial for empowering individuals and communities with knowledge, skills, and attitudes to navigate the digital space safely, responsibly, and with respect for human rights. This study employs document analysis and synthesis, drawing on legal documents, educational policies, UN reports especially Phase V, and academic literature to identify the context, challenges, and current state of human rights education in the digital era, and to propose practical solutions.

**Keywords:** Education, human rights, digital technology, sustainable development, Vietnam, World programme for human rights education.

## 1. Introduction

The digital era, with the strong development of artificial intelligence (AI), Big Data, the Internet of Things (IoT), and other digital technologies, is profoundly changing the structure of society, the economy and personal life [1]. Digital transformation presents new opportunities for economic growth, public administration, and innovation. However, it also poses a series of unprecedented challenges to guaranteeing and exercising human rights. Issues such as privacy violations, data insecurity, algorithmic discrimination, the digital divide among populations, and a lack of accountability in technology development are emerging as significant barriers to human rights in cyberspace. Vietnam's national digital transformation process has yielded many positive achievements. However, a gap concerning systematically integrating human rights content related to the digital environment into education and policy remains. [2]. In this context, human rights education (HRE) plays an essential role in equipping citizens, especially the younger generation, with digital competence coupled with a sense of responsibility and respect for human rights. HRE needs to be reformed in terms of content and methodology to align with the demands of the digital age, aiming to build a solid culture of human rights in a digitized society. The Fifth phase of the world programme for human rights education (WPHRE, 2025–2029) has identified “human rights and digital technologies” as one of its central priorities. This reflects a global consensus on the urgency of integrating digital technology content into human rights education, moving towards

sustainable and inclusive development in the context of digitalization [3]. Based on these practical requirements and global orientations, this article focuses on several key areas. First, it analyzes the relationship between digital technology and human rights within the Vietnamese context. Second, it evaluates the current state of human rights education in relation to digital technology. Finally, it proposes solutions and recommendations to sustainably develop HRE, aligning with national objectives and the direction of the WPHRE's Fifth Phase.

## 2. Content

### 2.1. Methodology

*Document analysis:* The research reviewed key Vietnamese legal and policy documents on digital transformation, human rights, and education, alongside major United Nations instruments, with particular attention to WPHRE, especially its Fifth Phase (2025–2029). In addition, relevant peer-reviewed articles, academic works, and institutional publications on human rights and digital technologies, Vietnam's digital context, and contemporary HRE approaches were analyzed. This review provides a theoretical and empirical basis for assessing the current state of HRE and identifying emerging opportunities and challenges.

*Analysis and synthesis:* The research analyzes core dimensions of the issue, including the impacts of digital transformation on human rights, the current practice of HRE, and international orientations. These findings were then synthesized to develop an integrated assessment and to propose implications and solutions for strengthening HRE in Vietnam's digital era.

### 2.2. Theoretical foundation of human rights in the digital era and the role of HRE

The rapid development of digital technologies in the 21st century has created cyberspace as a new platform of social, economic, cultural, and personal interaction, profoundly shaping modern life [4]. This transformation requires a reassessment of how human rights are understood, exercised, and protected in the digital environment [5]. International human rights instruments affirm the universality and inalienability of human rights, which remain fully applicable in cyberspace. However, digitalization generates new challenges, including violations of the right to privacy through large-scale data collection [4], risks to freedom of expression and access to information due to misinformation, censorship, and algorithmic control [6], discrimination arising from biased AI systems, and unequal enjoyment of the right to education caused by the digital divide [7]. The concept of “digital rights” has emerged to concretize the application of human rights principles in the digital environment [6]. Digital rights encompass elements such as the right to internet access, digital privacy rights, online freedom of expression, the right to be protected from mass surveillance, and the right to transparent information on the operation of data systems and algorithms [6]. The recognition of digital rights does not replace traditional human rights but deepens their adaptability and effectiveness in the modern context.

HRE plays a central role in enhancing learners' capacity to identify, respond to, and protect human rights in the digital environment [8]. According to the United Nations definition, HRE is a lifelong learning process aimed at developing knowledge, skills, attitudes, and values to promote and protect human rights in all spheres of life [9]. Core principles of HRE include learner-centered methodology, practical relevance, and holistic competence development. In the digital era, HRE needs to equip learners with the capacity to (i) identify forms of human rights violations in cyberspace; (ii) develop safe technology use skills and critical thinking; (iii) understand and fulfill the responsibilities of digital citizens; and (iv) participate in the process of shaping ethical and legal norms for technology [5]. Additionally, HRE can leverage digital technology as a learning and knowledge dissemination tool, while simultaneously enhancing digital competence in both technical and ethical-social aspects. Recognizing this importance, WPHRE, initiated by the

United Nations in 2005, has continuously adjusted its content and priorities to adapt to new challenges. Notably, the Fifth Phase (2025–2029) has identified “human rights and digital technologies” as one of its strategic priorities, alongside areas such as children, youth, environment, and gender equality [13]. This represents a significant shift, reflecting global consensus on the necessity of integrating digital technology content into HRE as an essential tool for achieving sustainable development goals, particularly Target 4.7 of the 2030 Agenda. The fifth phase of the WPHRE emphasizes the responsibility of the States to promote HRE related to digital technology, including protecting personal data, enhancing online safety, and addressing ethical issues in AI [10]. This is an important orientation, providing a theoretical basis for the development of HRE in Vietnam in the coming period.

### **2.3. The context of the digital era: Opportunities and Challenges for human rights in Vietnam**

Vietnam is accelerating its comprehensive national digital transformation across all sectors. The country views this transformation as a key driver of enhancing national competitiveness and achieving sustainable development goals [7]. The rapid development of digital infrastructure, coupled with the increasing rate of internet and social media users growth, is creating a dynamic digital environment. As of January 2025, Vietnam has approximately 79.8 million internet users. The internet penetration rate reached 78.8% of the total population, and there are about 76.2 million active social media accounts, equivalent to 75.2% of the total population [11]. Activities such as communication, learning, working, e-commerce, and accessing public services are increasingly reliant on the digital environment. In this context, digital transformation in Vietnam simultaneously presents significant opportunities and substantial challenges for the guarantee and promotion of human rights.

#### *Opportunities from digital transformation for human rights in Vietnam*

Digital transformation opens up numerous opportunities to promote human rights in many ways: Firstly, digital technology supports enhanced access to information and public services [7]. E-government and online public service platforms help citizens access official information and perform administrative procedures conveniently, especially for vulnerable groups such as people in remote areas or persons with disabilities. Secondly, cyberspace serves as an essential platform for exercising the right to freedom of expression and social participation [4]. Through social media and online platforms, citizens can share their views, discuss policy issues, monitor state activities, and contribute feedback in the law-making process. Thirdly, digital technology contributes to improving access to education and healthcare [7]. Online learning, telemedicine, and technological solutions in healthcare have proven particularly effective during the COVID-19 pandemic, helping to ensure people's right to education and healthcare. Fourthly, digital transformation and the Fourth Industrial Revolution create conditions for promoting the right to work and the right to development through the formation of new occupations, innovative business models, and increased labor productivity [4].

#### *Challenges from digital transformation for human rights in Vietnam*

Digital transformation poses serious human rights challenges. Privacy and personal data protection face increasing risks due to large-scale data collection and incomplete legal and enforcement frameworks [4]. Cybersecurity threats, including cybercrime and data theft, endanger multiple fundamental rights. The digital divide remains a major concern, as unequal access to infrastructure and digital skills deepens social inequality and marginalization of vulnerable groups [7]. Online freedom of expression and access to information are threatened by fake news, cyber violence, harassment, and non-transparent content control measures. Additionally, the rapid development of artificial intelligence raises new legal and ethical issues related to algorithmic transparency, accountability, and discrimination [12]. Although Vietnam's

policies and laws on human rights in the digital context are gradually improving and approaching international standards [13], the fast pace of technological change requires continuous legal updates and enhanced digital awareness and competencies among citizens.

## **2.4. Current Status of Human Rights Education Related to Digital Technology in Vietnam**

Evaluating the current status of human rights education related to digital technology is a necessary step to identify advantages, difficulties, as well as gaps to be filled to ensure effectiveness, consistency, and alignment with the orientation of the WPHRE – Fifth Phase (2025-2029).

### *Advantages of Human Rights Education in the Digital Era*

For many years, human rights education has received attention of the Communist Party and the State of Vietnam, through specific guidelines, policies, and action programs. The Prime Minister's Decision approving the Project "Integrating human rights content into the general education curriculum in the national education system during the period 2017-2025" and the strong directives at the National Conference on Human Rights Education in 2024 clearly demonstrate the political will and concrete actions at the national level. However, content related to human rights in the digital environment, including digital privacy rights, freedom of online expression, the right to be protected from algorithmic discrimination, and digital responsibility, have not yet been fully and systematically integrated [14]. The introduction of the Digital Competence Framework for learners issued by the Ministry of Education and Training is an important first step. This Framework stipulates levels of digital competence from basic to advanced, including using technological devices, communicating in the digital environment, creative problem-solving, and particularly emphasizing the ethical, safe, and legal use of technology. At higher levels, learners are required to be able to analyze, evaluate, and critique the technical as well as ethical aspects of artificial intelligence systems. Nevertheless, from an HRE perspective, some questions arise, such as: has the level of integration of human rights values and principles in the Digital Competence Framework met the requirements? Focusing on the aspects of skills, safety, and legal compliance is necessary, but without depth in human rights, digital technology education risks becoming instrumentalized, lacking critical thinking and humanity.

### *Difficulties of Human Rights Education in the Digital Era*

Human rights education has been included in the national education system. However, in reality, content related to rights in the digital environment is still limited and has not been updated in a timely manner compared to the rapid development of technology. New issues such as AI and human rights, personal data governance, or digital rights are generally not discussed in depth in current materials. Topics related to human rights in the digital environment do not yet fully reflect the new challenges such as AI discrimination, data control rights, or rights in the context of digital surveillance. Teachers and HRE staff may lack specialized knowledge about digital technology and the connection between technology and human rights, limiting the delivery of modern and in-depth content. HRE requires interactive, learner-centered pedagogical methods linked to real-life situations. The implementation of HRE on digital technology requires cooperation among ministries, sectors, and civil society organizations, yet currently remains fragmented and lacks synchronization. Despite having policy frameworks like the Digital Competence Framework, the integration of human rights values into skill objectives is still not truly adequate. Human rights education in the context of digital technology in Vietnam is in its initial stages with certain progress, such as the issuance of the Digital Competence Framework and intensified communication through digital platforms. However, to truly meet the demands of the digital transformation era and effectively implement the Fifth Phase of the WPHRE, Vietnam needs to

focus more on updating content, innovating methods, training staff, and building a comprehensive and interdisciplinary digital human rights education ecosystem.

## 2.5. The role of HRE in the digital era and implications from the fifth phase of the WPHRE

With the in-depth and wide-reaching digital transformation, accompanied by multifaceted opportunities and challenges for human rights, HRE is becoming an essential component in the formation of global digital citizens. Modern HRE is not merely about disseminating knowledge of basic rights recognized in international conventions, but needs restructuring as a strategic tool to equip individuals and communities with the capacity to adapt, think critically, and act responsibly in the digital space, contributing to the developing of a digital society that respects human rights and develops sustainably.

### *The role of HRE in the digital era*

One of the fundamental roles of HRE is to enhance learners' understanding of how basic rights such as privacy, freedom of expression, and equality are applied and challenged in the digital space [5]. HRE also helps individuals become well aware of their legal and ethical responsibilities when using technology, especially on social media. In today's complex and risky digital environment, equipping individuals with skills to protect personal data, identify misinformation, and use digital tools responsibly is essential. Critical thinking needs to be emphasized in HRE, particularly in the context of the spread of fake news and information manipulation [13]. Although Vietnam's digital competence framework mentions the ability to evaluate the reliability of AI systems, the human rights element in this evaluation process still needs to be strengthened. Building a human rights culture in cyberspace is an essential task of modern HRE. This requires education on ethical communication, combating discrimination, cyber violence, and promoting empathy and deep awareness of the impact of digital behavior on the rights of others. HRE needs to be integrated into specialized training in fields such as computer science, engineering, and technology design to guide future developers in creating responsible, transparent technology based on the principles of "human rights by design" and "ethics by design" [12]. Requiring learners to "critique the ethical aspects of AI systems" is a correct step that needs to be expanded. HRE empowers individuals not only to protect themselves but also to actively participate in the process of building and shaping technology policies, ethical norms, and oversight mechanisms for new technologies [15]. This aims towards the model of a responsible "digital citizen" who contributes positively to society.

### *Navigating HRE according to the fifth phase of the WPHRE (2025–2029)*

WPHRE identifies human rights and digital technologies as one of the global priorities for the period 2025–2029. This is a strategic orientation reflecting international consensus on the urgency of promoting HRE in the digital era, while providing an important reference framework for Vietnam. Accordingly, Vietnam can implement several strategic directions such as:

Integrating the content of "human rights and digital technologies" into the HRE strategy within the national education system: Current projects and action plans need to be updated to include this content as a main pillar. The action plan for the Fifth Phase can serve as a basis for identifying target groups and key content, especially children and the youth. HRE in the digital era needs to be realized through materials with specific content such as: privacy and personal data, online safety, misinformation, rights in AI, and digital ethics. Based on Vietnam's digital competence framework, international resources and in-depth studies can be consulted to suit the socio-economic context and cultural characteristics of the nation.

One of the key focuses of the Fifth Phase is training teachers and staff capable of conveying complex human rights content in the context of digitalization. Multilateral cooperation among countries and international organizations should be encouraged to learn from advanced models

such as Australia and the Czech Republic [15] or participate in regional and international human rights forums. Link HRE with SDGs. This phase of the WPHRE is closely linked to SDG 4.7 on global citizenship education and human rights. Promoting HRE in the field of digital technology is an essential contribution to national and global sustainable development strategies.

## **2.6. Solutions to promote HRE in the digital era in accordance with the fifth phase of the WPHRE**

For HRE to truly play a transformative role in the digital era in Vietnam, contributing to sustainable development and effectively implementing the Fifth Phase of the WPHRE with the priority on human rights and digital technologies, a system of synchronous and decisive solutions at multiple levels is needed. These solutions must aim at overcoming the limitations in the current situation, maximizing opportunities, effectively responding to the challenges that have been analyzed, and be fully compliant with the 2013 Constitution, the legal system, and the guidelines and policies of the State of Vietnam. These solutions do not contradict but rather concretize and deepen the efforts and determination of the Government, ministries, sectors, and localities in perfecting institutions, boosting development in cyberspace, and resolving “bottlenecks” to promote digital transformation in Vietnam.

The Government of Vietnam has been focusing on strong leadership and direction to perfect the institutional framework for digital transformation. In just the first six months of 2023, many important documents were issued, including 01 Law, 01 Decree, 02 Directives, 01 Official Telegram, 07 Resolutions, and 11 concluding notices from the National Assembly, Government, Prime Minister, and Deputy Prime Ministers [16]. These efforts include the issuance of Decree No. 13/2023/NĐ-CP on Personal Data Protection and the National Assembly's adoption of the revised Law on Electronic Transactions at the 5th Session, XV National Assembly. This shows that the legal framework for the digital space is continuously being consolidated, creating an important foundation for the protection of human rights in this environment. The proposed HRE solutions below aim to equip citizens and officials with the knowledge and skills to effectively implement and comply with these legal regulations, as well as to identify human rights issues in the context of continuously evolving institutions. In parallel with institutional development, digital infrastructure in Vietnam has also made significant strides. The specialized data transmission network for Party and State agencies has connected to 100% of districts and 100% of communes nationwide, creating stable and secure infrastructure for e-Government. By June 2023, 45/63 localities (71.43%) had deployed Data Centers serving Digital Transformation in the direction of cloud computing, with a total of 43 data centers nationwide. Notably, the National Data Integration and Sharing Platform has connected 100% of ministries, ministerial-level agencies, and 100% of provinces and centrally-run cities, with the total number of transactions through the National Data Integration and Sharing Platform reaching over 1.41 billion transactions by July 2023. The national population database has also officially come into operation and is linked to numerous ministries, sectors, and localities. These infrastructure achievements create golden opportunities for implementing HRE on digital technology through online platforms, digital learning materials, and other innovative forms of education, reducing geographical and time barriers.

On this basis, key solutions include: *(i) Policy and institutional measures*: Integrating “human rights and digital technologies” as a core component of national HRE strategies; issuing guidance to embed digital human rights content across all education levels; strengthening inter-agency coordination; and mobilizing resources through public-private and international cooperation, including the use of media and social networks for effective dissemination. *(ii) Curriculum, materials, and pedagogy*: Developing age- and group-appropriate curricula and digital learning materials on privacy, data protection, cybersecurity, AI, and digital ethics;

integrating human rights values into the Digital Competence Framework; and diversifying learner-centered, practice-oriented teaching methods using digital tools. *(iii) Capacity development:* Providing systematic training for teachers, lecturers, officials, and media professionals on digital human rights; and building interdisciplinary expert teams through university and research-based programs. *(iv) Research and innovation:* Promoting research on the human rights-related impacts of digital technologies and the effectiveness of HRE models, while applying innovative tools such as AI, VR and AR to enhance learning outcomes. The feasibility of these solutions is underpinned by strong political commitment to digital transformation, expanding digital infrastructure, and clear alignment with the WPHRE Fifth Phase, which facilitates access to international experience and cooperation. Nevertheless, effective implementation requires sustained financial investment, high-quality human resources, and continuous technological upgrading.

Promoting HRE in the digital era is both an urgent necessity for safeguarding human rights and a strategic opportunity to enhance educational quality, cultivate responsible digital citizens, and contribute to Vietnam's sustainable development. The implications from the WPHRE Fifth Phase, combined with Vietnam's existing legal, political, and technological foundations, provides favorable conditions for achieving these objectives.

### **3. Conclusions**

Digital transformation profoundly impacts social life, making human rights assurance an urgent requirement. While digital technology expands fundamental rights like access to information, education, participation, and development, it simultaneously poses unprecedented challenges, especially concerning privacy, information security, equality, and freedom of expression in the digital space.

The UN's WPHRE, entering its fifth phase (2025–2029) with a core focus on human rights and digital technologies, offers a crucial international framework for Vietnam's domestic HRE policy. While the digital era enhances access to information, social participation, and the exercise of economic, social, and cultural rights, its inherent characteristics also introduce severe risks like privacy violations, cybersecurity threats, algorithmic inequality, and online violence. These necessitate an education system adaptable to technological changes. Thus, HRE in the digital era must evolve beyond legal dissemination to foster critical thinking, ethical digital skills, risk response capacity, and responsible digital citizenship, shaping cyberspace aligned with human rights values.

In Vietnam, the State shows strong political determination to establish institutions for digital transformation and human rights assurance. Key legal documents like Decree 13/2023/ND-CP and the Law on Electronic Transactions, alongside robust digital infrastructure, shape a legal framework and create favorable conditions for online HRE, reducing disparities. However, current HRE in Vietnam faces challenges, namely shallow content, outdated materials, limited staff digital skills, and weak inter-agency coordination. Given these demands, a comprehensive HRE strategy, aligned with national context and global trends, is crucial. The proposed solutions improving policies, innovating content/methods, enhancing capacity, and expanding international cooperation stress synchronicity and linkage with existing foundations. Their effective implementation will strengthen national HRE capacity and contribute to SDGs, especially in education, equality, and institutional strength.

In a technology-dependent world, HRE is a mandatory requirement for safe, free, and responsible digital navigation. Centering HRE within Vietnam's digital transformation strategy is crucial for building a civilized, humane, and sustainably developing digital society. This study, however, is primarily conceptual and policy-oriented, and a significant limitation is its reliance on secondary data and existing frameworks, thus not encompassing empirical findings or detailed

case studies on specific HRE interventions. Future research should therefore focus on empirical evaluations of proposed HRE solutions in diverse Vietnamese contexts, investigate innovative pedagogical approaches for digital human rights education, and conduct comparative studies on digital citizenship and human rights awareness across different demographic groups to inform more targeted and effective policy interventions..

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