REPORT

CAREER DEVELOPMENT PATH AND ADVANCED EDUCATION IN ACCOUNTING AND AUDITING

ORGANIZING INSTITUTIONS

Ho Chi Minh City Accounting Association

Ho Chi Minh City Accounting Association (HAA) was established under Decision No. 3864/QD-UB-TH dated November 18, 1994 by the Ho Chi Minh City People's Committee. HAA is a professional social organization for individuals and organizations engaged in accounting in Ho Chi Minh City. HAA's mission is: "Connecting the accounting – finance – tax professional community. Supporting members in enhancing professional competence and participating in policy advisory and critique in the field."

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The mission of UEH College of Business is to train high-quality human resources, promote international relations, conduct research, provide advisory services, and transfer new knowledge in the fields of Business and Management, Finance – Banking – Insurance, Accounting – Auditing, Tourism, Hospitality, Sports and Personal Services to the business community, scholars, and managers in the region and around the world.

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Founded in 2009, Smart Train Academy is Vietnam's leading professional training institution specializing in international accounting – auditing – finance certification programs such as ACCA (Association of Chartered Certified Accountants), CMA (Certified Management Accountant), CIA (Certified Internal Auditor), CFA (Chartered Financial Analyst), CTP (Certified Treasury Professional), FPAC (Financial Planning & Analysis Certification), DipIFR (Diploma in International Financial Reporting), CFO Certification, and other short-term intensive training programs in accounting, auditing and finance. In Vietnam, Smart Train Academy is the only organization to hold Platinum status for both ACCA and CMA simultaneously.

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DISCLAIMER

The Report on Career Development Path and Continuing Professional Development in Accounting and Auditing (hereinafter referred to as the "Report") was conducted by the Ho Chi Minh City Accounting Association (HAA) in collaboration with the College of Business – Ho Chi Minh City University of Economics (COB-UEH), the Vietnam Association of Certified Public Accountants (VACPA), Smart Train Academy, and Navigos Group as a community contribution project. The data collection, analysis, and presentation of the Report involved the collaboration of all parties, but the results do not necessarily reflect the views of HAA, COB-UEH, VACPA, Smart Train Academy, or Navigos Group. Although the research was conducted with detail and transparency, the Report does not represent all universities, training institutions, or the accounting and auditing profession in Vietnam as a whole. Therefore, the Report is for reference purposes only in understanding the accounting and auditing profession at the time of research.

FOREWORD

In recent years, Vietnam's accounting and auditing profession has experienced strong development—from the gradual adoption of International Financial Reporting Standards and the application of advanced technologies to the active implementation of sustainability accounting. Policies and regulations have been updated, training programs have been reformed, and accounting, auditing, advisory, and tax service firms have expanded, timely meeting the needs of a developing, increasingly integrated, and sustainability-oriented economy.

Despite this progress, the personal and career development of accounting and auditing professionals has received comparatively less attention. We still know very little about their career pathways: how they adapt to the work environment after graduation, how they mature and experience changes in their work, and what benefits and challenges advanced education brings to their professional and personal growth.

To provide insights into these issues, the Ho Chi Minh City Accounting Association, in collaboration with the College of Business – Ho Chi Minh City University of Economics, the Vietnam Association of Certified Public Accountants, Smart Train Academy, and Navigos Group, conducted this research. The study draws on official information from universities, listed companies, and nationwide surveys of businesses and accounting and auditing professionals.

We hope this Report will serve as a useful resource for stakeholders in research, policy formulation, and human resource development for the accounting and auditing profession. It may also help accounting and auditing professionals gain a deeper understanding of their career landscape and develop appropriate personal development plans.

Tran Ngoc Tam, MA
Chairman, Ho Chi Minh City Accounting Association

EXECUTIVE SUMMARY

This Report draws on statistical analysis of survey data collected from 1,006 accounting and auditing professionals nationwide between August and November 2025, supplemented by publicly available information on graduate and professional education programs related to accounting and auditing in Vietnam, as well as data on the educational backgrounds of leaders of listed companies in the VNR500. The research findings provide a comprehensive overview of the career development pathways and advanced education of accounting and auditing professionals after graduation, grounded in both statistical evidence and survey insights.

1. **The accounting and auditing profession predominantly begins with undergraduate training in Accounting–Auditing. Graduates generally secure employment within a relatively short period, with starting salaries that are approximately comparable to, or slightly lower than, those of peers from other fields.**

   - 87.6% of accounting and auditing professionals received their initial training at the undergraduate level. The proportion starting from vocational or college programs varies across generations due to expansions or contractions in policy regarding these training levels.
   - 68.4% studied in the Accounting – Auditing field. Finance – Banking came second at 15.5%. Personal interest or individual personality was the leading reason for choosing the major (31.8%), but family guidance and meeting immediate needs also played important roles at 24% and 23.9% respectively. Among those in Accounting – Auditing specifically, family guidance and meeting immediate needs had higher proportions.
   - 92.6% of graduates had jobs related to their field of study, concentrated in corporate accounting staff, audit assistant, and accounting/tax service staff positions. 84.7% found employment within six months, with 35.7% having jobs before graduation. 23.5% considered this their dream job and 62.5% said it was not their ideal job but aligned with their personal development plans or goals.
   - 45.1% felt their starting salary was approximately equal to peers from other fields, 27.7% felt it was lower or much lower, while 19.5% said it was higher or much higher.
   - Examining across generations shows that job opportunities are greater for younger generations with more choices, but salaries tend to be lower than for previous generations.

2. **While a certain proportion remain loyal to their first job, accounting and auditing professionals typically leave after about three years. After that, they do not change employers frequently, although recent generations tend to change more. Accounting and auditing professionals have limited experience across different job fields within the profession.**

- The average tenure at the first employer is 2.94 years. The leading reason for leaving is improving income (26.1%), followed by increasing promotion opportunities (21.2%), personal capability development (20%), and changing job fields (10.1%). Corporate finance staff and accounting/tax service staff tend to leave sooner than corporate accountants, audit assistants, and public sector accountants.

- 16.6% of respondents are still at their first employer, and 50.7% have only worked at two to three employers (including the first). Those aged 36 and under change jobs more frequently, possibly due to labor market fluctuations during their early career years.

- Among the 21 sub-fields or related areas of accounting and auditing included in the survey, on average one professional experiences 2.22 fields, with 40.2% having only experienced one field since graduation. Financial accounting has the highest experience rate in all age groups, although service fields such as accounting/tax services and independent auditing have recently increased.

- 77.6% identified "work pressure during the initial period" as the greatest challenge when changing job fields, followed by "meeting requirements for professional knowledge and skills" (73.4%) and "adapting to a changing work environment" (72.7%). Few respondents rated challenges related to "planning and prior preparation" and "family support" highly.

3. Career advancement in accounting and auditing is not fast, especially at senior levels such as manager and director. For levels up to and including manager, problem-solving is considered most important and professional competence also holds a high position. Only at director level do strategic competencies become key requirements.

- 77% will be appointed to team leader/supervisor/group leader positions (hereafter collectively referred to as "team leader") within four years, though a significant proportion may do so within two years (32.1%). To subsequently become a manager/department head/deputy head (hereafter "manager"), the average time is four years (62.9%), with only 22.5% able to do so within two years. An additional seven years is needed to be appointed to director/deputy director positions (hereafter "director") at a rate of 63%, though a certain proportion can achieve this within four years (35.5%).

- For those who have held team leader positions, problem-solving and professional competence top the list of required competencies. At manager level, problem-solving and decision-making lead, with professional competence falling to third place. At director level, decision-making and problem-solving lead, professional competence drops to ninth, with strategic competencies and relationship-building occupying the middle positions.

- There are differences in assessments of required competencies between those who have and have not yet held these positions. This is noteworthy for career readiness preparation.

4. Accounting and auditing professionals have increasing opportunities to participate in advanced education including academic and professional programs, though participation remains limited. Those who have completed programs do not rate the fulfillment of expectations very highly. The top recorded difficulties are employer workload and costs.

- The availability of 35 master's programs and 9 doctoral programs in accounting has expanded opportunities for accounting and auditing professionals to pursue academic training. However, small scale and concentration only in Hanoi, Ho Chi Minh City, and a few large provinces and cities has limited participation opportunities for learners in other localities.

- National professional certification examinations are held regularly each year, attracting a large number of accounting and auditing professionals who want to standardize their competencies and engage in auditing practice, accounting/tax services, with an average of approximately 1,400 per year across all three certificates: auditor certificate, accounting practice certificate, and tax procedure practice certificate.

- International professional certification programs have developed strongly in Vietnam, including certificates related to accounting and auditing practice as well as specialized certificates such as internal auditing, financial analysis opening additional opportunities for accounting and auditing professionals to pursue advanced education toward international integration.

- 43.4% of accounting and auditing professionals have completed at least one advanced education program, and 44.6% are currently enrolled in at least one. It should be noted that 30.4% have not completed and are not currently participating in any advanced education program.

- 30% of accounting and auditing professionals have completed at least one academic advanced education program compared to 25.2% for professional education. However, 34.6% are currently enrolled in professional education programs compared to 15.7% for academic programs. This indicates that academic training has led the way but the gap is gradually narrowing.

- Participation in advanced education is linked to the career advancement process. From entry-level staff to experienced staff, team leaders, manager, and directors, the rate of completing at least one advanced education program increases from 8.5% to 28.4%, 45.1%, 63.2%, and 77.3%. The rate currently enrolled in at least one program also increases from 41% to 45.9%, reaching a maximum of 56.3% at the team leader level and then declining to 40.2% (manager) and 36.4% (director).

- The proportion of learners who have rated good and very good for meeting all expectations in academic advanced education programs ranges from 60% to 70%. Meanwhile, ratings from those who have completed professional advanced education show three expectations exceeding 70%: enhancing professional competence (81.5%), increasing promotion opportunities (77.2%), and transitioning to a new job (76.4%).

- Employer workload is the leading difficulty for participants in both academic (70.2%) and professional (71.3%) advanced education. Costs rank second at 69.9% for academic and 66.1% for professional programs.

5. Accounting and auditing professionals are fairly confident about their professional competence, rate their career development process reasonably well, but are only moderately satisfied with job income. Looking back from their current position, they generally feel their career choice was correct, though differences exist between groups.

- 68.2% of respondents said they are highly confident in their professional knowledge and skills for their job. This confidence level increases with age, job level, training participation, and company size. FDI enterprises and 100% state-owned single-member LLCs have higher confidence levels.

- 62.6% feel that their career development process has been reasonable. Some groups are less optimistic, such as those under 29 years old, experienced staff and team leaders, or those working at small and medium enterprises.

- Only 48.7% of accounting and auditing professionals feel satisfied with their income. Those with above-average satisfaction include individuals over 45, those at manager level or above, and those working at large-scale organizations.

- 59.1% feel that, at this point, they consider their career choice to have been correct. This positive assessment is influenced by perceptions of income, professional competence, and career development process.

6. Overall, the Accounting – Auditing educational background contributes modestly to the leadership workforce of listed companies, primarily concentrated in accounting, finance, control, and supervisory positions. CEOs with an Accounting – Auditing background are slightly older than counterparts with Finance or Management backgrounds, and have progressed through many positions, particularly Chief Accountant.

- The Accounting – Auditing educational background contributes 13.9% of the total leadership and management workforce of listed companies in the survey sample, ranking fourth after Economics (23.4%), Management (21.8%), and Science & Engineering (18.8%). However, it contributes only 4.5% to CEO positions and 3.5% to Board of Directors Chairman positions, the lowest or second-lowest among all seven educational background groups.

- The contribution of the Accounting – Auditing background improves slightly for adjacent leadership positions: Deputy CEO (7.5%, ranking fifth) and Board of Directors Member (6.4%, ranking sixth).

- The Accounting –Auditing educational background contributes strongly to accounting, finance, control, and supervisory positions: specifically 49.2% for Chief Accountant (ranking first), 28.8% for CFO (ranking second), 30.3% for Audit Committee Chair/Supervisory Board Head (ranking first), and 24.1% for Audit Committee/Supervisory Board Member (ranking first). However, these proportions also show that even in specialized areas of accounting and finance, the Accounting –Auditing background faces strong competition from Economics, Management, and Finance educational backgrounds.

- The average age of CEOs with an Accounting – Auditing background is 52.3 years, slightly older than the average for CEOs with Finance (49.7) and Management (50.9) backgrounds. The male proportion reaches 80%, still lower than CEOs with Finance (89%) and Management (85%) backgrounds.

- 90% of CEOs with an Accounting – Auditing background primarily graduated with an accounting degree at the undergraduate level. Only 30% pursued a master's degree and only 10% have a background in another field. Meanwhile, 72% of CEOs with a Finance background graduated with a finance undergraduate degree, 77% pursued a master's degree, and 44% have a background in another field. Or 33% of CEOs with a Management background graduated with a management undergraduate degree, 75% pursued graduate education, and 57% have backgrounds in other fields.

- The time from appointment to the current date for CEOs with an Accounting – Auditing background averages 3.6 years compared to 4.1 years for CEOs with a Finance background and 5.4 years for CEOs with a Management background.

- 70% of CEOs with an Accounting – Auditing background have held Deputy CEO positions, 80% Board of Directors Member, and 30% Board of Directors Chairman. This career progression is longer than for CEOs with Management backgrounds (63%, 77%, and 18%) and slightly lower than CEOs with Finance backgrounds (89%, 89%, and 22%). The Chief Accountant role may be an important intermediate step as 60% of CEOs with an Accounting – Auditing background previously held the Chief Accountant position, compared to 11% for Finance-background CEOs and 3% for Management-background CEOs.

7. For sustainable development of the accounting and auditing profession, concerted effort is required from individual professionals, support from businesses, continued innovation in training by educational institutions, and close connections between schools, businesses, and professional organizations.

- Individual accounting and auditing professionals need to build a long-term career vision to establish a clear development roadmap. Given the characteristics of the labor market where early stages often have lower income and average advancement, persistence in accumulating practical experience and utilizing time at lower levels to complete advanced education programs is essential. Proactively planning for "breakthrough points" such as changing employers or job fields will help individuals prepare strong capabilities for future management and leadership positions.

- Enterprises need to establish comprehensive human resource development strategies aligned with clear promotion roadmaps and appropriate compensation policies to retain talent, especially experienced staff and mid-level managers. Additionally, they should provide time flexibility, learning cost support, and flexible work arrangements for promising employees to participate in advanced education, and encourage employees to experience diverse fields to develop strategic vision and be ready to succeed in higher organizational positions.

- Educational and training institutions need to continue reforming master's programs toward applied approaches, strengthening connections with practice by inviting experts to participate in teaching and curriculum development, and applying project-based learning to enhance problem-solving skills. Additionally, at the undergraduate level, students should be equipped early with interdisciplinary knowledge and transferable skills to increase adaptability and establish sustainable career development directions from the moment they graduate.

- Professional organizations need to promote their bridging role, facilitating close cooperation between schools and businesses to prepare future workforce effectively. They should also promote integration and mutual recognition between academic and professional training programs to help learners optimize time and costs.

Section 1

ACCOUNTING AND AUDITING CAREER DEVELOPMENT PATHS

INTRODUCTION

Objectives

This section aims to explore and analyze the career development paths of accounting and auditing professionals, including their initial education and first employment, job and sector transitions, and career advancement processes.

Methodology

The survey was conducted through the networks of members, students, and partners of HAA, UEH, VACPA, Smart Train, and Navigos Group, with support from ACCA, ICAEW, Ho Chi Minh City University of Industry, Ho Chi Minh City University of Banking, National Economics University (Hanoi), and University of Economics – The University of Da Nang. Out of more than 3,000 questionnaires distributed to accounting and auditing professionals, 1,562 responses were collected. After data screening, 1,006 fully completed responses remained (Appendix 1). The survey data were primarily analyzed using descriptive statistics.

Contents

The main topics in this section include:

- Education and Graduation
- Changing Employers and Job Fields
- Career Advancement

EDUCATION AND GRADUATION

The majority of accounting and auditing professionals received their initial education at the bachelor's level and majored in Accounting and Auditing.

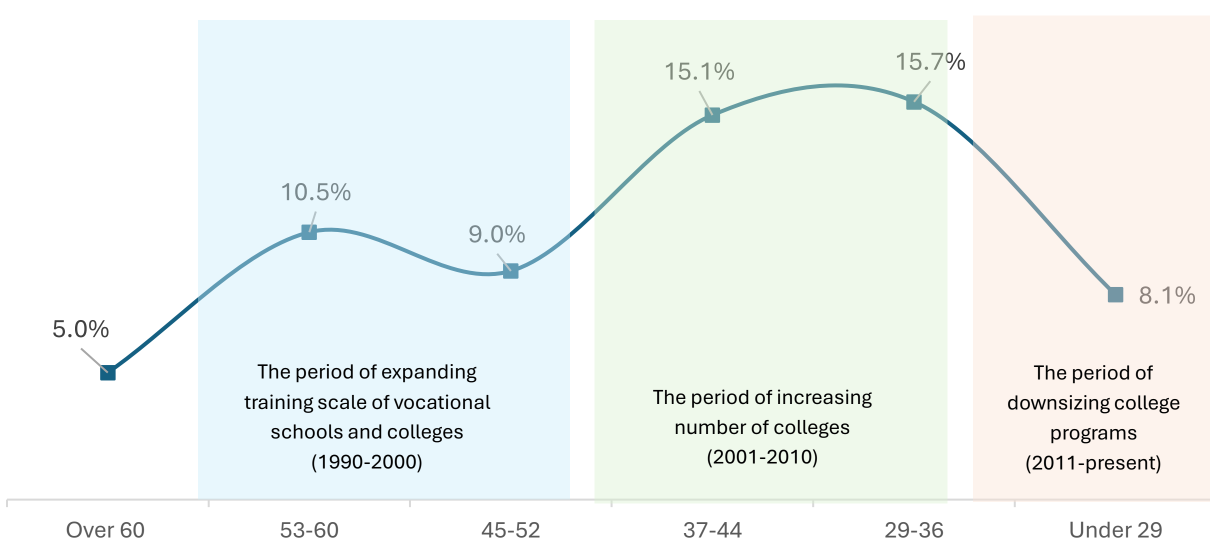
87.6%

received initial education at the bachelor's level.

Most accounting and auditing professionals began their studies at the bachelor's level (87.6%), though a notable proportion started with vocational or college-level programs (12.4%). The proportion beginning at vocational or college levels varies across generations due to changes in Vietnam's vocational training policies (Figure 1.1).

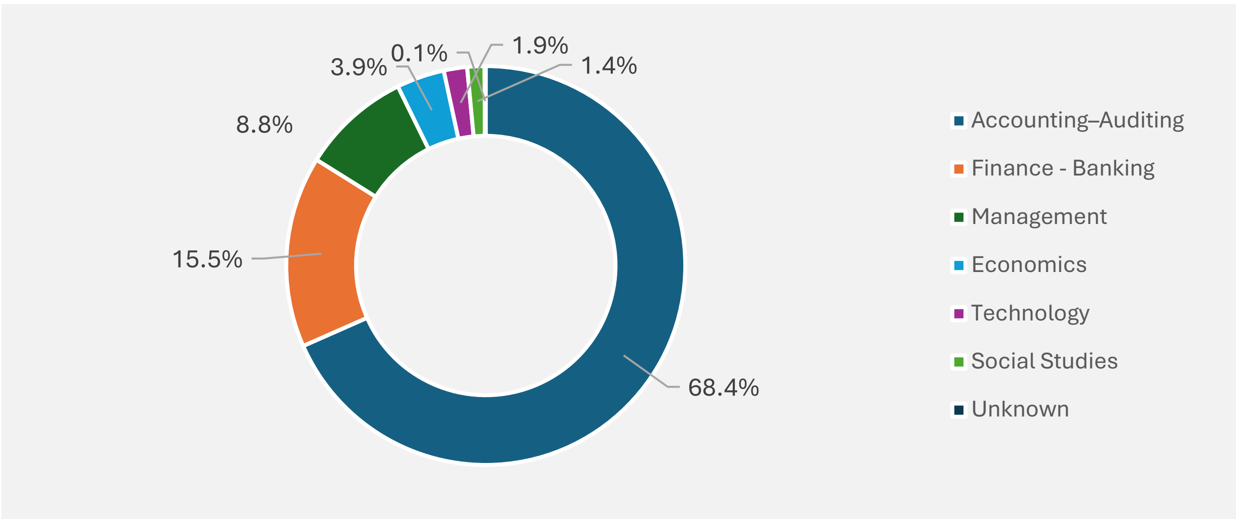
- Period 1990-2000: Vocational schools and colleges expanded their training scale to meet the needs of the post-Doi Moi economy.
- Period 2001-2010: The number of colleges increased sharply due to upgrades from vocational schools, attracting more learners.
- Period 2011 to present: Many colleges upgraded to universities and universities discontinued college-level programs.

Figure 1.1: Percentage of accounting and auditing professionals starting from vocational or college-level programs – Analysis by age group



Survey data (Figure 1.2) indicate that 68.4% of respondents were initially trained in Accounting – Auditing. A significant 31.6% came from other majors, with Finance – Banking accounting for the largest share (15.5%).

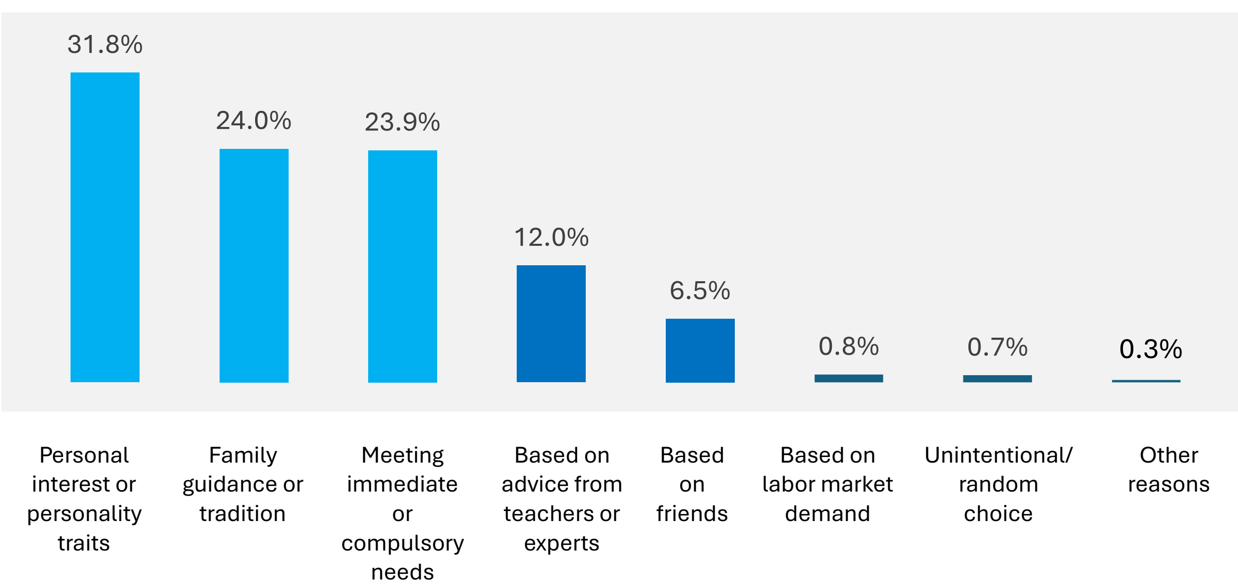
Figure 1.2: Field of initial education



Personal interest or personality traits were the leading reasons for choosing a field of study, but family guidance and meeting immediate needs also played important roles.

Survey data (Figure 1.3) shows that the top three reasons for major selection among accounting and auditing professionals are personal interest or personality traits (31.8%), family guidance/tradition (24%), and meeting immediate or compulsory needs (23.9%).

Figure 1.3: Reasons for choosing the field of study



An analysis of the reasons for choosing Accounting – Auditing compared to two closely related fields, Finance and Management, reveals that the top three reasons do not differ (Figure 1.4). However, the Accounting – Auditing major has the lowest selection rate based on personal interest/personality traits (28.2%) compared to Finance (37.2%) and Management (48.6%). Meanwhile, family guidance/tradition has a strong influence (25.5%), slightly higher than Finance (24%) and far exceeding Management (14.3%). Notably, the proportion of those choosing the Accounting – Auditing major to meet immediate or compulsory needs is also prominent (26.1%) compared to the other two majors, which stand at only 18.9% and 18.1%.

These figures suggest that Accounting – Auditing is not yet a field with a highly attractive image for high school students, but its strength lies in its alignment with family guidance and tradition.

Figure 1.4: Reasons for choosing a field of study analyzed by major

The first job for Accounting – Auditing graduates is mainly corporate accounting staff, audit assistant, and accounting/tax service staff.

92.6%

had their first job aligned with their field of training

Most Accounting – Auditing graduates had a first job related to their field of study (Table 1.1). The most common positions were corporate accounting staff (49.8%), audit assistant (26.4%), and accounting/tax service staff (10.5%). Additionally, some worked as corporate finance staff (2.2%), public sector accountants (1.9%), trainers (1.2%), or internal auditors/inspectors (0.6%).

The proportion with jobs unrelated to their field of study was 7.4%, involving positions such as administrative staff, sales staff, logistics, or working at tax offices, treasuries, banks, insurance, or securities firms but not in accounting/finance roles.

Table 1.1: First job upon graduation (%)

Related to the field of study	**92.6%**
Corporate accounting staff	49.8%
Audit assistant	26.4%
Accounting and tax service staff	10.5%
Corporate finance staff	2.2%
Public sector accountant	1.9%
Trainer	1.2%
Auditing, internal control, financial inspection	0.6%
Unrelated to the field of study	**7.4%**
Administrative, office, association, legal staff	2.5%
Sales, purchasing, warehouse, logistics, production, service, technical staff	4.2%
Staff at tax offices, treasuries, banks, insurance, or securities firms (not performing accounting or finance work)	0.7%

Note: Percentages are calculated based on the number of accounting and auditing professionals who graduated with an Accounting and Auditing major.

Looking closely into each period (Table 1.2), significant shifts can be observed in the accounting and auditing job market, aligned with economic and social changes:

- Period before 1994 (corresponding to ages over 60 and 53-60): Independent auditing had just emerged and accounting/tax services had not yet formed, so demand for fresh graduates in these activities was virtually nonexistent. Graduates mainly worked for enterprises (75%-80%). Demand for retaining students as lecturers was also quite high (10%-12.5%).

- Period 1994 – 2018 (corresponding to ages 45-52, 37-44, and 29-36): Schools strongly expanded training in this field[1]. Some graduates had to seek employment unrelated to their field study (8.9% - 9.3%). Independent auditing and accounting/tax services developed strongly, attracting fresh graduates as audit assistants (7.5% - 23.9%) and accounting/tax service staff (3.6% - 12.6%), while demand for corporate accounting staff did not increase, so it decreased relatively (50.6% - 74.5%). From this period, schools began limiting the recruitment of fresh graduates as lecturers (0.4% - 2.1%).
- Period 2018 to present (corresponding to ages under 29): Independent auditing and accounting/ tax services absorbed more fresh graduates (42.6% and 17.3%) and the proportion working unrelated their field study declined (4.9%).

Table 1.2: Analysis of graduate employment by period

	Over 60	53-60	45-52	37-44	29-36	Under 29
Related to the field of study	**100.0%**	**100.0%**	**91.0%**	**90.7%**	**91.1%**	**95.1%**
Corporate accounting staff	75.0%	80.0%	74.5%	60.0%	50.6%	30.8%
Audit assistant	0.0%	0.0%	7.5%	20.7%	23.9%	42.6%
Accounting and tax service staff	0.0%	0.0%	0.0%	3.6%	12.6%	17.3%
Corporate finance staff	6.2%	0.0%	4.5%	1.4%	3.2%	0.5%
Public sector accountant	6.3%	0.0%	3.0%	2.1%	0.4%	2.9%
Training	12.5%	10.0%	1.5%	2.1%	0.4%	0.0%
Auditing, internal control, financial inspection	0.0%	10.0%	0.0%	0.8%	0.0%	1.0%
Unrelated to the field of study	**0.0%**	**0.0%**	**9.0%**	**9.3%**	**8.9%**	**4.9%**
Administrative, office, association, legal staff	0.0%	0.0%	0.0%	4.3%	3.6%	1.0%
Sales, purchasing, warehouse, logistics, production, service, technical staff	0.0%	0.0%	7.5%	4.3%	4.5%	3.4%
Staff at tax offices, treasuries, banks, insurance, or securities firms (not performing accounting or finance work)	0.0%	0.0%	1.5%	0.7%	0.8%	0.5%

Note: Percentages are calculated based on the number of accounting and auditing professionals who graduated with an Accounting and Auditing major.

[1] From 2004 to 2018, 103 universities opened Accounting – Auditing programs nationwide, accounting for 80% of all schools offering this program as of 2023 (HAA, VACPA, Smart Train & Navigos, 2024).

Time to employment is quite fast and the job generally satisfies aspirations or fits personal development plans.

84.7% **had employment within 6 months.**

35.7% **had employment before graduation.**

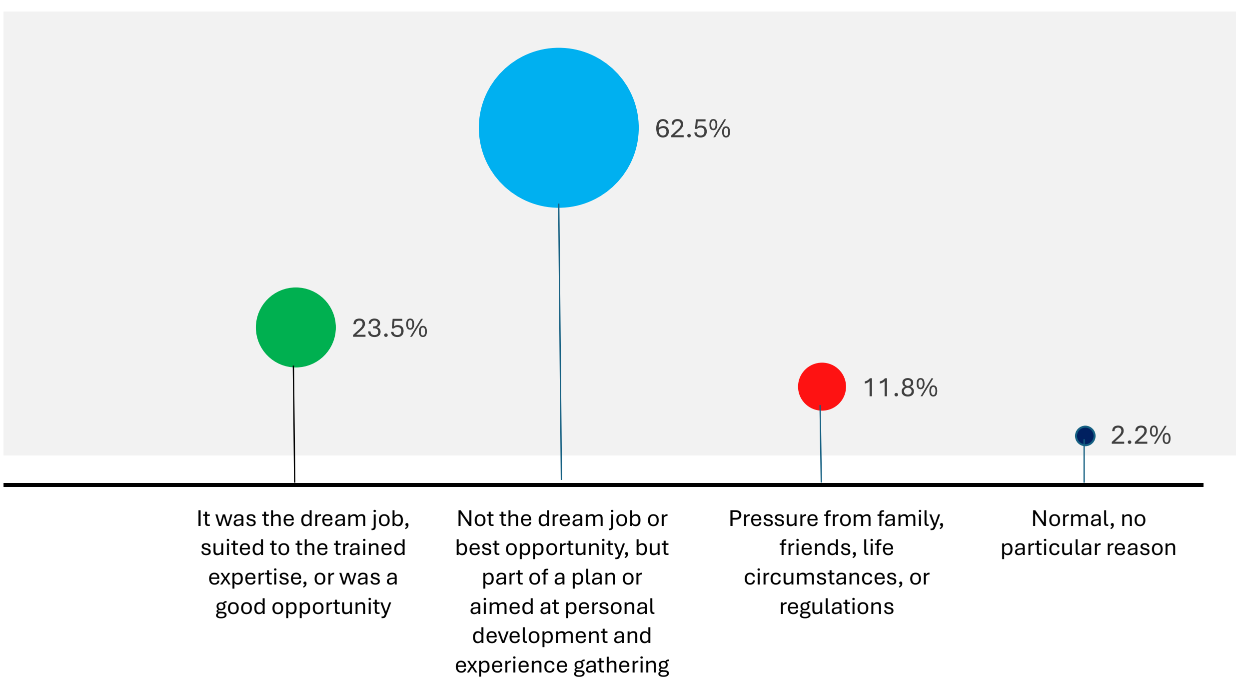
33.2% **took less than 3 months.**

15.8% **took 3 to 6 months.**

According to the survey, the majority of accounting and auditing professionals took less than six months to find their first job (excluding seasonal work). Notably, more than one-third (35.7%) had employment before graduation.

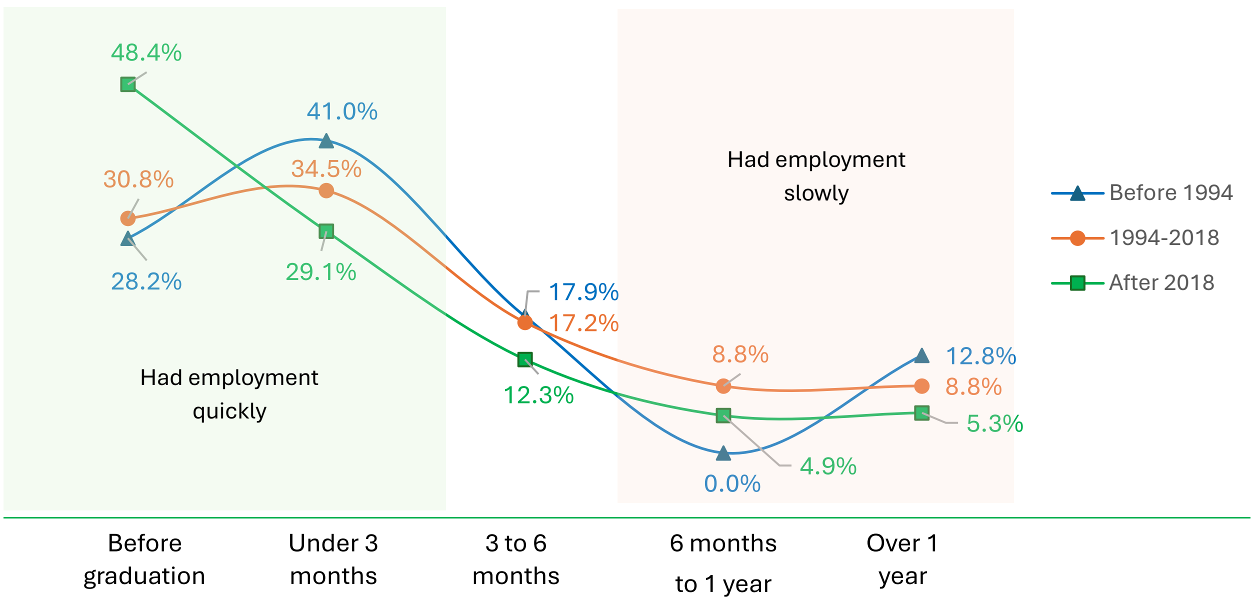
When asked about reasons for accepting the first job, a large proportion (62.5%) stated it was not their dream job or best opportunity but was part of their plan or aimed at personal development and experience gathering (Figure 1.5). On two opposite ends, 23.5% considered it their dream job, suited to their expertise or a good opportunity, while conversely 11.8% said they were compelled to choose due to pressure from family, friends, life circumstances, or regulations (such as government assignment).

Figure 1.5: Reasons for accepting the first job



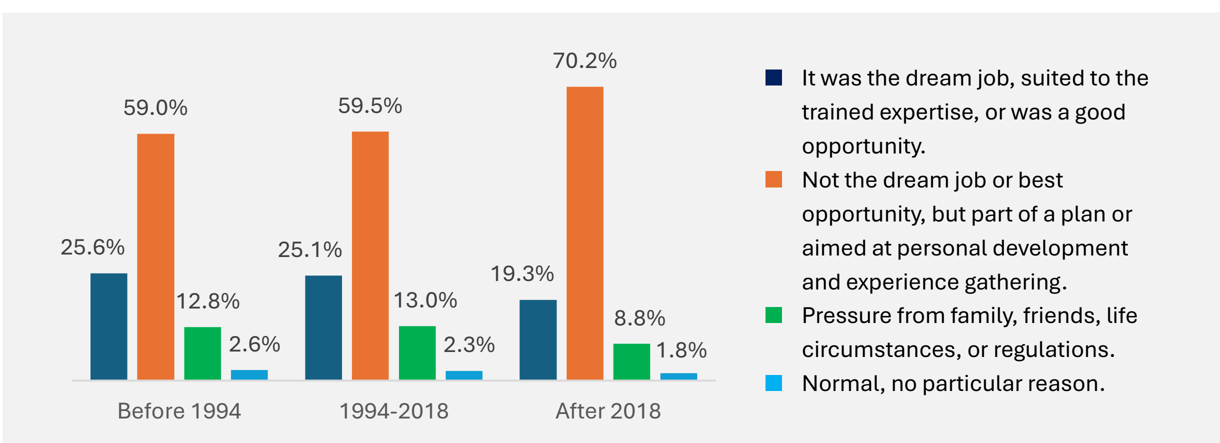
Examining employment timeline across graduation periods (Figure 1.6) reveals that the generation graduating after 2018 (corresponding to ages under 29) had an advantage in having employment before graduation (48.8%), while previous generations had lower rates of pre-graduation employment (30.8% and 28.2%). In return, they had higher rates of securing jobs within three months (34.5% and 41%).

Figure 1.6: Time to first employment – Analysis by graduation period



This difference partly stems from the increased recruitment demand for fresh graduates in audit assistant and accounting/tax service positions after 2018. However, another reason could be that recent graduation generations have a more "practical" approach. They accept jobs that are not ideal and view them as part of their plan or goals for personal capability development (Figure 1.7).

Figure 1.7: Reasons for accepting the first job – Analysis by graduation period



Examining employment time and reasons for acceptance (Table 1.3) across Ho Chi Minh City (hereafter HCMC), Hanoi, and other localities shows no significant differences between locations. In Hanoi, the employment rate within six months is slightly higher than HCMC (85.9% vs. 84.1%), but the pre-graduation employment rate is slightly lower (32.5% vs. 36.1%). The proportion of those obtaining a "dream job" in Hanoi is slightly higher than in HCMC (25.8% compared to 22.6%), the proportion for "part of a plan/personal development goal" is lower (59.5% compared to 63.5%), and the proportion due to "pressure from family, friends, or life circumstances" is slightly higher (13.5% compared to 11.8%). These differences are minor but somewhat show that the HCMC labor market is more dynamic but more challenging, and graduates there adopt a more pragmatic approach than in Hanoi. In other localities, the employment rate under six months (87.3%), pre-graduation employment rate (38%), and the rate of securing a dream job (24.7%) are all higher than in HCMC, suggesting lower market competition in these areas.

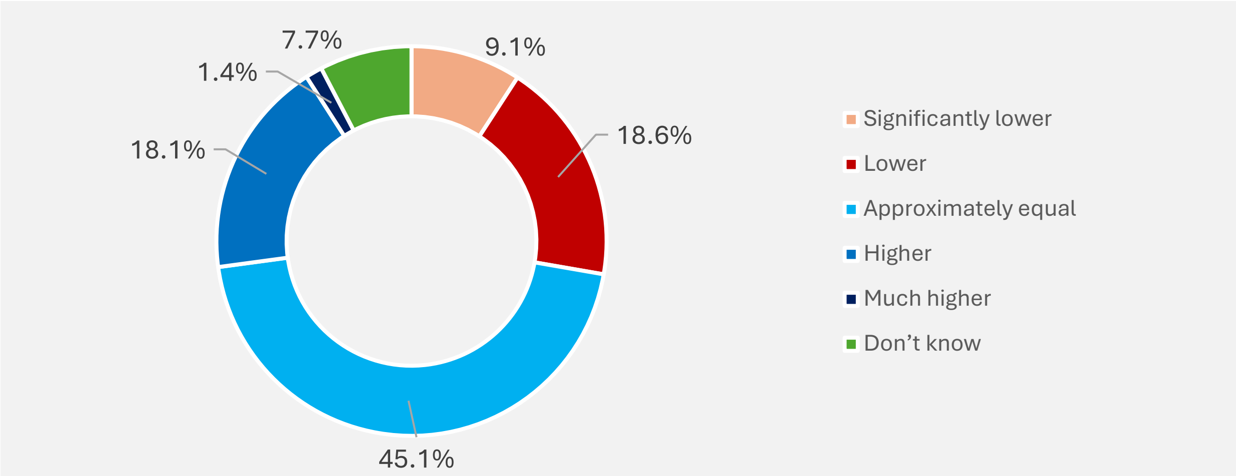
Table 1.3: Time to employment and acceptance reasons – Analysis by locality

	Hanoi	HCMC	Other
Time to employment			
Hired before graduation	32.5%	36.1%	38.0%
Under 3 months	35.0%	33.1%	31.3%
3 months to 6 months	18.4%	14.9%	18.0%
Total under 6 months	*85.9%*	*84.1%*	*87.3%*
6 months to 1 year	7.4%	7.0%	8.7%
Over 1 year	6.7%	8.9%	4.0%
Reasons for accepting the job			
It was the dream job, suited to the trained expertise, or was a good opportunity.	25.8%	22.6%	24.7%
Not the dream job or best opportunity, but part of a plan or aimed at personal development and experience gathering	59.5%	63.5%	62.0%
Pressure from family, friends, life circumstances, or regulations	13.5%	11.8%	9.3%
Normal, no particular reason	1.2%	2.1%	4.0%

The starting salary of the first job is largely approximately equal to, and somewhat lower than, peers from other fields.

Figure 1.8 shows that nearly half (45.1%) of respondents said their starting salary was approximately equal to peers from other fields. Meanwhile, 18.6% felt it was lower and 9.1% felt it was significantly lower. On the other side, 18.1% said it was higher and only 1.4% said it was much higher.

Figure 1.8: Comparison of starting salary in first job



From the perspective of accounting and auditing jobs for fresh graduates (Table 1.4), those starting in corporate finance and public sector accounting perceived higher salaries more than lower salaries. Meanwhile, corporate accountants, audit assistants, and accounting/tax service staff perceived lower salaries more than higher salaries.

Table 1.4: Starting salary comparison – Analysis by job type

	Corporate accountant	Corporate finance staff	Public sector accountant	Audit assistant	Accounting/tax service staff
Significantly lower	7.4%	9.8%	0.0%	10.7%	15.4%
Lower	16.4%	12.2%	13.1%	23.7%	26.4%
Approximately equal	46.0%	46.3%	65.3%	46.4%	40.6%
Higher	19.4%	24.4%	13.0%	14.0%	9.9%
Much higher	1.0%	4.9%	4.3%	0.5%	1.1%
Do not know	9.8%	2.4%	4.3%	4.7%	6.6%

Note: Only the five main jobs of fresh graduates are considered.

Analysing by graduation period (Table 1.5), the comparative salary perception has shifted towards becoming less optimistic. The proportion of individuals graduating before 1994 who perceived their salary as higher or much higher than other fields was 25.6% and 2.6%, respectively. Moving into the 1994–2018 period, this rate dropped to 19.1% and 1.9%. Post-2018, only 14.7% of graduates felt they had a higher salary, and 0% felt they had a much higher salary compared to other sectors.

Table 1.5: Starting salary comparison – Analysis by graduation period

	Before 1994	1994-2018	After 2018
Significantly lower	7.7%	10.0%	7.4%
Lower	7.7%	18.2%	21.1%
Approximately equal	48.7%	42.4%	51.2%
Higher	25.6%	19.1%	14.7%
Much higher	2.6%	1.9%	0.0%
Do not know	7.7%	8.5%	5.6%

Thus, recent generations perceive an easier time finding employment, but feel less optimistic about comparative salary than previous generations.

Comparison between localities (Table 1.6) shows little difference overall, with perceptions of lower income generally outnumbering perceptions of higher income. However, examining the details reveals interesting points. HCMC has the highest proportion of "approximately equal" perception (47.6%), but the large gap between "lower" perceptions (18% + 9.1% = 27.1%) and "higher" perceptions (15.5% + 1.5% = 17%) shows a market that is not too dispersed but tilts more toward lower. Hanoi has a lower "approximately equal" proportion (41.1%), with a moderate gap between "lower" perceptions (19% + 11% = 30%) and "higher" perceptions (22.7% + 1.2% = 23.9%), showing a more dispersed market than HCMC, slightly tilting lower. In other localities, dispersion is highest with "approximately equal" at only 38%, "lower" at 28.7%, and "higher" at 26.7%.

Table 1.6: Starting salary comparison – Analysis by locality of employment

	Hanoi	HCMC	Other
Significantly lower	11.0%	9.1%	7.3%
Lower	19.0%	18.0%	21.3%
Approximately equal	41.1%	47.6%	38.0%
Higher	22.7%	15.5%	25.3%
Much higher	1.2%	1.5%	1.3%
Do not know	5.0%	8.3%	6.8%

CHANGING EMPLOYERS AND JOB FIELDS

Accounting and auditing professionals choose to leave their first employer after about three years, primarily for reasons related to income and opportunities.

2.94

average years accounting and auditing professionals leave their first employer

Except for a certain proportion who report still working at their first employer (to be analyzed later), most will leave after an average of 2.94 years.

Among those who have left their first employer (Table 1.7), 25% leave within one year, 43.7% leave in one to three years, 20.1% leave in three to five years, and 11.2% leave after five years or more.

Table 1.7 also indicates that, when comparing graduation periods, the turnover rate right in the first year and during the subsequent two years has been increasing over time. Conversely, the proportion of those leaving after five years has been steadily decreasing. For those who graduated before 1994 (corresponding to ages 53 and older), if they did not remain at their first employer, the probability of a fresh employee leaving within one year was 11.8% and within 3 years was 47.1%. Moving to the generation graduating in the 1994–2018 period (ages 29 to 52), these figures rose to 22.6% and 66%, respectively. For the generation graduating after 2018 (under age 29), the figures surged to 35.8% and 82.2%. Correspondingly, the estimated average number of years spent at the first employer after graduation dropped from 6.36 years to 3.13 years, and most recently to 1.92 years.

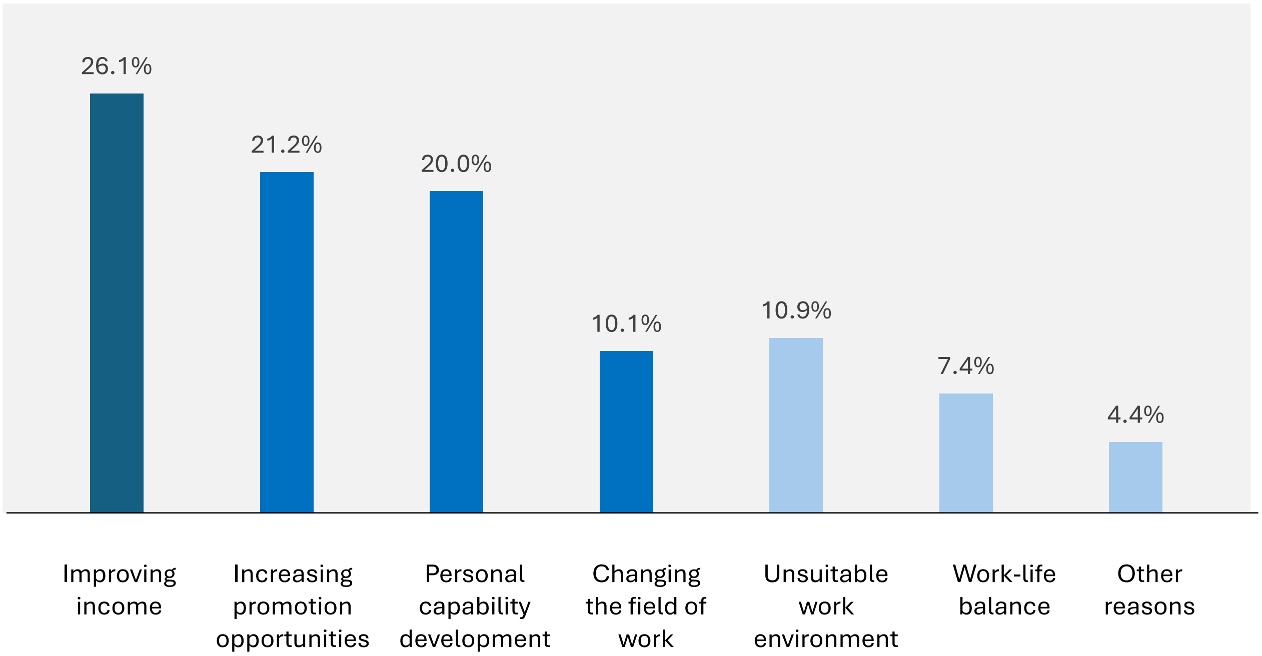
Table 1.7: Tenure at first employer – Analysis by graduation period

	Total	Before 1994	1994-2018	After 2018
Under 1 year	**25.0%**	11.8%	22.6%	35.8%
1 year to under 3 years	**43.7%**	35.3%	43.4%	46.4%
3 years to under 5 years	**20.1%**	17.6%	21.9%	14.5%
5 years and above	**11.2%**	35.3%	12.1%	3.4%
Average years	**2.94**	6.36	3.13	1.92

Note: Proportions calculated on those who have left their first job.

Reasons for leaving the first employer are quite diverse (Figure 1.9). Improving income leads at 26.1%. Next are increasing opportunities such as promotion opportunities (21.2%), personal capability development (20%), and changing the field of work (10.1%). Additionally, unsuitable work environment is a notable reason at 10.9%. At the beginning of the career, work-life balance is not prioritized, with only 7.4% leaving for this reason. Other reasons account for small percentages such as objective family circumstances, mismatch with the field of training, or company dissolution.

Figure 1.9: Reasons for leaving the first employer



Note: Proportions calculated on those who have left their first employer.

From the perspective of the first job field (Table 1.8), corporate finance staff have the shortest average tenure (2.22 years), with 97.2% leaving within five years. Accounting/tax service staff and corporate accountants are in the middle group with average tenure around three years (2.55 and 3.04). Audit assistants and public sector accountants stay at their first job longest with an average of 3.21 and 3.30 years.

Table 1.8: Tenure at first employer – Analysis by first job field

	Corporate finance staff	Accounting/tax service staff	Corporate accountant	Audit assistant	Public sector accountant
Under 1 year	27.8%	20.3%	26.3%	19.2%	25.0%
1 year to under 3 years	55.5%	50.6%	41.3%	44.5%	40.0%
3 years to under 5 years	13.9%	21.5%	20.5%	22.6%	25.0%
5 years and above	2.8%	7.6%	11.9%	13.7%	10.0%
Average tenure (years)	2.22	2.55	3.04	3.21	3.30

Note: Proportions calculated on those who have left their first employer.

For individuals who have not left their first employer, apart from being new to the workforce, their retention is linked to their job field and their initial job perceptions.

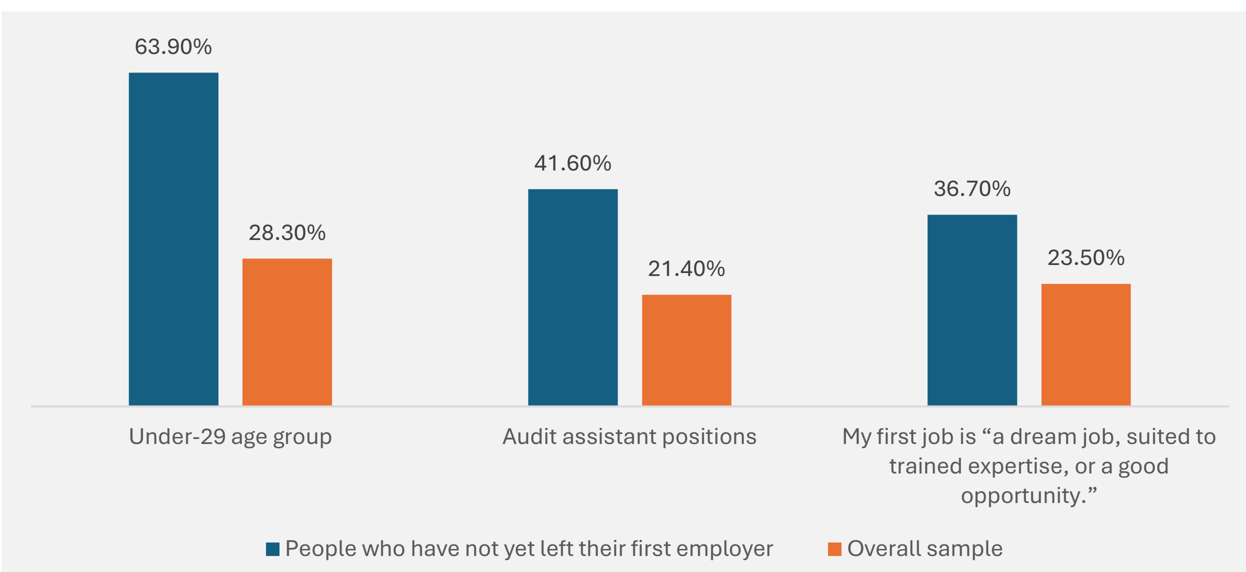
16.6%

of accounting and auditing professionals remain at their first employer

A detailed look at the characteristics of those who have not yet left their first employer (Figure 1.10) highlights prominent features regarding age, initial job type, and job perceptions.

- The under-29 age group accounts for 63.9% of those who have not left their first employer, while in the overall sample they account for only 28.3%. This is the main group among those who have not yet left. This is understandable as their working time is still short, only one to seven years.
- A similar figure applies to audit assistant positions, with 41.6% of those who have not yet left their first workplace, while this job accounts for only 21.4% of the overall sample.
- Some who have not yet left may be due to job perceptions. The proportion who considered their first job "a dream job, suited to trained expertise, or a good opportunity" accounts for 36.7% of those who have not left, while this perception accounts for only 23.5% in the overall sample.

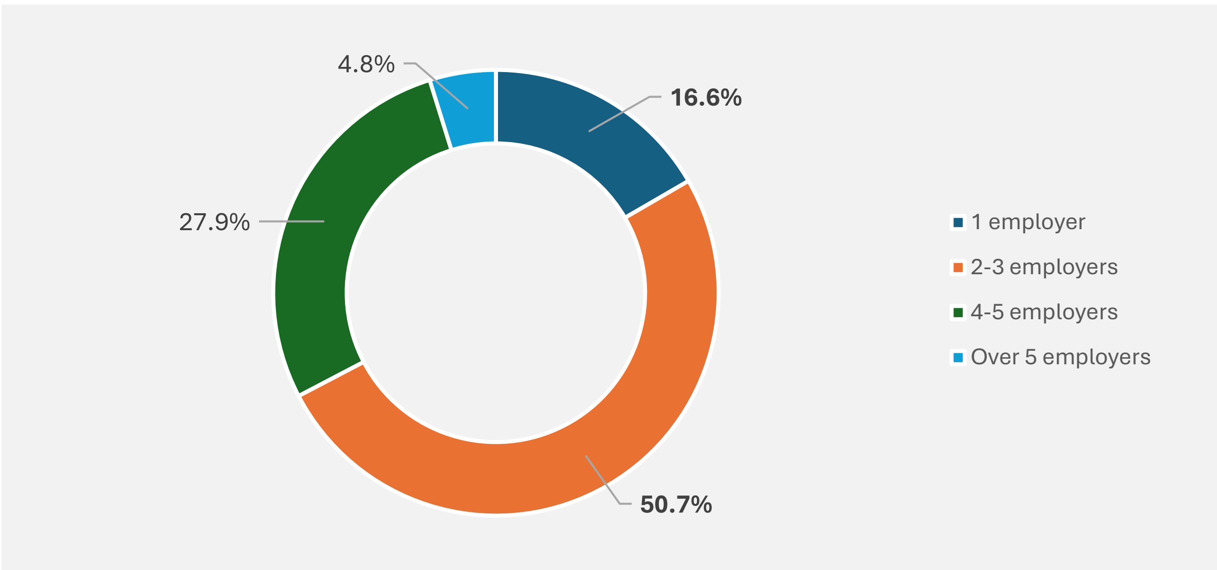
Figure 1.10: Comparison of age group, job type, and job perception proportions among those who have not yet left their first job versus their weight in the overall sample



Overall, accounting and auditing professionals do not change employers too frequently, though there are some differences in the under-29 and 29-36 age groups.

With 16.6% still at their first employer and 50.7% having only worked at two to three employers (including the first), accounting and auditing professionals can generally be assessed as not changing employers too frequently. Only 27.9% have worked at 4-5 employers and 4.8% at more than five employers (Figure 1.11).

Figure 1.11: Number of employers experienced



Analysis of the number of employers experienced by age group, Table 1.9 shows the number of employers is generally quite stable. Nevertheless, for age groups graduating in recent years, there are differences that may relate to the characteristics of the accounting and auditing labor market during their graduation period and first five years of work.

Table 1.9: Number of employers experienced – Analysis by age group

	Over 60	53-60	45-52	37-44	29-36	Under 29
1 employer	15.0%	10.5%	11.1%	11.6%	5.2%	37.6%
2 to 3 employers	40.0%	47.4%	43.4%	41.2%	55.6%	55.3%
4 to 5 employers	40.0%	31.6%	37.4%	38.4%	35.6%	5.3%
Over 5 employers	5.0%	10.5%	8.1%	8.8%	3.6%	1.8%
Average number of employers	3.25	3.61	3.57	3.79	3.34	2.14

According to Table 1.9, a fairly stable proportion of approximately 10% maintain only one employer across different age groups. The proportion with 2-3 employers leads at 40%-50% across generations, showing the overall picture of employers change for accounting and auditing professionals. Similarly, the proportion with 4-5 employers oscillates around 30%-40% in second place. Overall, accounting and auditing professionals do not tend to change employers excessively, as the proportion of individuals who had worked for more than five employers was generally below 10%. On average, the weighted number of employers across most age cohorts ranged from 3.25 to 3.79. Two age cohorts, however, exhibited career mobility patterns that differed from those of the other groups:

- The under-29 age group has a relatively high proportion still at their first employer (37.6%), which can be considered normal since they have only graduated for a maximum of seven years. However, a relatively high proportion with two to three employers (55.3%) in such a short time is abnormal, possibly related to the fact that this age group graduated right during the Covid-19 pandemic, experiencing job disruptions and changes during and after the pandemic period when the market was unstable.
- The 29-36 age group is notable in that despite having graduated only 8-14 years ago, 95% have already left their first employers, with 55.5% having worked for 2-3 employers and 35.6% for 4-5 employers. This may be related to the fact that their 2-5 years post-graduation period spanned two economically contrasting phases: Vietnam's strong recovery after the 2008 crisis (affecting those graduating 2011-2014) and the pandemic-impacted economy (affecting those graduating 2015-2018). A growing economy creates more opportunities for seeking new opportunities while an economic downturn creates job disruptions; both increase the number of employers.

Overall, despite changing employers, most accounting and auditing professionals tend to work in the locality where they were trained or nearby.

Table 1.10 compares the locality where accounting and auditing professionals currently work with where they received their initial training. Results show that those working in major cities including Hanoi, HCMC, Da Nang, and Can Tho were mostly trained in those cities. Specifically, 98% of those working in Hanoi were initially trained in Hanoi. This figure is 89.2% for HCMC, 64.1% for Da Nang, and 95.2% for Can Tho. In other localities, the workforce was trained either locally or at nearby major cities. In northern provinces excluding Hanoi, 55.6% were trained in Hanoi and 29.6% in other northern provinces. Similarly, in central provinces excluding Da Nang, 47.8% were trained in HCMC, 8.7% in Hanoi, 4.3% in Da Nang, and 34.8% in other central provinces. In southern provinces excluding HCMC and Can Tho, 72.5% were trained in HCMC, 2.5% in Hanoi, and 10% in other southern provinces. This situation shows that geographic mobility among accounting and auditing professionals is quite limited. Despite potentially changing employers, they tend to work where they were trained or nearby. From another angle, the attractiveness of local educational institutions for accounting and auditing students will depend on the local labor market.

Additionally, online training is emerging as a potential source contributing to accounting and auditing professionals across localities, including major cities and others. Specifically, in Hanoi, HCMC, and Da Nang, the contribution of online training to accounting and auditing jobs is 1.8%, 1.5%, and 5.1%. In other provinces in the North, Central, and South (excluding major cities), these figures are 7.4%, 4.3%, and 7.5%. Note that these are online training programs for initial professional education, not online training for continuing education or expanding knowledge (bridging programs, second degrees). Meanwhile, overseas training has also become a potential source but primarily supplies workforce to Hanoi (1.8%) and HCMC (1.6%).

Table 1.10: Comparison of current workplace with initial training locality

Initial training locality	Current workplace locality						
	Hanoi	HCMC	Da Nang	Can Tho	North	Central	South
Hanoi	90.8%	3.1%	5.1%	4.8%	55.6%	8.7%	2.5%
HCMC	3.7%	89.2%	17.9%	0.0%	3.7%	47.8%	72.5%
Da Nang	0.0%	1.0%	64.1%	0.0%	0.0%	4.3%	0.0%
Can Tho	0.0%	1.6%	0.0%	95.2%	0.0%	0.0%	7.5%
North	1.2%	0.1%	0.0%	0.0%	29.6%	0.0%	0.0%
Central	0.0%	1.2%	7.7%	0.0%	0.0%	34.8%	0.0%
South	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	10.0%
Online	1.8%	1.5%	5.1%	0.0%	7.4%	4.3%	7.5%
Overseas	1.8%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	0.7%	0.1%	0.0%	0.0%	3.7%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

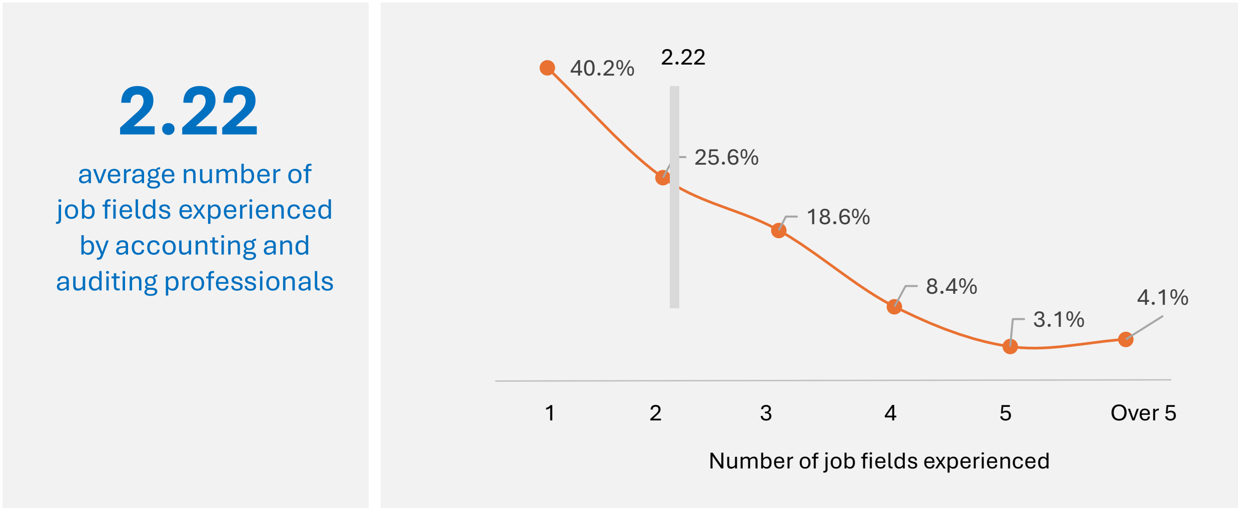
Notes:

- *Structural data calculated by current workplace.*
- *Locality determined by new administrative boundaries.*
- *North, Central, and South data exclude major cities of Hanoi, HCMC, Da Nang, and Can Tho.*

Accounting and auditing professionals have limited experience across different job fields of the profession.

Among the 21 sub-fields or related areas of the accounting and auditing profession included in the survey list, on average one accounting and auditing professional experiences 2.22 fields (Figure 1.12). Those who have only experienced one field account for as much as 40.2%. Following are 25.6% and 18.6% who have experienced two and three fields, respectively. Only 15.7% of respondents have experienced four or more fields.

Figure 1.12: Number of job fields experienced



Detailed analysis by job field across age groups shows that financial accounting has the highest experience rate in the entire list (27.5%) and across all age groups with a range from 19.7% to 29.7% (Table 1.11).

Additionally, the position and characteristics of the remaining job fields for accounting and auditing professionals at different ages can be noted:

- Service fields such as auditing, accounting services, and tax advisory services have relatively high rates (7.9%, 11.7%, and 7.3%), reflecting an increasing trend toward these fields in the profession, especially in the 29-36 and under-29 age groups.
- Management accounting/business analysis and internal control/risk management are also attractive fields at 9.2% and 6%. However, the experience rate in these fields for those newly entering the profession (under 29) is much lower than for older age groups.
- Internal auditing has become a common professional field with an overall experience rate of 4.9% and a stable experience rate across age groups around this level.
- Finance-oriented fields such as corporate finance and advisory services for M&A, restructuring and bankruptcy, business valuation, hold a certain position in the experience of accounting and auditing professionals at 8.3% and 3.6%, respectively.
- Some fields that are advantages for more experienced age groups are controller, audit committee member, independent board member, and branch/organization management, with experience concentrated in those aged 45 and above.

Table 1.11: Experience rates by job field – Analysis by age group

	Total	Over 60	53-60	45-52	37-44	29-36	Under 29
Financial accounting	**27.5%**	22.6%	19.0%	26.7%	29.7%	28.7%	24.5%
Management accounting/Business analysis	**9.2%**	13.2%	9.5%	8.8%	12.6%	8.7%	5.4%
Public sector accounting	**3.0%**	3.8%	0.0%	3.3%	2.7%	3.7%	1.5%
Corporate finance	**8.3%**	5.7%	2.4%	9.6%	8.8%	8.9%	6.6%
Internal control/Risk management	**6.0%**	7.5%	9.5%	7.1%	6.8%	5.7%	4.2%
Forensic accounting	**0.5%**	0.0%	2.4%	0.8%	0.5%	0.1%	1.2%
Internal auditing	**4.9%**	5.7%	7.1%	3.3%	5.2%	4.5%	6.0%
Independent auditing	**7.9%**	7.5%	4.8%	5.4%	5.4%	8.4%	12.6%
Accounting services	**11.7%**	3.8%	11.9%	8.3%	8.6%	12.8%	17.3%
Tax services and advisory	**7.3%**	5.7%	4.8%	5.8%	6.5%	8.0%	8.7%
Advisory (M&A, Restructuring and Bankruptcy, Business Valuation...)	**3.6%**	1.9%	0.0%	5.0%	2.9%	3.2%	5.1%
Tax inspection/audit	**1.1%**	5.7%	2.4%	1.3%	0.9%	0.9%	0.6%
State audit	**0.3%**	0.0%	0.0%	0.0%	0.0%	0.4%	0.6%
Controller, Audit Committee Member	**0.8%**	1.9%	2.4%	2.1%	0.9%	0.3%	0.6%
Independent board member	**0.4%**	1.9%	2.4%	1.7%	0.2%	0.1%	0.0%
Branch/organization management	**3.1%**	11.3%	19.0%	7.5%	2.9%	1.1%	1.2%
Education, training, research	**0.8%**	0.0%	2.4%	0.8%	1.1%	0.4%	1.2%
Banking, insurance	**1.0%**	0.0%	0.0%	0.0%	2.0%	0.8%	0.9%
Administration, HR, legal, communications	**0.5%**	0.0%	0.0%	0.0%	0.5%	0.8%	0.3%
Business, management, marketing, sales	**1.5%**	1.9%	0.0%	2.5%	0.9%	1.7%	1.2%
Engineering, information technology	**0.6%**	0.0%	0.0%	0.0%	0.9%	0.8%	0.3%

The first job may influence the subsequent job fields experienced by accounting and auditing professionals.

Analysis of the relationship between the first job and experienced job fields (Table 1.12) can help visualize a "map" of field changes:

- Corporate accounting staff, beyond the closely related field of financial accounting (38.9%), have the most potential to experience accounting services (12%) and management accounting/business analysis (10.5%). The next potentials are corporate finance (7.8%), tax services and advisory (6.8%), and internal control/risk management (5.5%). Their likelihood of experiencing branch/organization management is quite low (2%).
- Corporate finance staff, beyond the closely related field of corporate finance (26.4%), are likely to experience management accounting/business analysis (18.1%), and financial accounting (16.7%). The next three potential fields are branch/organization management (8.3%), advisory services (6.9%), and public sector accounting (5.6%). They may also experience internal control/risk management, forensic accounting, and internal auditing at lower rates (4.2%, 2.8%, and 2.8%).
- Public sector accountants not only continue in public sector accounting (20%) but also have high potential to move to financial accounting (17.5%), internal control/risk management (15%), corporate finance (12.5%), and management accounting/business analysis (10%). The next potential fields are internal auditing (7.5%), independent auditing (5%), and accounting services (5%). Lower potential fields include forensic accounting (2.5%), advisory services (2.5%), and tax services (2.5%).
- Audit assistants have only one close field (independent auditing, 27.2%) and one high-potential field (financial accounting, 16.7%). Their subsequent potential fields are quite broad: internal control/risk management (8.5%), accounting services (8.5%), internal auditing (8.2%), management accounting/business analysis (7.2%), and corporate finance (6.4%). Lower potential fields include tax services (4.9%), advisory services (4.4%), and branch/organization management (2.1%).
- Accounting and tax service staff have three close fields: accounting services (30.3%), tax services and advisory (23.1%), and financial accounting (21%). In return, they have no high-potential field and only one medium-potential field: management accounting/business analysis (5.1%). Their lower-potential fields include corporate finance (4.6%), independent auditing (4.1%), and internal auditing (3.6%).

Table 1.12: Relationship between first job and experienced job fields

	Corporate accountant	Corporate finance staff	Public sector accountant	Audit assistant	Accounting/tax service staff
Financial accounting	**38.9%**	**16.7%**	**17.5%**	**16.7%**	**21.0%**
Management accounting/Business analysis	**10.5%**	**18.1%**	**10.0%**	**7.2%**	**5.1%**
Public sector accounting	**3.5%**	**5.6%**	**20.0%**	1.5%	1.0%
Corporate finance	**7.8%**	**26.4%**	**12.5%**	**6.4%**	**4.6%**
Internal control/Risk management	**5.5%**	**4.2%**	**15.0%**	**8.5%**	1.5%
Forensic accounting	0.5%	**2.8%**	**2.5%**	0.3%	0.5%
Internal auditing	**4.2%**	**2.8%**	**7.5%**	**8.2%**	**3.6%**
Independent auditing	**3.0%**	1.4%	**5.0%**	**27.2%**	**4.1%**
Accounting services	**12.0%**	1.4%	**5.0%**	**8.5%**	**30.3%**
Tax services and advisory	**6.8%**	0.0%	**2.5%**	**4.9%**	**23.1%**
Advisory (M&A, Restructuring and Bankruptcy, Business Valuation...)	1.4%	**6.9%**	**2.5%**	**4.4%**	1.5%
Tax inspection/audit	1.0%	0.0%	0.0%	1.3%	1.0%
State audit	0.1%	0.0%	0.0%	0.5%	0.0%
Controller, Audit Committee Member	0.8%	0.0%	0.0%	0.8%	1.0%
Independent board member	0.5%	0.0%	0.0%	0.8%	0.5%
Branch/organization management	**2.0%**	**8.3%**	0.0%	**2.1%**	0.5%

Note: Data includes job fields and first jobs related to the Accounting – Auditing profession.

Close field (>20%)

High-potential field (10% - 20%)

Potential field (5%-10%)

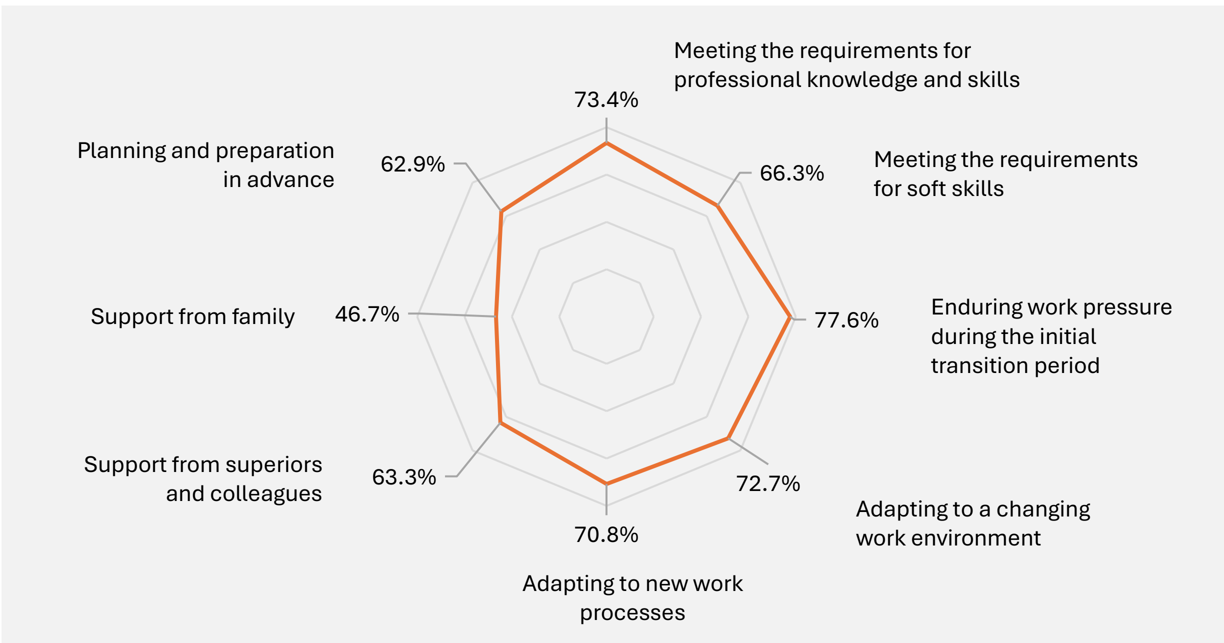
Low-potential field (2% -5%)

Marginally relevant field (<2%)

The most significant challenges of changing job fields are closely related to adaptation to the new job (pressure, expertise, procedures, etc.).

When asked to assess challenges when transitioning job fields, 77.6% chose "work pressure during the initial period" as a major or very major challenge (Figure 1.13). Other challenges rated slightly lower include "meeting requirements for professional knowledge and skills" (73.4%), "adapting to a changing work environment" (72.7%) and "adapting to new work processes" (70.8%). The next group of challenges includes "meeting soft skill requirements" (66.3%), "support from superiors and colleagues" (63.3%), and "prior planning and preparation" (62.9%). "Family support" may not be seen as a challenge as this proportion is only 46.7%. It can be seen that all five most important challenges, according to accounting and auditing professionals, are more related to the new job than to context or preparation.

Figure 1.13: Challenges of changing job fields



CAREER ADVANCEMENT

Appointment to team leader positions usually occurs within four years after graduation.

Among those who have held team leader/group leader/supervisor positions (hereafter collectively "team leader"), 32.1% were appointed to this position within two years and 44.9% within two to four years. Only 16.3% were appointed after five to seven years and 6.7% after more than eight years (Figure 1.14).

Figure 1.14: Years to appointment as team leader

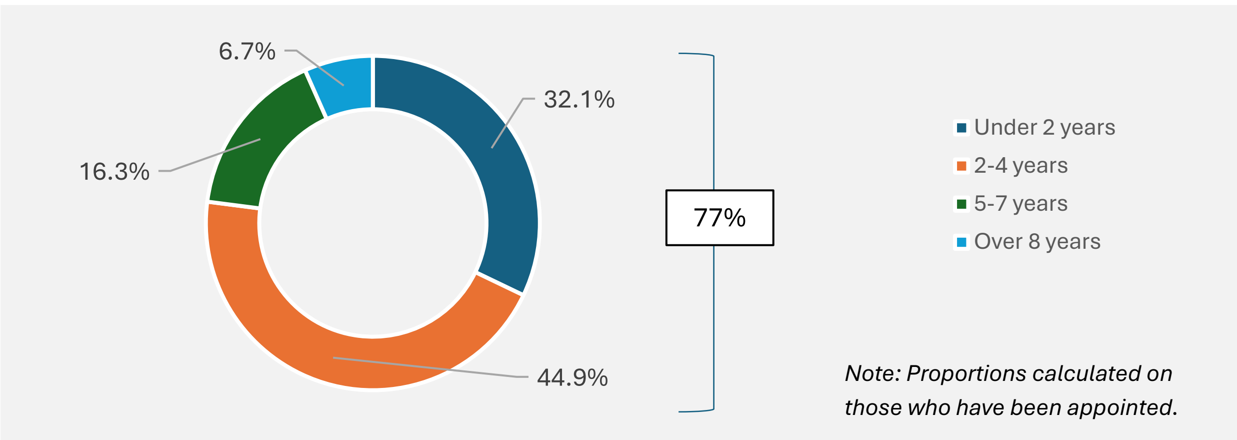


Table 1.13 shows that age groups over 60 and 53-60 were appointed to team leader positions quite early, with 57.9% and 55.6% appointed within two years. Later age groups including 45-52, 37-44, and 29-36 were appointed more slowly, with a relatively high proportion appointed within two to four years (33.3%, 44.6%, and 49.8%) and five to seven years (22.6%, 21.7%, and 16.7%). For the under-29 age group, 50.7% were appointed within two years and 49.3% within two to four years; however, this cannot be fully assessed since they only graduated one to seven years ago, and appointments after five or more years have not yet been fully recorded.

Table 1.13: Years to appointment as team leader – Analysis by age group

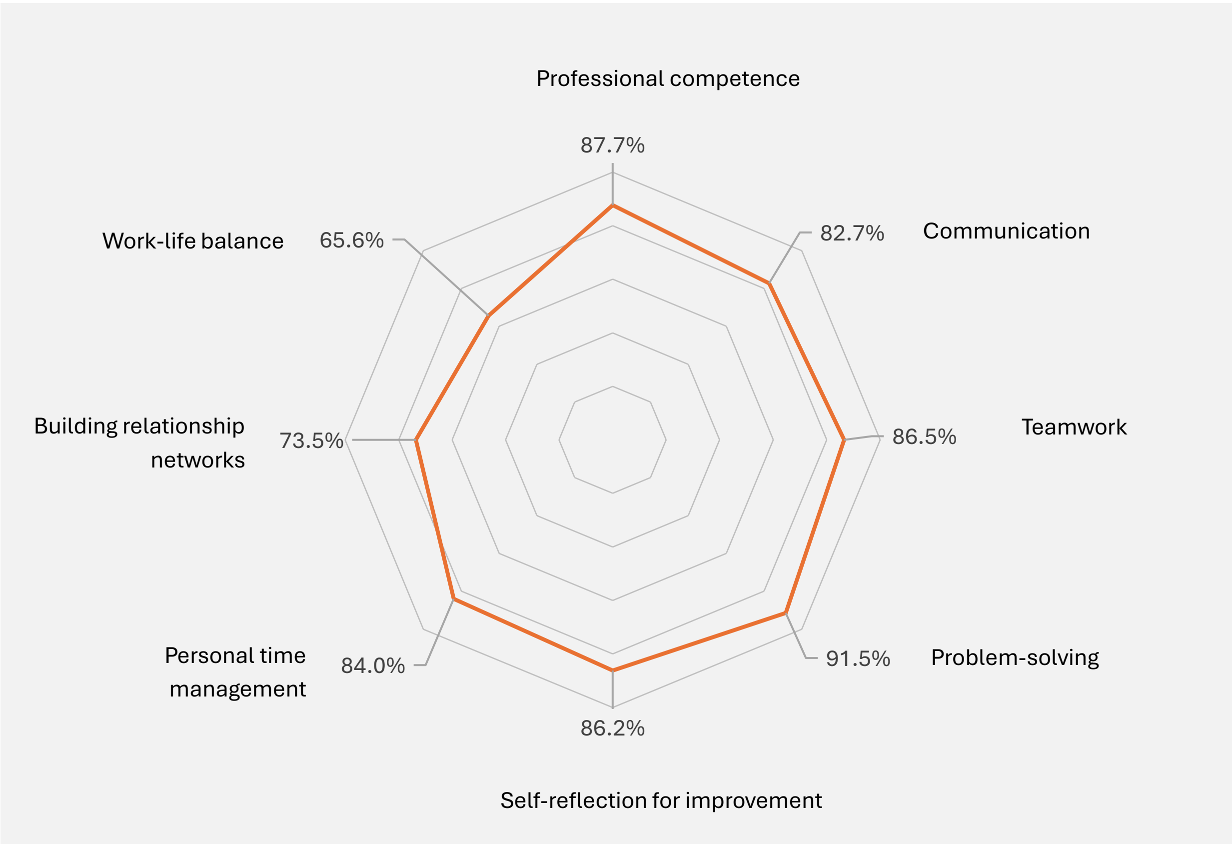
	Over 60	53-60	45-52	37-44	29-36	Under 29
Under 2 years	57.9%	55.6%	38.1%	24.7%	26.1%	50.7%
2-4 years	31.6%	33.3%	33.3%	44.6%	49.8%	49.3%
5-7 years	0.0%	11.1%	22.6%	21.7%	16.7%	0.0%
Over 8 years	10.5%	0.0%	6.0%	9.0%	7.3%	0.0%

Note: Proportions calculated on those who have been appointed.

At team leader level, the highest required competency is problem-solving ability.

According to Figure 1.15, 91.5% of respondents consider "problem-solving" to be important or most important for those in team leader positions. The next competencies are "professional competence," "teamwork," and "self-reflection for improvement" at 87.7%, 86.5%, and 86.2% respectively, followed by "personal time management" and "communication" at 84% and 82.7%. Lower-rated requirements include "building relationship networks" (73.5%) and "work-life balance" (65.6%).

Figure 1.15: Required competencies for team leader positions



Note: Assessment levels calculated on opinions of those who have been appointed.

There is a slight difference in the perceived importance of competencies between those who have and have not yet been appointed as team leaders (Table 1.14). Those who have been through the role place greater emphasis on "professional competence" over "self-reflection for improvement", and consider "personal time management" more important than "communication".

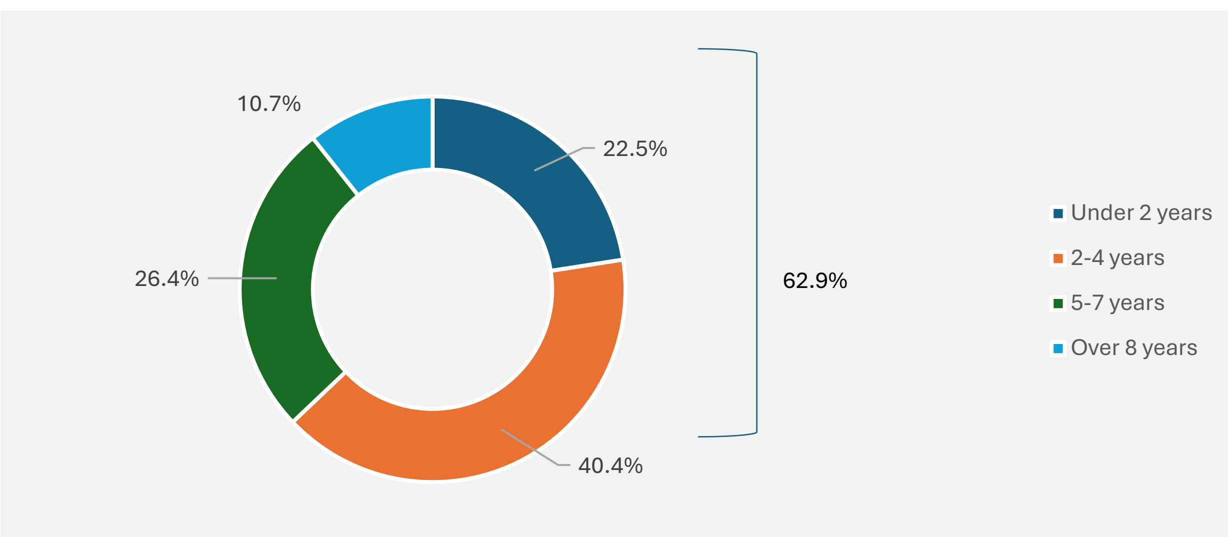
Table 1.14: Comparison of perceptions between those appointed and those who have not yet held team leader positions regarding importance of competencies

	Appointed		Not appointed	
	Assessment level	Ranking	Assessment level	Ranking
Problem-solving	91.5%	1	90.0%	1
Professional competence	87.7%	2	84.1%	4
Teamwork	86.5%	3	85.1%	3
Self-reflection for improvement	86.2%	4	87.1%	2
Personal time management	84.0%	5	79.1%	6
Communication	82.7%	6	82.1%	5
Building relationship networks	73.5%	7	78.1%	7
Work-life balance	65.6%	8	67.2%	8

The typical time to be appointed to a manager position is within four years, although some individuals take longer.

Figure 1.16 shows that among those appointed as manager/department head/deputy head (hereafter collectively "manager"), 62.9% were appointed within four years. Meanwhile, 26.4% required five to seven years, and 10.7% needed even more time.

Figure 1.16: Years to appointment as manager



Analysis by age group (Table 1.15) shows that for the over-60 and 53-60 age groups, the proportion appointed within four years is slightly higher (68.4% and 64.7%) than the 45-52, 37-44, and 29-36 age groups (59.8%, 57.8%, and 63.8%), and the proportions appointed within two years and within 2-4 years are also higher. For the under-29 group (with 60.9% appointed within two years and 34.8% within 2-4 years), assessment is not yet possible since they only graduated 1-7 years ago and appointment data is incomplete.

Table 1.15: Years to appointment as manager – Analysis by age group

	Over 60	53-60	45-52	37-44	29-36	Under 29
Under 2 years (a)	21.1%	23.5%	21.9%	18.8%	21.2%	60.9%
2-4 years (b)	47.3%	41.2%	37.9%	39.0%	42.6%	34.8%
Up to 4 years (a+b)	68.4%	64.7%	59.8%	57.8%	63.8%	95.7%
5-7 years	21.1%	29.4%	32.2%	27.3%	26.1%	4.3%
Over 8 years	10.5%	5.9%	8.0%	14.9%	10.1%	0.0%

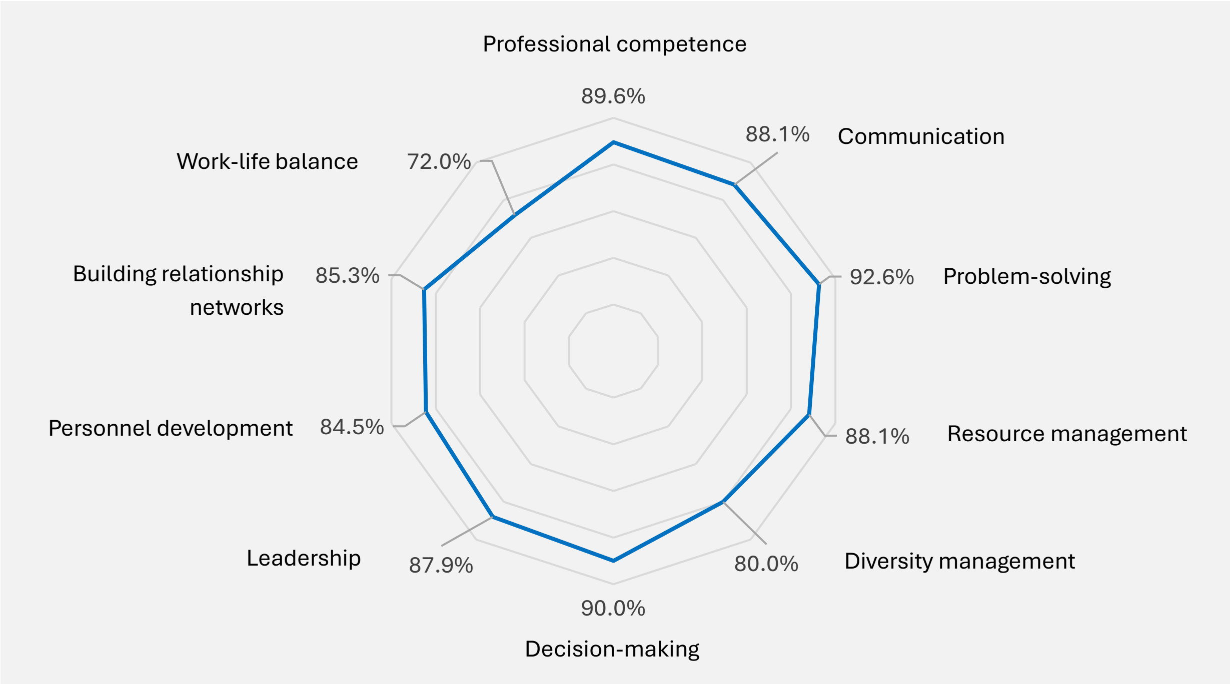
Note: Proportions calculated on those who have been appointed.

At manager positions, problem-solving remains the top requirement, but many other competencies are also needed.

Figure 1.17 shows the two competencies respondents consider important or very important leading the list: “problem-solving” (92.6%) and “decision-making” (90%). The next competencies are “professional competence” (89.6%), “communication” (88.1%), “resource management” (88.1%), “leadership” (87.9%), “building relationship networks” (85.3%), “personnel development” (84.5%), and “diversity management” (80%). Work-life balance is the lowest-ranked competency (72%).

Perceptions of required competencies between those who have and have not been appointed as managers are fairly consistent, but there are some differences in the ranking of required competencies (Table 1.16). Both groups agree on the leading role of problem-solving and decision-making. However, those who have been appointed place very high importance on professional competence, showing that even in management positions, in accounting and auditing, the manager is still viewed as a solid professional anchor for everyone in the department. Additionally, communication skills are ranked higher by those who have been through the role compared to those who haven’t, while leadership skills dropped two places. This may be related to the external and internal interaction requirements of managers being considered more important than inspiring or providing direction, which is limited by the overall framework of the organization.

Figure 1.17: Required competencies for manager positions



Note: Assessment levels calculated on opinions of those who have been appointed.

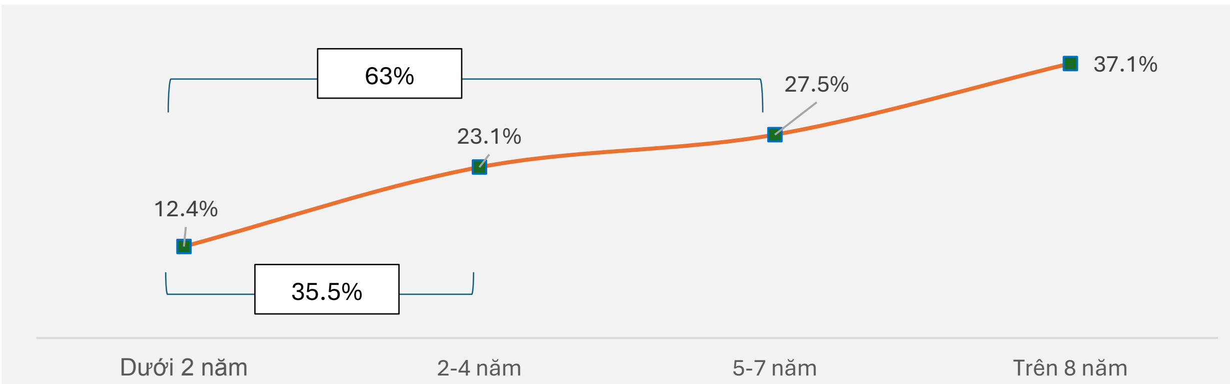
Table 1.16: Comparison of perceptions between those appointed and those who have not yet held managers positions regarding importance of competencies

	Appointed		Not appointed	
	Assessment level	Ranking	Assessment level	Ranking
Problem-solving	92.6%	1	93.6%	1
Decision-making	90.0%	2	93.3%	2
Professional competence	89.6%	3	88.9%	6
Resource management	88.1%	4	91.7%	3
Communication	88.1%	4	89.8%	5
Leadership	87.9%	6	90.8%	4
Building relationship networks	85.3%	7	88.5%	7
Personnel development	84.5%	8	84.1%	8
Diversity management	80.0%	9	82.2%	9
Work-life balance	72.0%	10	68.5%	10

Further appointments to director positions typically occur within seven years of service, although a significant proportion achieve this earlier.

Among those appointed to (General) Director/Deputy (General) Director positions (hereafter collectively 'director'), 63% had served at lower levels for up to seven years before appointment (Figure 1.18). Notably, 35.5% achieved this within four years, and 12.4% within just two years.

Figure 1.18: Years to appointment as director



Note: Proportions calculated on those who have been appointed.

Table 1.17 shows that the over-60 and 53-60 age groups have significantly higher proportions appointed within seven years (76.5% and 88.2%) compared to the 45-52, 37-44, and 29-36 generations (63.9%, 57.9%, and 58.1%). Regarding early appointment within four years, there is not much difference except that the 53-60 age group has a distinctly higher proportion (47.1%). For the under-29 group, similar to team leader and manager positions, although 100% were appointed within seven years and 62% within four years, these figures cannot be fully assessed since they only graduated 1-7 years ago.

Table 1.17: Years to appointment as director – Analysis by age group

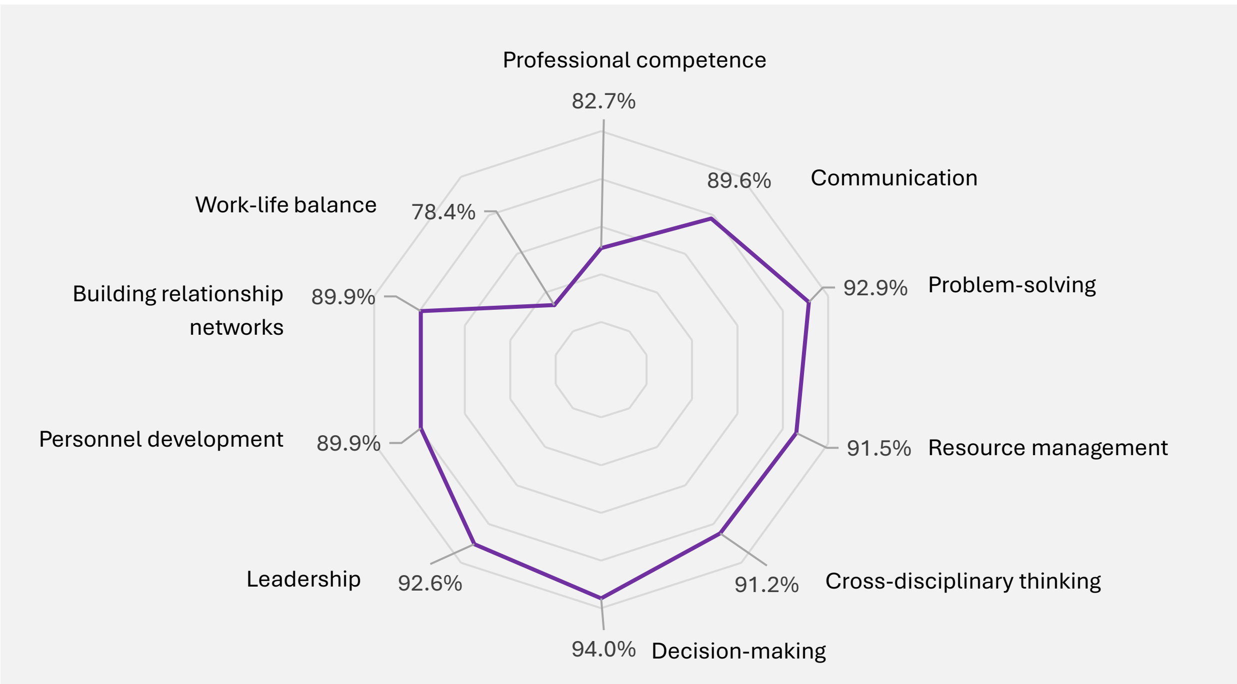
	Over 60	53-60	45-52	37-44	29-36	Under 29
Under 2 years (a)	5.9%	23.5%	11.1%	12.4%	10.5%	31%
2-4 years (b)	29.4%	23.5%	25.0%	20.7%	22.6%	31%
Up to 4 years (a+b)	35.3%	47.1%	36.1%	33.1%	33.1%	62%
5-7 years (c)	41.2%	41.1%	27.8%	24.8%	25.0%	38%
Up to 7 years (a+b+c)	76.5%	88.2%	63.9%	57.9%	58.1%	100.0%
Over 8 years	23.5%	11.8%	36.1%	42.1%	41.9%	0%

Note: Proportions calculated on those who have been appointed.

Director positions require higher strategic skills alongside the leading roles of decision-making and problem-solving.

Figure 1.19 shows that "decision-making" and "problem-solving" lead the required competencies at director level with assessment rates of 94% and 92.9% respectively. However, many strategic competencies are also selected at above 90%, such as "leadership" (92.6%), "resource management" (91.5%), and "cross-disciplinary thinking" (91.2%). "Personnel development," "building relationship networks," and "communication" are the closely following competencies (89.9%, 89.9%, and 89.6%), reflecting organizational development capability requirements. "Work-life balance" is the lowest at 78.4%.

Figure 1.19: Required competencies for director positions



Note: Assessment levels calculated on opinions of those who have been appointed.

Examining differences between perceptions of those who have and have not yet been appointed as directors (Table 1.18) reveals some notable points. In addition to agreeing on the leading role of decision-making, those who have been appointed place greater importance on problem-solving ability, as they frequently face business environment changes requiring identification, information gathering, and scenario analysis to support decision-making. Cross-disciplinary thinking is valued more by those who have been through director positions because they understand it is an important capability helping directors transcend departmental or technical perspectives to assess the overall organizational picture. An interesting point is that at this level, both those who have and have not yet been through director positions equally underrate the role of professional competence for directors (both ranking it 9th).

Table 1.18: Comparison of perceptions between those appointed and those who have not yet held director positions regarding importance of competencies

	Appointed		**Not appointed**	
	Assessment level	Ranking	Assessment level	Ranking
Decision-making	94.0%	1	93.4%	1
Problem-solving	92.9%	2	92.7%	3
Leadership	92.6%	3	92.7%	3
Resource management	91.5%	4	93.2%	2
Cross-disciplinary thinking	91.2%	5	90.6%	7
Building relationship networks	89.9%	6	92.0%	6
Personnel development	89.9%	6	89.0%	8
Communication	89.6%	8	92.2%	5
Professional competence	82.7%	9	82.0%	9
Work-life balance	78.4%	10	69.2%	10

Section 2

ADVANCED EDUCATION IN ACCOUNTING AND AUDITING

INTRODUCTION

Objectives

The objective of this section is to provide an overall picture of advanced education for accounting and auditing professionals after completing their vocational, college, or bachelor programs. Two perspectives are examined: the supply side and the demand side of advanced education activities, including academic education at universities and professional training through certification systems offered by professional organizations or state regulatory agencies.

Methodology

On the supply side, this study collected enrollment and training information from universities, professional organizations, and state regulatory agencies (Appendix 2). On the demand side, the survey was conducted through the networks of members, students, and partners of HAA, UEH, VACPA, Smart Train, and Navigos Group, with support from ACCA, ICAEW, Ho Chi Minh City University of Industry, Ho Chi Minh City University of Banking, National Economics University (Hanoi), and University of Economics – The University of Da Nang. Out of more than 3,000 questionnaires distributed to accounting and auditing professionals, 1,562 responses were collected. After data screening, 1,006 fully completed responses remained (Appendix 1).

Survey data were analyzed primarily using descriptive statistics.

Contents

The main topics in this section include:

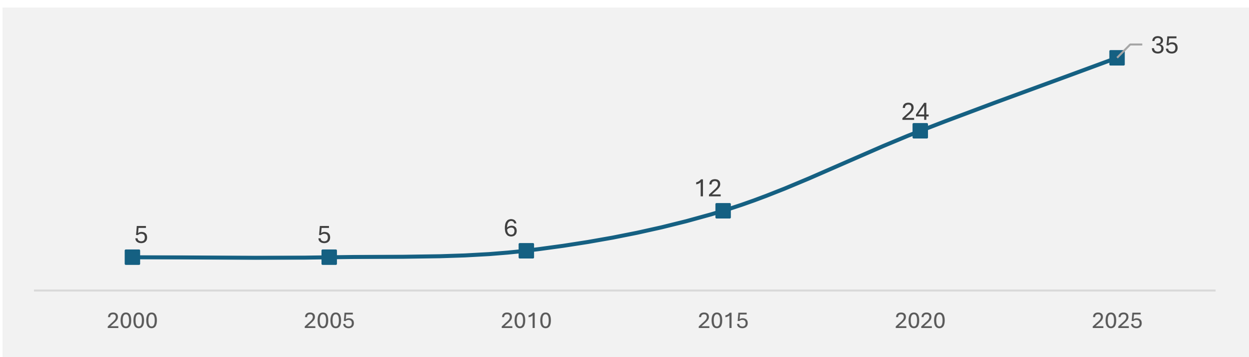
- Advanced Education Programs
- Participation in Advanced Education
- Advanced Education and Career Development

ADVANCED EDUCATION PROGRAMS

Accounting and auditing professionals have increasing opportunities to participate in domestic academic advanced education.

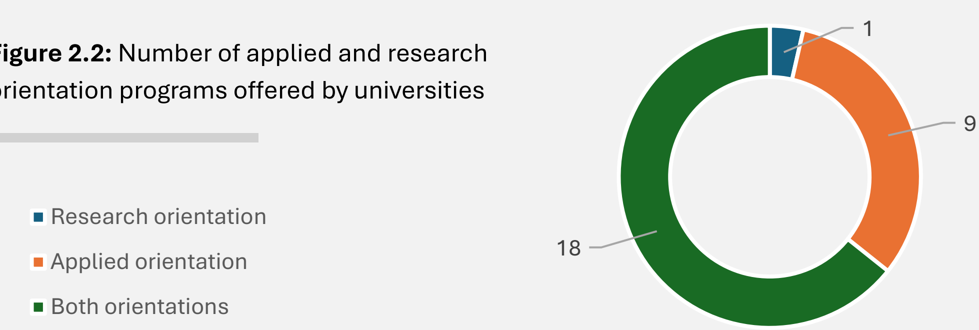
Domestic academic advanced education programs are provided by universities at two levels: master's and doctoral degrees, corresponding to levels 8 and 9 in the National Qualifications Framework 2016 issued by the Prime Minister. Before 2000, master's programs in accounting were limited to a few large universities such as the National Economics University Hanoi, Ho Chi Minh City University of Economics, Finance Academy... Over the past 10 years, the number has grown quite rapidly; by 2025 there were 35 universities offering this program (Figure 2.1).

Figure 2.1: Number of universities offering master's programs over the years



Since 2014, the Ministry of Education and Training has allowed master's programs to be offered in two orientations—applied and research—enabling universities to design flexible training structures that align with learners' development objectives, particularly in highly professional fields such as accounting. Most universities admit accounting master's students into both orientations, while some focus on a single orientation that best fits their student profile and institutional resources (Figure 2.2).

Figure 2.2: Number of applied and research orientation programs offered by universities



Note: Based on information from 28 universities that published their program orientation in 2025 enrollment announcements.

Additionally, doctoral education in accounting has expanded in recent years, with nine universities nationwide now offering PhD programs. While a few long-established institutions have provided doctoral training since the 1990s, the majority of these programs have been introduced within the past decade.

Furthermore, for accounting and auditing practitioners who hold undergraduate degrees in other disciplines and require a standardized knowledge base and formal credentials, the option to pursue a second bachelor's degree has been officially available since 2001. In 2002, bridging programs were also introduced to enable graduates of college-level accounting programs to upgrade their qualifications. Offered through modalities such as distance learning, part-time study, and online delivery, these programs have significantly expanded access to education for learners nationwide.

While second bachelor's degree and bridging programs in accounting are widely available across universities, the number of institutions offering master's and doctoral programs remains limited and is concentrated in only a few localities (Table 2.1). As a result, although opportunities for further study exist, access to graduate-level accounting education remains challenging for students in other regions. Moreover, compared with the 131 universities offering undergraduate accounting and auditing programs with more than 32,000 enrollment slots, the scale of master's and doctoral training in accounting is still relatively modest.

Table 2.1: Geographic distribution of universities offering accounting master's and doctoral programs in 2025

Locality (by new administrative unit)	Accounting Master's programs		Accounting Doctoral programs	
	No. of universities	Admission quota [a]	No. of universities	Admission quota [b]
Hanoi	13	568	5	85
Thai Nguyen	1	30		
Hai Phong	1	30		
Nghe An	1	20		
Thanh Hoa	1	50		
Da Nang	3	170	2	15
Gia Lai	1	40		
Khanh Hoa	1	35		
HCMC	11	450	2	33
Dong Nai	1	25		
Can Tho	1	50		
Total	35	1,468	9	133

[a] Data from 34 universities that published 2025 master's admission quota.

[b] Data from 8 universities that published 2025 doctoral admission quota.

Advanced professional education programs are progressively developing, offering new pathways for accounting and auditing professionals

Advanced professional education programs are delivered primarily through national and international certification examinations, which are typically required for professional membership or licensing. In addition to fulfilling practice requirements, participation in these programs enhances professional competence and supports the continuous updating of knowledge after leaving school.

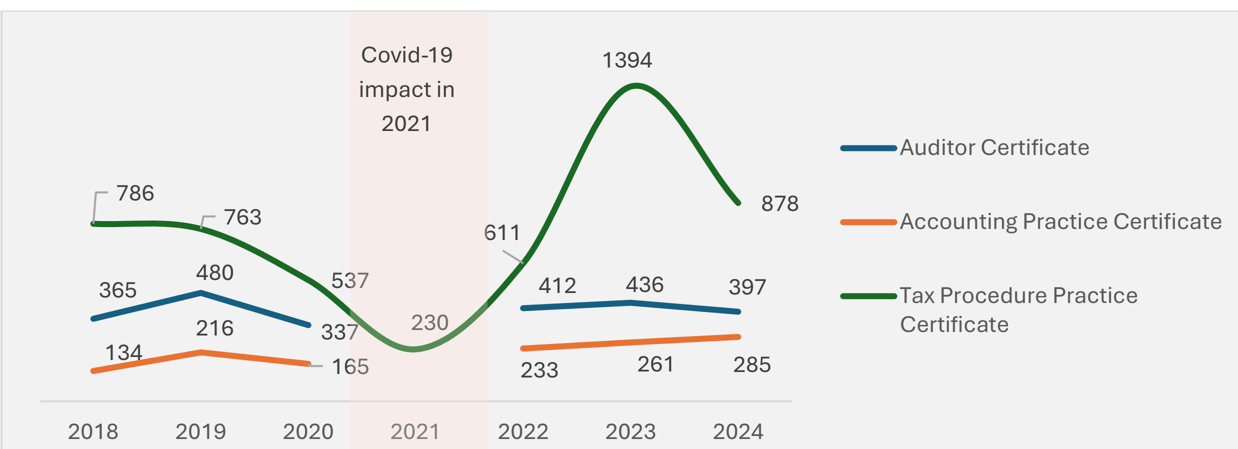
National professional certificates in accounting and auditing in Vietnam include the Auditor Certificate, the Accounting Practice Certificate, and the Tax Procedure Practice Certificate. Over more than 30 years, these certificates have been the foundation for assuring professional competence and the basis for granting practice licenses in auditing, accounting services, and tax services in Vietnam[1] (Table 2.2).

Table 2.2: National professional certificates in accounting and auditing in Vietnam

Certificate Name	First Examination Year	Issuing Authority
Auditor Certificate	1994	Ministry of Finance
Accounting Practice Certificate	2004	Ministry of Finance
Tax Procedure Practice Certificate	2008	Tax Department

To pass the certification examination, accounting and auditing professionals may self-study or attend preparatory classes offered by authorized organizations. In recent years, the number of certificates issued has been fairly stable, except for disruptions or decreases in 2021 due to the impact of the Covid-19 pandemic (Figure 2.3).

Figure 2.3: Number of national professional certificates issued 2018-2024



[1] In July 2026, the requirements and examinations for the Accounting Practice Certificate and the Tax Procedure Practice Certificate were abolished.

In addition to organizing these certificate examinations, the Ministry of Finance also conducts competency assessments for those who have obtained internationally recognized professional certificates to enable them to practice in Vietnam (Table 2.3).

Table 2.3: Number of people passing auditor and accounting practice assessments 2018-2024

	2018	2019	2020	2021	2022	2023	2024
Auditor assessment	69	52	40	-	36	72	75
Accounting practice assessment	-	1	-	-	1	5	3

International professional certificates have developed strongly in Vietnam over the past 20 years, including certificates related to accounting and auditing practice as well as certificates for specialized areas such as internal auditing, fraud examination... To obtain these certificates, candidates may self-study and register for exams or enroll in training programs offered by authorized training partners. To date, three certificates related to accounting and auditing practice in Vietnam have been recognized by the Ministry of Finance for practice eligibility after passing a competency assessment (Table 2.4).

Table 2.4: International professional certificates related to accounting and auditing practice in Vietnam

Professional Certificate	Professional Organization[a]	Start Year[b]	Number of members in Vietnam[c]
ACCA Qualification	Association of Chartered Certified Accountants (ACCA)	2002	1,300+
CPA Australia Qualification	CPA Australia	2008	1,200+[d]
ACA Qualification	Institute of Chartered Accountants in England and Wales (ICAEW)	2015	60+

Notes:

(a) These are professional organizations whose certificates are specifically mentioned in Circular 91/2017/TT-BTC. Other organizations are considered under the conditions of the Circular.

(b) Year officially having a representative office in Vietnam.

(c) This number is often smaller than the number who have completed the certificate, as completers may have moved abroad or ceased participating in required membership activities.

(d) 2023 data published at CPA Australia's 15th anniversary in Vietnam.

Specialized professional certificates (Table 2.5) have grown rapidly and attracted many participants. The professional organizations providing these certificates may not have an official office in Vietnam but operate through training partners or chapter organizations.

Table 2.5: Some specialized professional certificates and the year they arrived in Vietnam

Certificate Name	Professional Organization	Year [(a)]
Certified Management Accountant (CMA)	Institute of Management Accountants (IMA)	2010
Chartered Financial Analyst® (CFA®)	CFA Institute	2008
Certified Internal Auditor (CIA)	Institute of Internal Auditors (IIA)	2013
Certified Treasury Professional (CTP)	Association for Financial Professionals (AFP)	2021
Financial Planning & Analysis Certification (FPAC)	Association for Financial Professionals (AFP)	2021
Certified Fraud Examiner (CFE)	Association of Certified Fraud Examiners (ACFE)	2015
Certified Information Systems Auditor (CISA)	ISACA	2005
Financial Risk Manager (FRM)	Global Association of Risk Professionals	2008

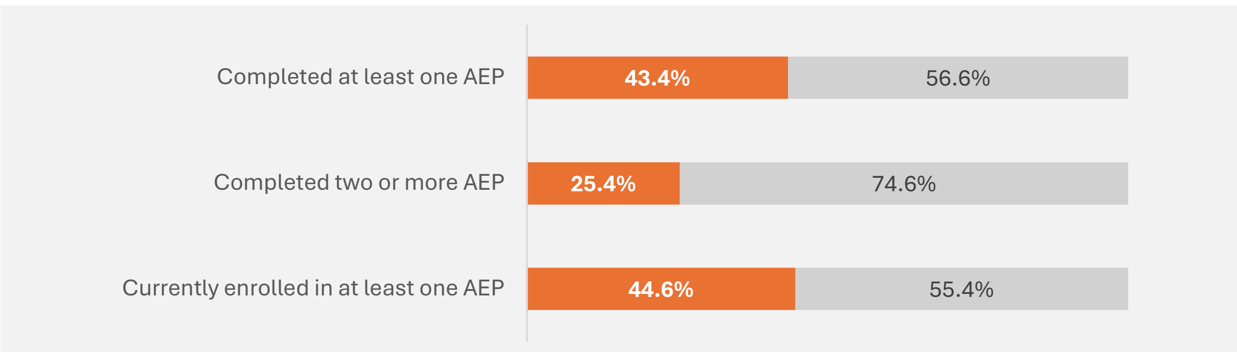
[(a)] Determined approximately, which may refer to the year when learners first appeared in Vietnam, when training began through local partners, or when a branch was established.

PARTICIPATION IN ADVANCED EDUCATION

Accounting and auditing professionals are interested in advanced education, but the gap remains quite large.

Figure 2.4 shows that 43.4% of accounting and auditing professionals have completed at least one advanced education program and 25.4% have completed two or more. At the same time, 44.6% are currently enrolled in at least one program. Overall, there is genuine interest in advanced education after completing their undergraduate or college programs.

Figure 2.4: Participation in advanced education programs (AEP)



However, it is notable that 56.6% of accounting and auditing professionals have not completed any advanced education program, and 55.4% are not currently enrolled in any. Further analysis (Table 2.6) will clarify this issue.

Table 2.6: In-depth analysis of those who have not completed or are not enrolled in any AEP

Not completed any AEP	**56.6%**
Less: Those currently enrolled in at least 1 AEP (currently studying their first AEP)	26.2%
Remainder: have not completed and are not currently enrolled in any AEP	30.4%
Not currently enrolled in any AEP	**55.4%**
Less: Those who have completed at least 1 AEP (resting after completion)	25.0%
Remainder: have not completed and are not currently enrolled in any AEP	30.4%

Thus, if viewing "currently studying" and "resting" as normal, the actual proportion of those who have neither completed nor are currently enrolled in any advanced education program is 30.4% — an "education gap" that needs further investigation.

Analysis by age group (Table 2.7) shows a declining trend in the proportion of professionals who have completed at least one advanced education program, from 89.5% in the 53–60 age group to 68% in the 45–52 group, 52.8% in the 37–44 group, and 50.5% in the 29–36 group. In contrast, the proportion currently enrolled in at least one program increases across these same age groups, rising from 21.1% among those aged 53–60 to 27%, 44%, and 47.3%, respectively. For the under-29 group, recent graduation explains the very low completion rate and only slightly higher enrollment rate compared with the immediately preceding cohort. Overall, participation in advanced education appears to accumulate progressively throughout accounting and auditing professionals' careers.

Table 2.7: Participation in advanced education – Analysis by age group

	Over 60	53-60	45-52	37-44	29-36	Under 29
Completed at least one AEP	60.0%	89.5%	68.0%	52.8%	50.5%	14.4%
Currently enrolled in at least one AEP	20.0%	21.1%	27.0%	44.0%	47.3%	51.2%

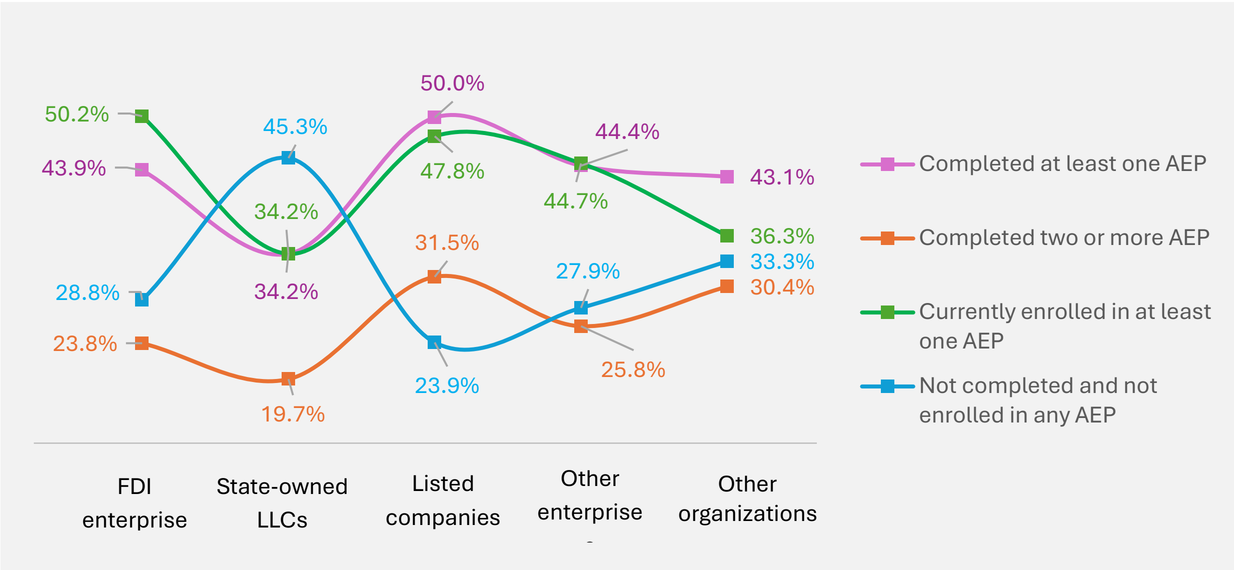
Further analysis (Table 2.8) identifies the "education gap" by examining the age of those who have not completed any program and are not currently enrolled. The 45-52, 37-44, and 29-36 age groups have similar proportions of about 25% to 27.1% in this group. The lowest is the 53-60 group at only 10.5%, and the largest is the under-29 group at 42.5%.

Table 2.8: Participation in advanced education – "Education gap" analysis by age

	Over 60	53-60	45-52	37-44	29-36	Under 29
Currently studying first AEP	10.0%	0.0%	5.0%	20.2%	24.5%	43.2%
Currently "resting" after completing an AEP	50.0%	68.4%	46.0%	28.9%	27.7%	6.3%
Not completed and not enrolled in any AEP	30.0%	10.5%	27.0%	27.1%	25.0%	42.5%

Comparing rates of completion, enrollment, and "education gap" across enterprise types (Figure 2.5) shows that listed companies lead in training participation, with 50% having completed at least one program and 31.5% having completed at least two. FDI enterprises lead in the rate currently enrolled in at least one program. Meanwhile, 100% state-owned single-member limited liability companies (hereafter state-owned LLCs) lead in the "education gap," with 45.3% having neither completed nor currently enrolled in any training program.

Figure 2.5: Analysis of advanced education participation by enterprise type



As enterprise scale increases, accounting and auditing professionals tend to participate in more advanced education to meet job requirements and potentially receive support from the enterprise. Table 2.9 shows the rate of completing at least one advanced education program increasing from 40.8% in enterprises under 100 people to 59.5% in enterprises with over 5,000 people. Similarly for the rate completing at least two programs and currently enrolled in at least one. The "education gap" decreases from 32.2% in enterprises under 100 people to only 16.2% in enterprises with over 5,000 people.

An anomaly appears among enterprises with 200 to 1,000 employees. At this scale, the proportion of professionals who have completed at least one advanced education program is only 41.2%, lower than the rate observed in enterprises with 100 to 200 employees. The proportion currently enrolled in at least one program is similarly low at 38.9%. The resulting education gap reaches 35.5%, the highest across all enterprise-size categories.

This pattern may reflect a "missing middle" phenomenon: enterprises at this stage are large enough to lose the flexibility of small firms but have not yet developed the resources and systems characteristic of large enterprises. Workload increases while resources—staff, middle management, equipment and technology, consulting services, and others—remain insufficient, leaving employees with little time for study. Operations also become more complex, making the informal coverage arrangements typical of small enterprises no longer feasible. At the same time, financial capacity is often limited, so training support policies are weaker than those found in large enterprises.

Table 2.9: Analysis of advanced education participation by enterprise scale

	Under 100	100 to under 200	200 to under 1,000	1,000 to under 5,000	Over 5,000
Completed at least one AEP	40.8%	46.4%	41.2%	49.5%	59.5%
Completed two or more AEP	22.0%	25.7%	24.2%	37.6%	43.2%
Currently enrolled in at least one AEP	44.8%	44.7%	38.9%	55.4%	45.9%
Not completed and not enrolled in any AEP	32.2%	29.1%	35.5%	18.8%	16.2%

Advanced education participation across localities generally follows the overall trend but with some notable differences (Table 2.10). HCMC has lower rates of completing at least one advanced education program (40.7%) and two or more programs (23.4%) than Hanoi (48.5% and 28.2%) and other localities (49.3% and 30.7%). The education gap as shown by the proportion who have neither completed nor are currently enrolled in any program for HCMC is 32.1%, higher than both Hanoi (30.1%) and other localities (24%). The limitations of education participation in HCMC may stem from work and life pressures in this dynamic city, leading to more pragmatic choices (e.g., attending short courses to meet immediate work needs rather than pursuing longer programs for degrees or certificates). In other localities outside Hanoi and HCMC, despite potentially more difficult study conditions, lower work and life pressures may be an opportunity for accounting and auditing professionals to choose a more long-term investment approach toward degrees and certificates.

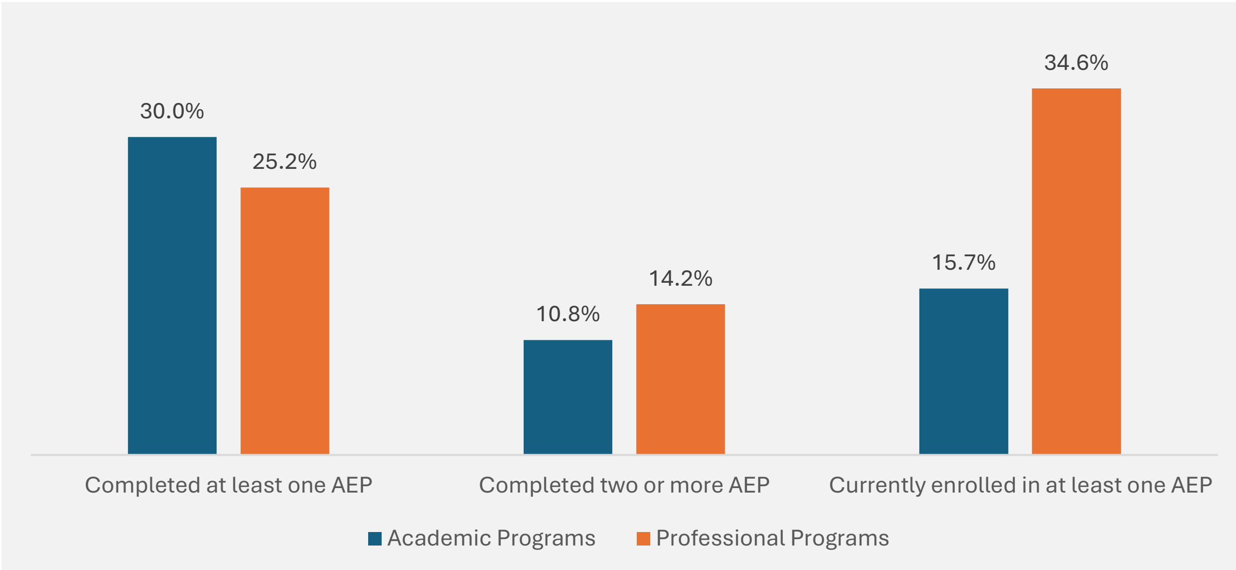
Table 2.10: Analysis of advanced education participation by locality of employment

	Hanoi	HCMC	Other localities
Completed at least one AEP	48.5%	40.7%	49.3%
Completed two or more AEP	28.2%	23.4%	30.7%
Currently enrolled in at least one AEP	42.9%	44.7%	44.7%
Not completed and not enrolled in any AEP	30.1%	32.1%	24.0%

Academic programs lead, but professional programs may catch up.

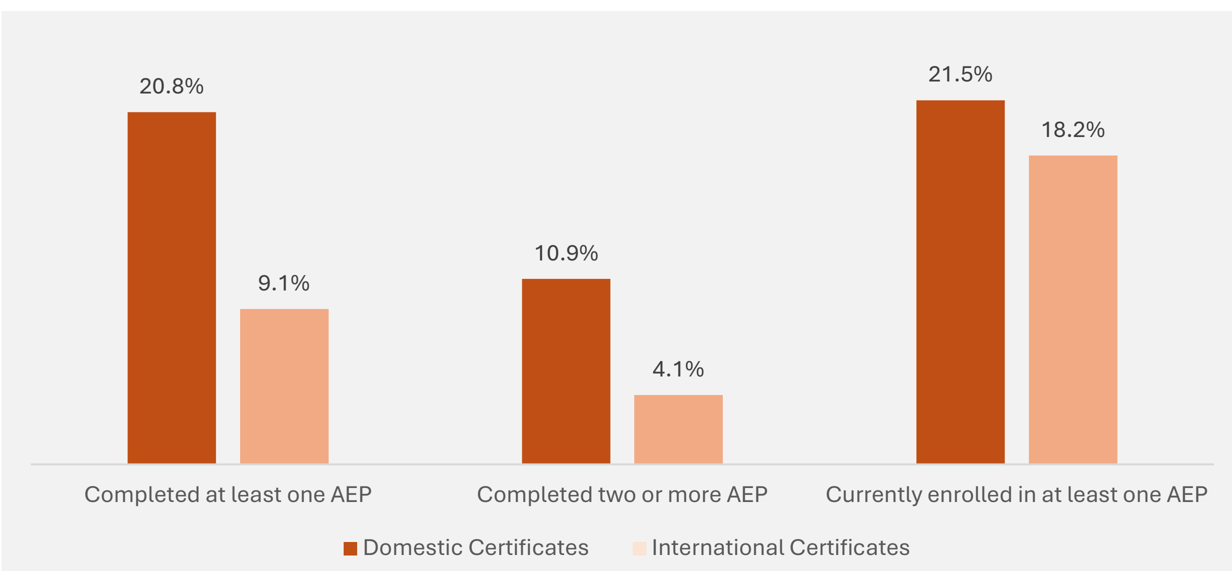
Figure 2.6 show that the proportion of accounting and auditing professionals who have completed at least one academic advanced education program (30%) is higher than for professional programs (25.2%). However, professional advanced education leads in the proportion completing at least two programs (14.2% vs. 10.8%). Notably, the proportion currently enrolled in at least one professional program is nearly double that of academic programs.

Figure 2.6: Comparison of academic and professional advanced education participation



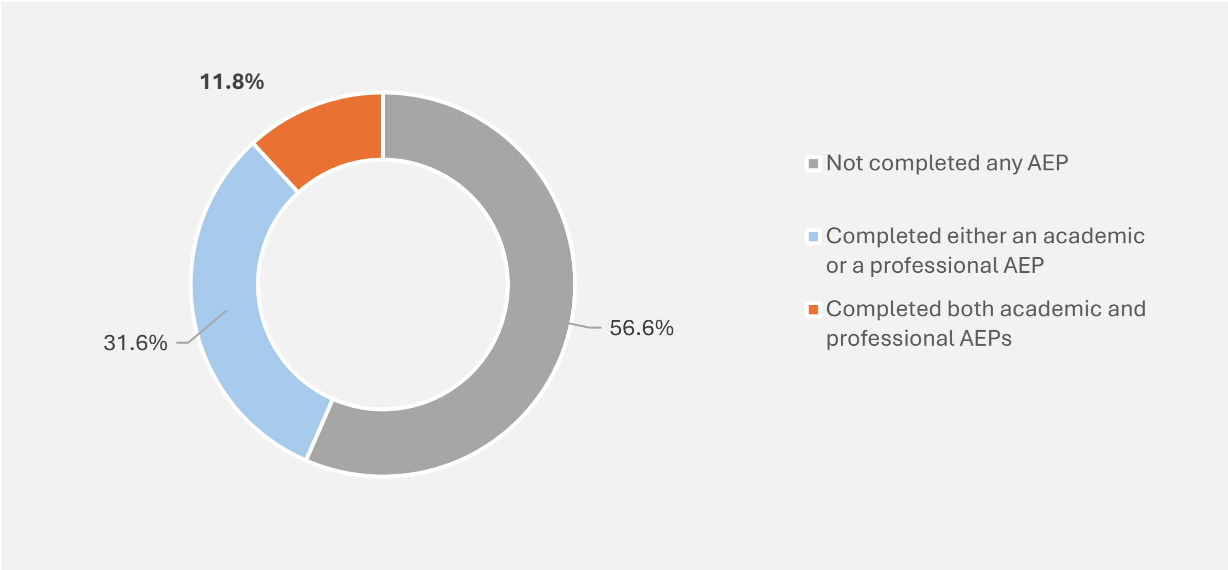
Participation in professional advanced education with international certificates is currently modest compared to national certificates, as shown by the number completing domestic certificates being twice that of international certificates (20.8% vs. 9.1%). However, looking at those currently enrolled, the gap may narrow in the future (21.5% vs. 18.2%).

Figure 2.7: Comparison of domestic and international professional advanced education participation



Dual participation in academic and professional programs is also a notable trend, with 11.8% of accounting and auditing professionals having completed both (Figure 2.8).

Figure 2.8: Dual participation in academic and professional programs



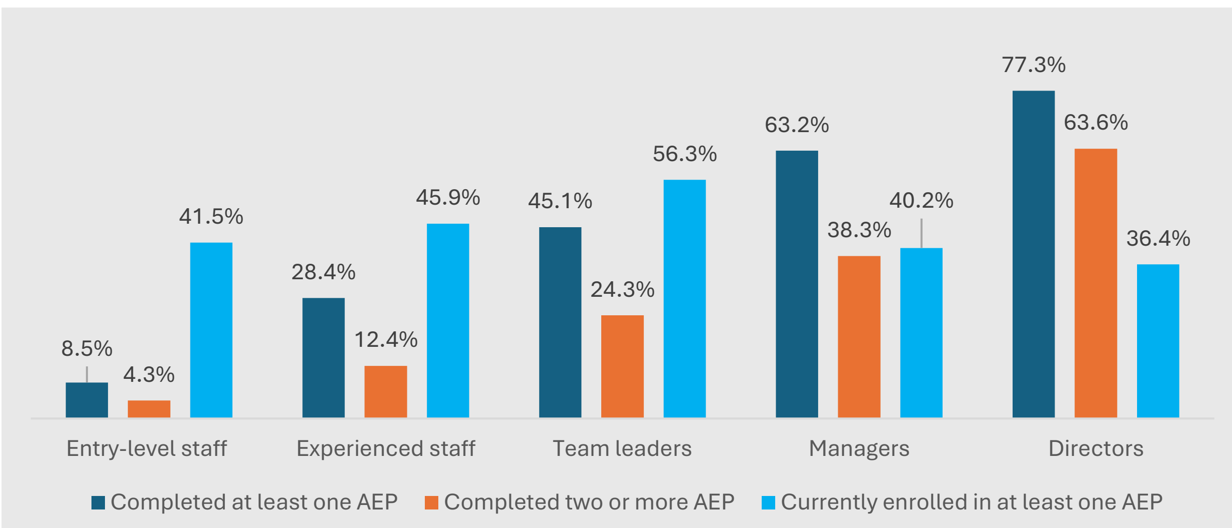
ADVANCED EDUCATION AND CAREER DEVELOPMENT

Advanced education participation is associated with career advancement.

From entry-level staff to experienced staff, team leaders, managers, and directors, the proportion of professionals who have completed at least one advanced education program rises steadily from 8.5% to 28.4%, 45.1%, 63.2%, and 77.3% (Figure 2.9). Completion of at least two programs follows a similar pattern, increasing from 4.3% to 12.4%, 24.3%, 38.3%, and 63.6%. Enrollment in at least one program also grows from 41% to 45.9%, peaking at 56.3% among team leaders before declining to 40.2% at the manager level and 36.4% at the director level.

This progression reflects a sustained pattern of knowledge supplementation and enhancement associated with career advancement, particularly during the early stages when professionals build the foundation necessary for subsequent leadership roles.

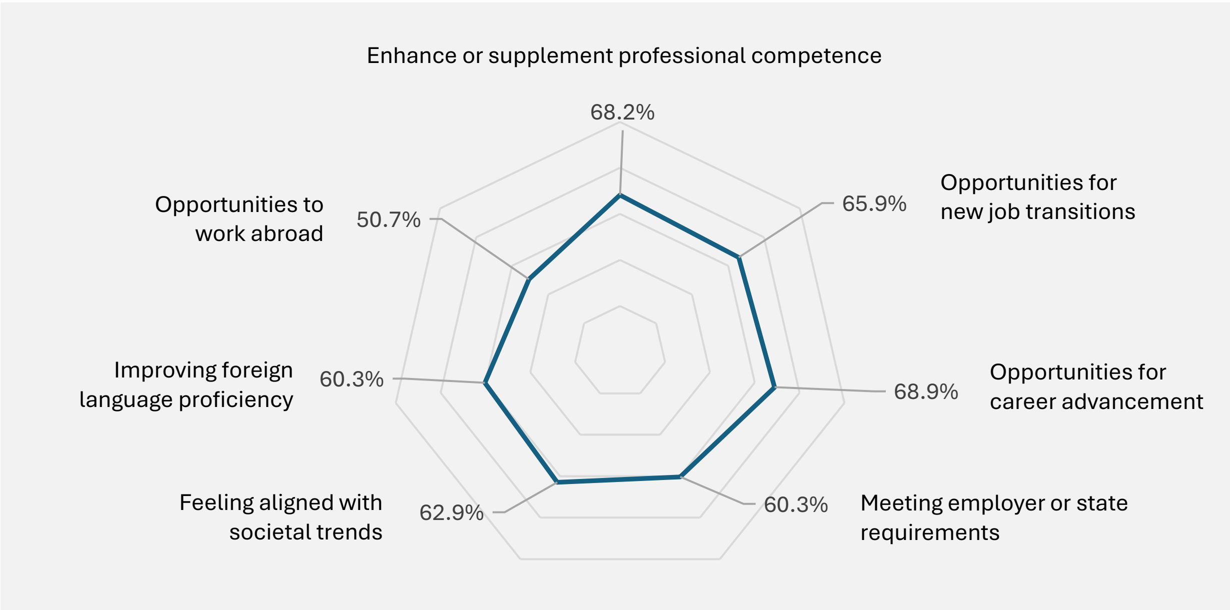
Figure 2.9: Advanced education participation by job level



Academic advanced education only partially meets learner expectations, with a clear gap between learners and non-learners.

Learners rate the fulfillment of expectations from academic advanced education programs at good or very good levels for less than 70% of all expectations (Figure 2.10). The two highest-rated expectations are "opportunities for career advancement" (68.9%) and "enhancing and supplementing professional competence" (68.2%). Following these are "opportunities for new job transitions" (65.9%) and "feeling aligned with societal trends" (62.9%). Other expectations are rated only at above-average or average levels, including "meeting employer or state requirements" (60.3%), "improving foreign language proficiency" (60.3%), and "opportunities to work abroad" (50.7%).

Figure 2.10: Learner assessments of expectations fulfilled in academic advanced education programs



Note: Assessment level measured by good and very good ratings on a 5-point scale from those who have completed at least one academic advanced education program.

A notable issue is that this assessment level is lower than the assessment of those who have not yet studied for all expectations, although the expectations of those who have not studied are themselves not high (Table 2.11). This relates to both the image of academic advanced education in society and the way it is implemented in practice.

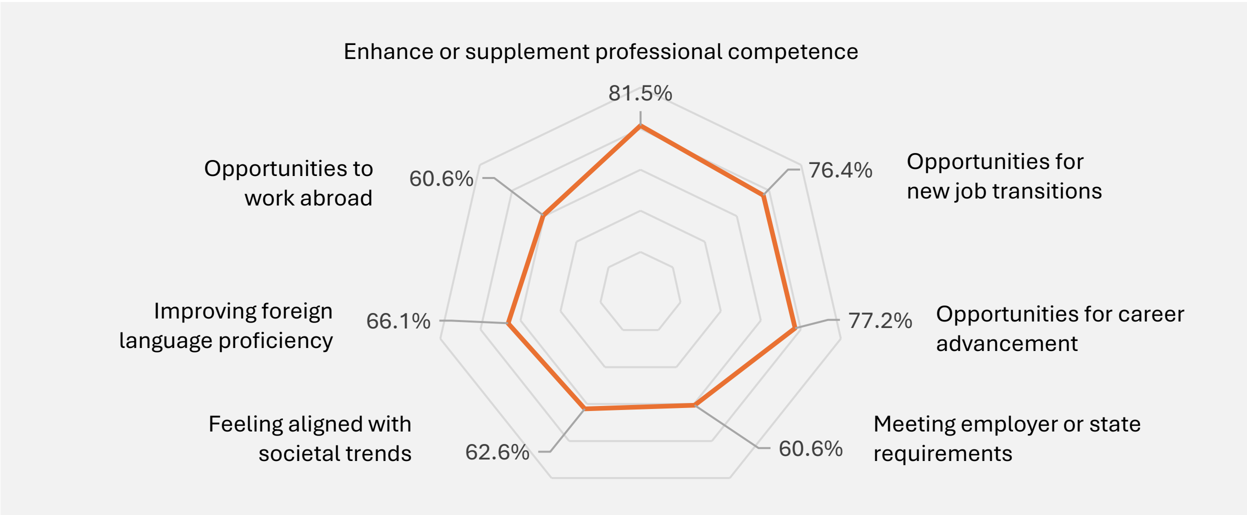
Table 2.11: Gap between assessments of those who have and have not studied regarding expectation fulfillment for academic advanced education programs

Expectation	Those who have studied	Those who have not studied
Enhance or supplement professional competence	68.2%	77.1%
Opportunities for new job transitions	65.9%	73.0%
Opportunities for career advancement	68.9%	76.4%
Meeting employer or state requirements	60.3%	66.8%
Feeling aligned with societal trends	62.9%	65.6%
Improving foreign language proficiency	60.3%	67.5%
Opportunities to work abroad	50.7%	60.5%

Professional advanced education receives more favorable evaluations than academic advanced education, yet a clear expectation gap between learners and non-learners remains.

Figure 2.11 shows that the good and very good ratings from those who have studied regarding expectation fulfillment from professional advanced education programs score some highlights compared to academic programs, especially in “enhancing or supplementing professional competence” (81.5%), “opportunities for career advancement” (77.2%), and “opportunities for new job transitions” (76.4%). Nevertheless, these assessment levels are still lower than the expectations of those who have not yet studied (Table 2.12).

Figure 2.11: Learner assessments of expectations fulfilled in professional advanced education programs



Note: Assessment level measured by good and very good ratings on a 5-point scale from those who have completed at least one professional advanced education program.

Table 2.12: Gap between assessments of those who have and have not studied regarding expectation fulfillment for professional advanced education programs

Expectation	Those who have studied	Those who have not studied
Enhance or supplement professional competence	81.5%	82.6%
Opportunities for new job transitions	76.4%	80.2%
Opportunities for career advancement	77.2%	81.3%
Meeting employer or state requirements	60.6%	69.1%
Feeling aligned with societal trends	62.6%	73.1%
Improving foreign language proficiency	66.1%	71.3%
Opportunities to work abroad	60.6%	68.0%

Employer workload and study costs are the top challenges to advanced education participation.

Learners who have completed at least one academic advanced education program and those who have completed at least one professional advanced education program rate study-related challenges in a largely similar manner, with nearly identical rankings (Table 2.13). Both groups identify employer workload as the greatest challenge (academic – 70.2%; professional – 71.3%), though only at a moderate level. Study costs rank second for both, with academic learners reporting slightly higher difficulty (69.9% vs. 66.1%). Study motivation and program length follow in third and fourth place, underscoring the importance of persistence.

A small difference appears in the ranking of foreign language and learning methods. Academic program learners face greater challenges with foreign languages due to the mandatory certification requirement upon completion. Meanwhile, professional program learners report more difficulty with learning methods, as these programs rely heavily on self-study. Family circumstances and reference materials present moderate levels of challenge, with professional learners rating reference materials slightly higher—likely reflecting the current limitations of national professional certification materials.

Table 2.13: Challenges of participating in advanced education programs

	Academic programs		Professional programs	
	Assessment level	Ranking	Assessment level	Ranking
Employer workload	70.2%	1	71.3%	1
Study costs	69.9%	2	66.1%	2
Study motivation	64.2%	3	62.2%	3
Program length	59.3%	4	60.6%	4
Foreign language	57.0%	5	56.3%	6
Learning methods	55.3%	6	59.1%	5
Family circumstances	51.7%	7	50.4%	7
Reference materials	45.0%	8	48.4%	8

Notes:

- *Data calculated based on those who have completed at least one academic or professional program.*
- *Assessment level is the total proportion rating 4 (challenging) and 5 (very challenging).*

Section 3

PERCEPTIONS OF THE PROFESSION

INTRODUCTION

Objectives

The purpose of this section is to examine accounting and auditing professionals' perceptions of their profession, including views on income, professional competence, career development pathways, and future growth potential, as well as their overall assessment of their career choice.

Methodology

The survey was conducted through the networks of members, students, and partners of HAA, UEH, VACPA, Smart Train, and Navigos Group, with support from ACCA, ICAEW, Ho Chi Minh City University of Industry, Ho Chi Minh City University of Banking, National Economics University (Hanoi), and University of Economics – The University of Da Nang. Out of more than 3,000 questionnaires distributed to accounting and auditing professionals, 1,562 responses were collected. After data screening, 1,006 fully completed responses remained (Appendix 1).

The survey data were primarily analyzed using descriptive statistics.

Contents

The main topics in this section include:

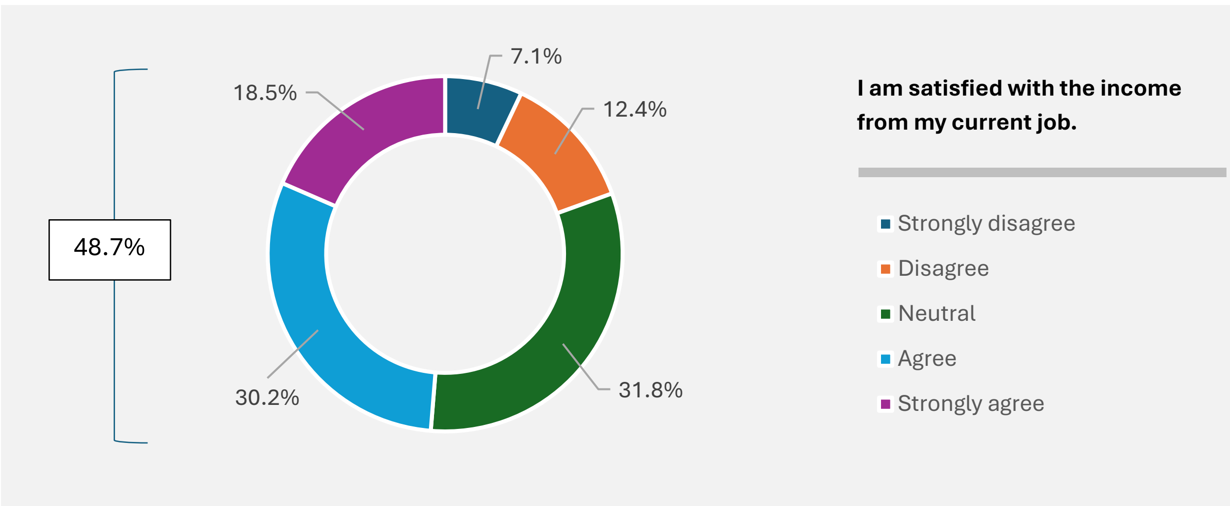
- Perceptions of the Profession
- Assessment of Career Choice

PERCEPTIONS OF THE PROFESSION

Overall, accounting and auditing professionals have a moderate level of income satisfaction, but significant differences exist between groups.

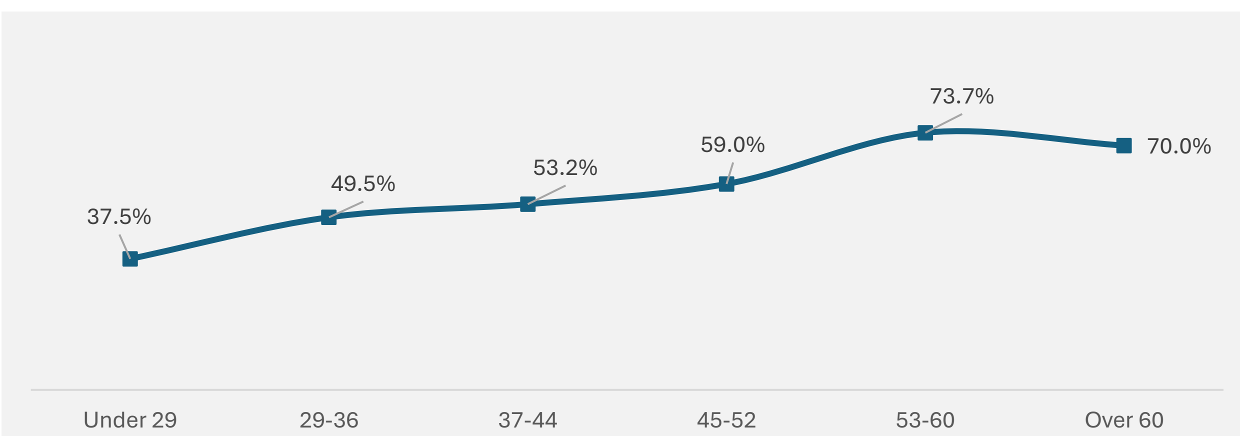
Income satisfaction is measured by the proportion who “agree” or “strongly agree” that they are satisfied with their job income. Overall, the satisfaction level of surveyed accounting and auditing professionals is 48.7% — a moderate level (Figure 3.1).

Figure 3.1: Income satisfaction level of accounting and auditing professionals



Income satisfaction improves noticeably at older age groups. The under-29 generation has a quite low satisfaction level (37.5%), while this proportion gradually increases with age: 49.5% (29-36), 53.2% (37-44), 59% (45-52), 73.7% (53-60), with only a slight decrease in the over-60 group (Figure 3.2).

Figure 3.2: Income satisfaction level – Analysis by age group



Interestingly, job level does not linearly affect income satisfaction (Figure 3.3). At the entry-level position, accounting and auditing professionals show relatively high satisfaction at 48.9%. This decreases when they become experienced staff (39.6%) and remains stable at the team leader level. At higher levels, satisfaction increases but not significantly, and even at the highest positions like director or senior specialist, it only reaches 71.2% and 61.9%. It seems that as employees move from entry-level to experienced staff or team leader levels, income increases are insufficient to compensate for their perception of workload or job responsibility.

Comparing this with the trend of satisfaction by age group, it can be seen that the increase in satisfaction is not due to age but linked to reaching levels with significantly higher income such as manager or director.

Figure 3.3: Income satisfaction level – Analysis by job level

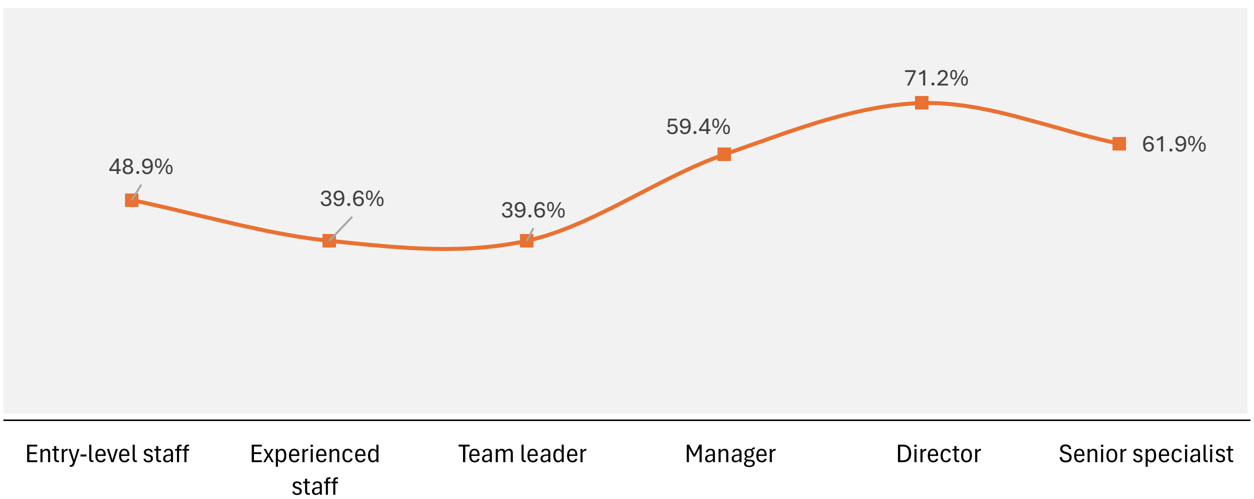
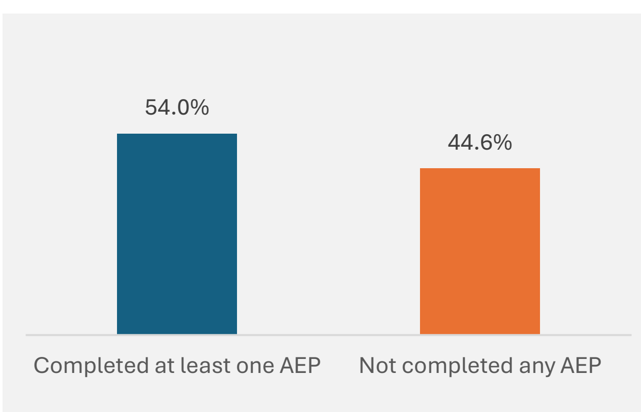


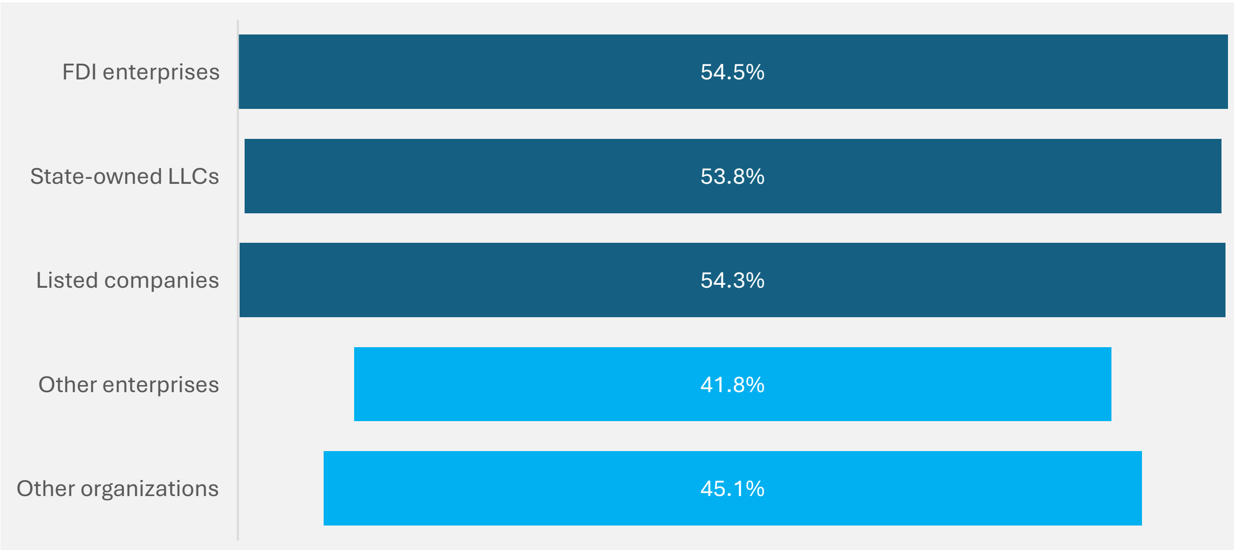
Figure 3.4: Income satisfaction level – Comparison by advanced education participation



Advanced education participation affects income satisfaction. Having completed at least one continuing education program (AEP) leads to higher satisfaction than not having completed any. Specifically, those who have completed at least one AEP have a satisfaction level of 54%, compared to 44.6% for those who have not completed any program (Figure 3.4).

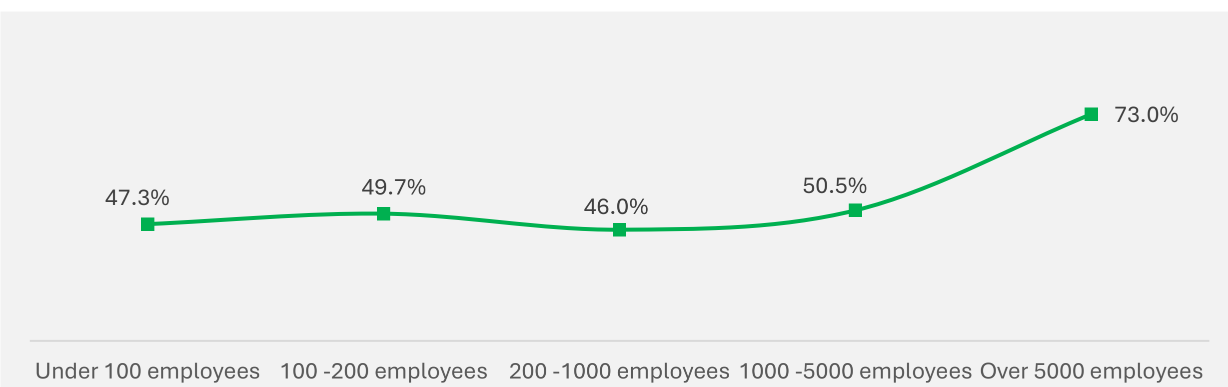
The enterprise types in which accounting and auditing professionals report higher income satisfaction include FDI enterprises (54.5%), state-owned LLCs (53.8%), and listed companies (54.3%). In contrast, the remaining group—comprising other enterprises and other types of organizations—shows markedly lower satisfaction rates (Figure 3.5).

Figure 3.5: Income satisfaction level – Analysis by enterprise type



Accounting and auditing professionals at very large enterprises tend to have more positive perceptions of income. Their satisfaction level reaches 73% in enterprises with over 5,000 employees, whereas at smaller enterprises, satisfaction remains around the average (Figure 3.6). The lowest satisfaction is found in enterprises with 200–1,000 employees, reflecting the "missing middle" phenomenon mentioned earlier—where firms are large enough to lose the flexibility of small enterprises but not yet equipped with the resources and systems of large ones. At this stage, work volume and complexity increase, yet income does not rise commensurately.

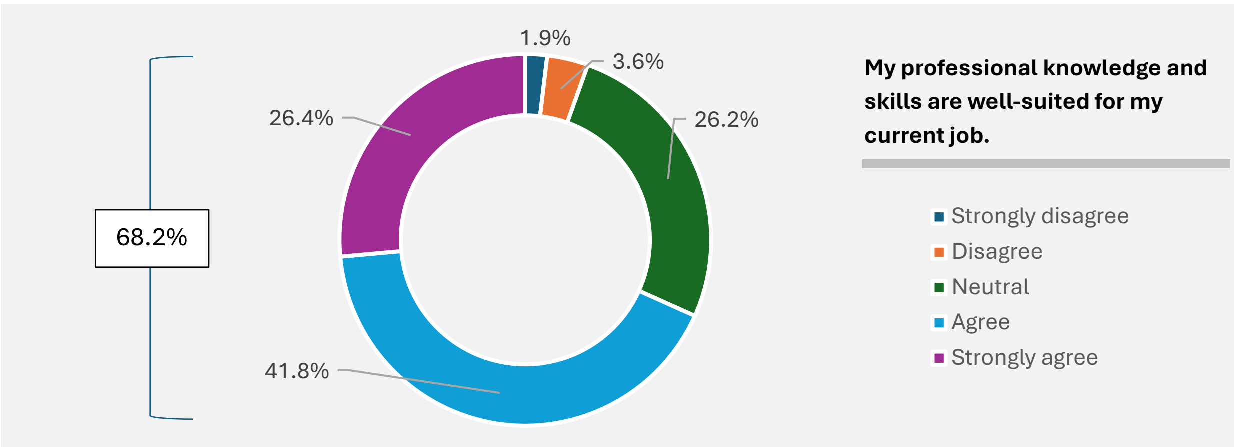
Figure 3.6: Income satisfaction level – Analysis by enterprise scale



Accounting and auditing professionals rate their professional competence quite highly for job needs, though some groups are more confident than others.

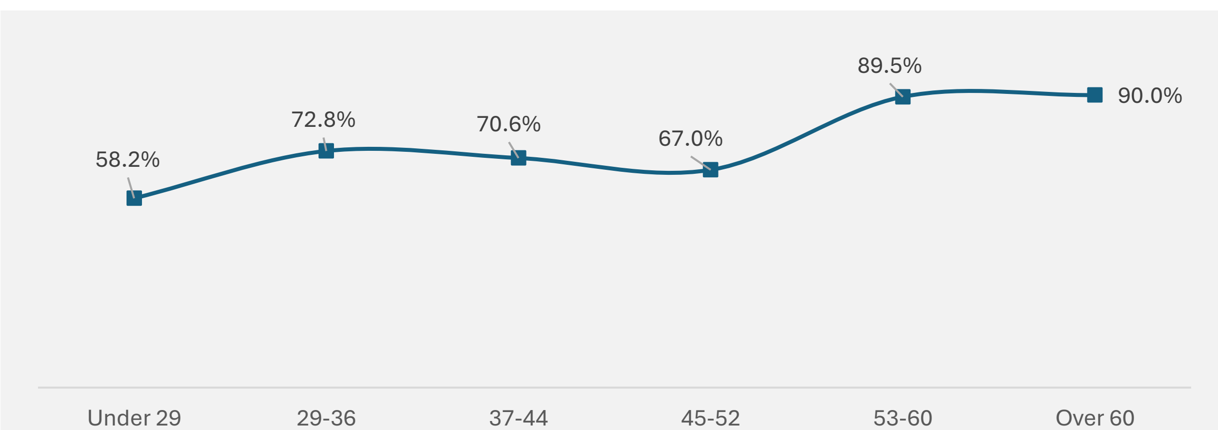
Self-assessment of professional competence is measured by the proportion of respondents selecting "agree" or "strongly agree" when asked whether their professional knowledge and skills are well-suited for their current job. Figure 3.7 shows that accounting and auditing professionals rate their competence relatively highly, with 68.2% agreeing or strongly agreeing that their professional knowledge and skills serve their current job well.

Figure 3.7: Self-confidence level regarding professional competence



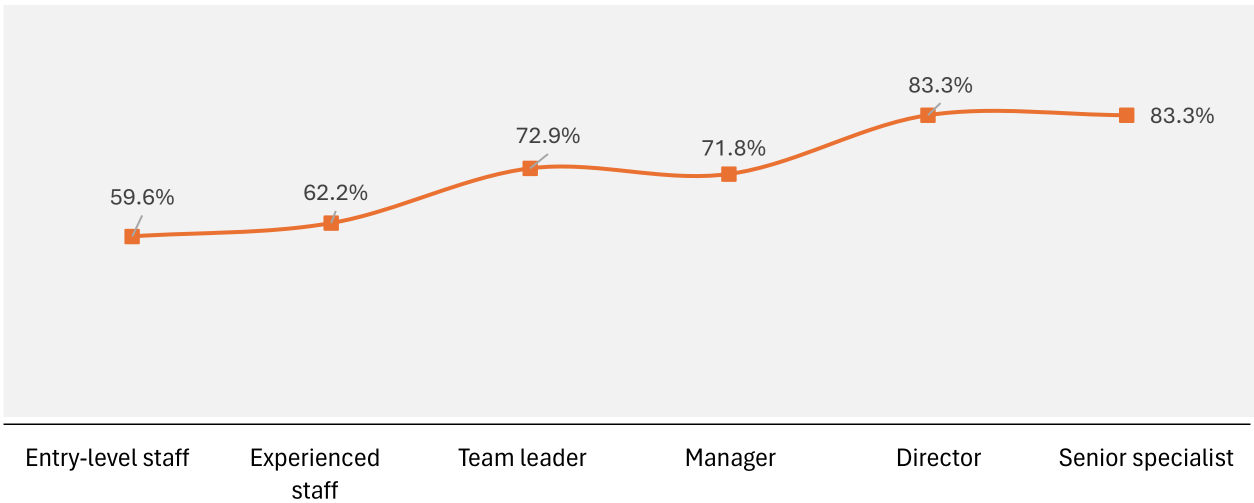
Confidence in professional competence generally increases with age, reflecting the cumulative nature of experience in the profession (Figure 3.8). Confidence rises from 58.2% among those under 29 to 72.8% in the 29–36 group, and further to 89.5% and 90% in the 53–60 and over-60 groups, respectively. However, a noticeable stagnation appears in the 37–44 and 45–52 age groups. This may be related to the fact that accountants at these stages are expected to perform at an expert level while facing substantial updates in professional knowledge compared with the academic foundation they acquired many years earlier.

Figure 3.8: Self-confidence in professional competence – Analysis by age group



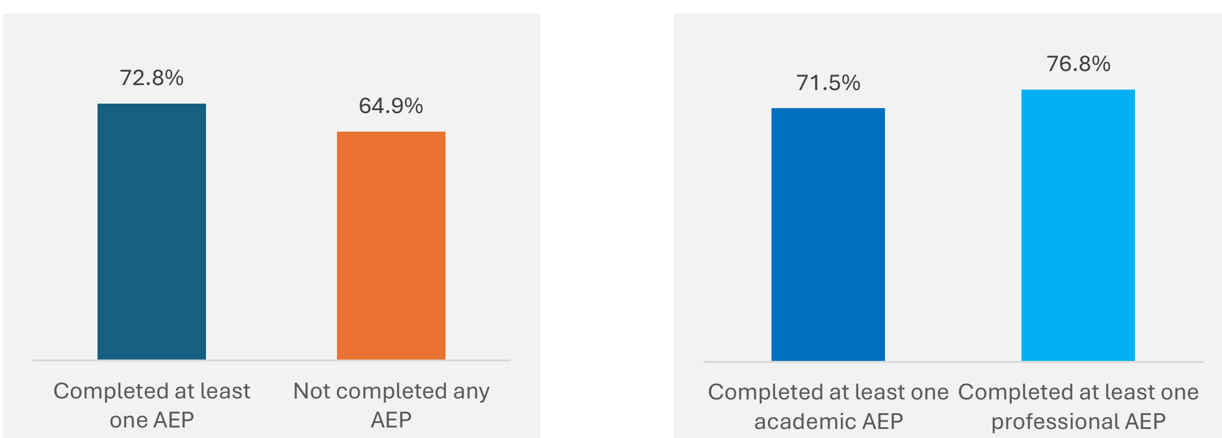
Analysis of confidence in professional competence by job level also reveals a gradual upward trend, although the rate of increase is more modest and the maximum confidence reaches only 83.3% (Figure 3.9). A stagnation appears at the manager level, reinforcing the earlier argument that professionals in this position face substantial requirements to update new knowledge due to the gap from actual practice and the academic foundation learned many years prior.

Figure 3.9: Self-confidence in professional competence – Analysis by job level



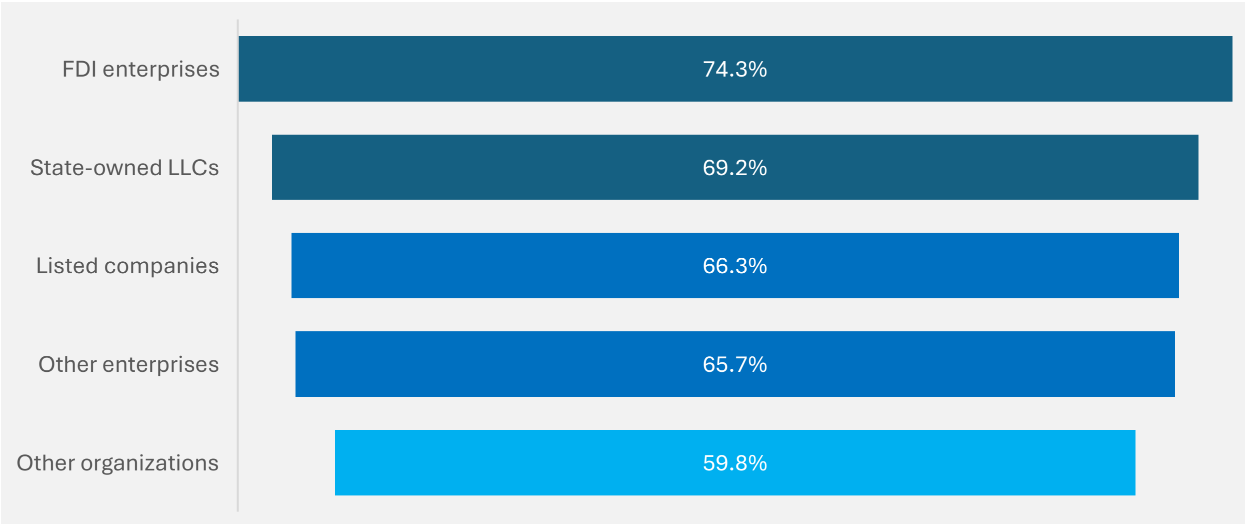
Participation in advanced education contributes to higher confidence in professional competence. Completing at least one advanced education program (AEP) raises confidence to 72.8%, compared with 64.9% among those who have not completed any program. Professional AEPs further increase confidence to 76.8%, whereas academic AEPs raise it to 71.5% (Figure 3.10).

Figure 3.10: Self-confidence in professional competence – Comparison by advanced education programs (AEPs) participation



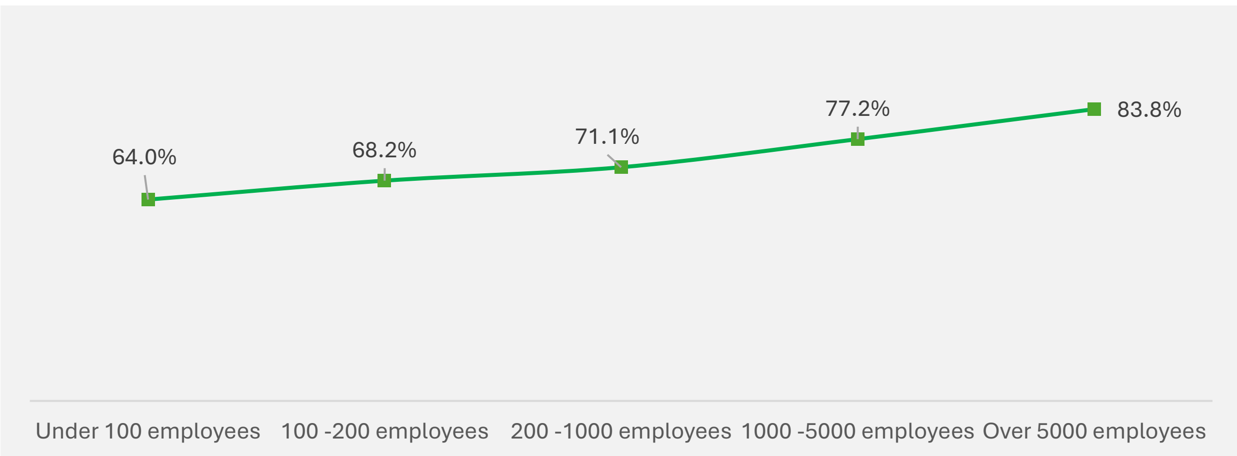
Accounting and auditing professionals at FDI enterprises and 100% state-owned LLCs have the highest professional competence confidence levels at 74.3% and 69.2% (Figure 3.11). This confidence may stem from advanced education participation or strong job proficiency, but may also be because these organizations have more strictly regulated systems from the parent company or the state. The second group includes listed company and other enterprise accountants at 66.3% and 65.7%. The lowest professional competence confidence belongs to accountants at other organizations (59.8%).

Figure 3.11: Self-confidence in professional competence – Analysis by organization type



Confidence in professional competence among accounting and auditing professionals increases noticeably with organizational scale. There is a clear gap between those working in very large organizations with over 5,000 employees (83.8%) and those in small organizations with fewer than 100 employees (64%). This difference may be associated with professionals in larger organizations having better access to training opportunities and consulting services (Figure 3.12).

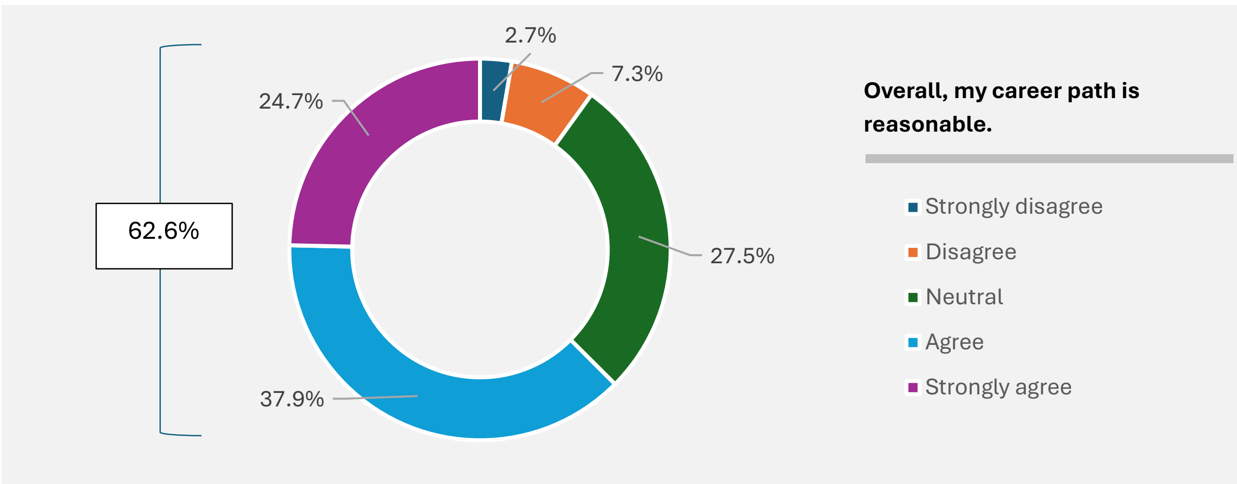
Figure 3.12: Self-confidence in professional competence – Analysis by organization scale



Looking back at their career development process, accounting and auditing professionals feel it has been fairly reasonable.

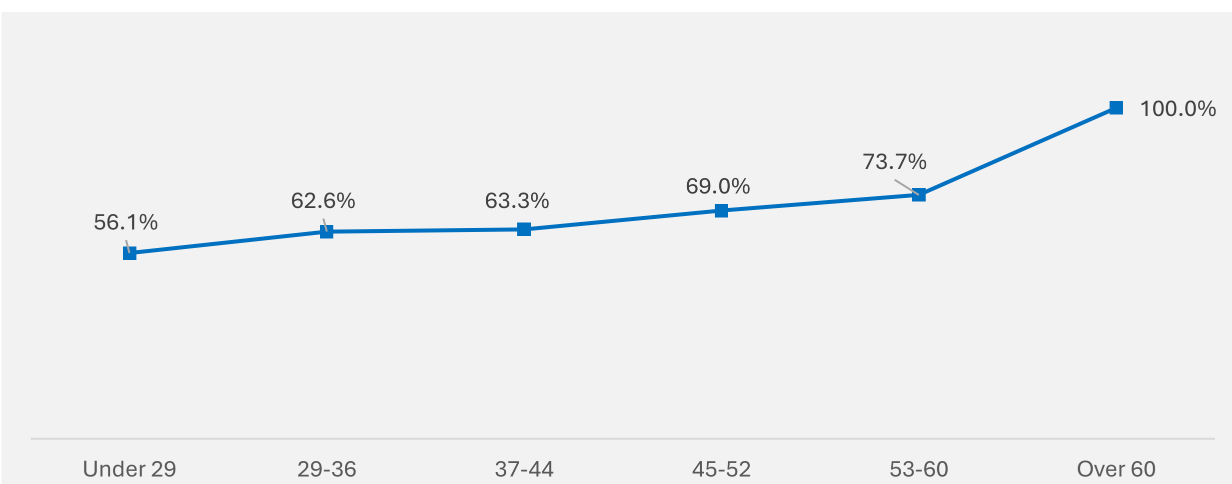
The sense of reasonableness of the career development process is reflected by the proportion of "agree" and "strongly agree" responses when asked whether they feel their career development process has been reasonable. Survey results show that overall, accounting and auditing professionals feel their career development process has been fairly reasonable at 62.6% (Figure 3.13).

Figure 3.13: Perception of reasonableness of career development process



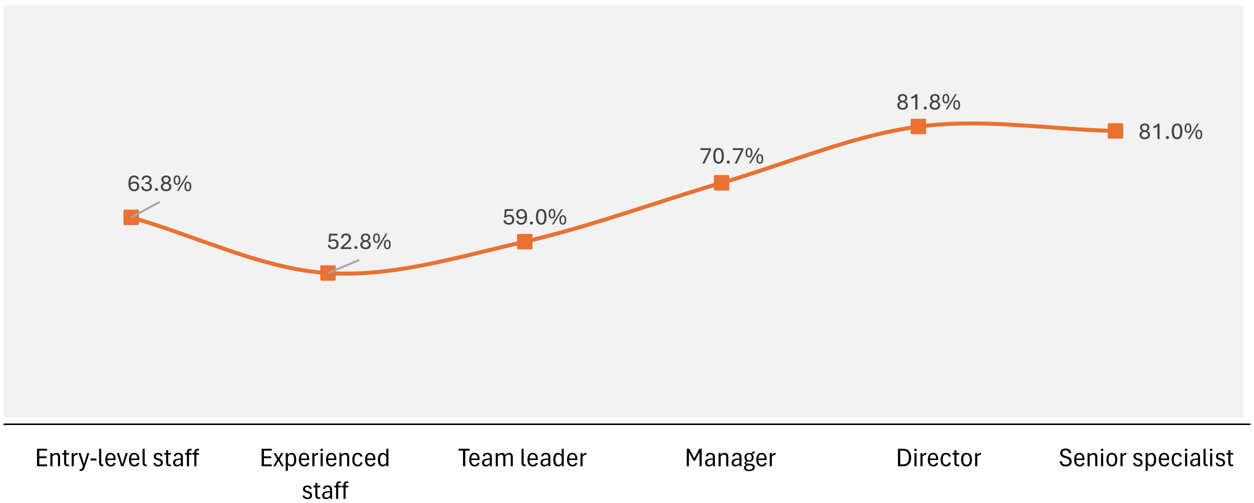
As age increases, perceptions of the reasonableness of career development also rise and accelerate (Figure 3.14). Confidence stands at 56.1% among those under 29, increasing to 62.6% and 63.3% in the 29–36 and 37–44 groups. At ages 45–52, 53–60, and over 60, the figures reach 69%, 73.7%, and 100%, respectively.

Figure 3.14: Perception of reasonableness of career development – Analysis by age group



However, it is only at manager level and above that accounting and auditing professionals perceive their career development process as reasonable, with assessment levels of 70.7% (manager) and 81.8% (director) or 81% (senior specialist). Before that, there is a significant decline as they move from entry-level to experienced staff (from 63.8% to only 52.8%). This is the phase when work is heavy and responsibilities increase but income is not yet as desired. So accounting and auditing professionals may feel uncertain about advancement or field change (Figure 3.15).

Figure 3.15: Perception of reasonableness of career development – Analysis by job level



Participation in advanced education has a modest influence on perceptions of the reasonableness of one's career development, as training tends to make career advancement and field transitions more favorable. Figure 3.16 shows that completing at least one advanced education program increases the reasonable-perception rate to 65.4%, compared with 60.3% among those who have not completed any program. Professional advanced education has a stronger effect than academic programs, raising the rate to 70.5% versus 65.2%.

Figure 3.16: Perception of reasonableness of career development – Comparison by advanced education programs (AEPs) participation

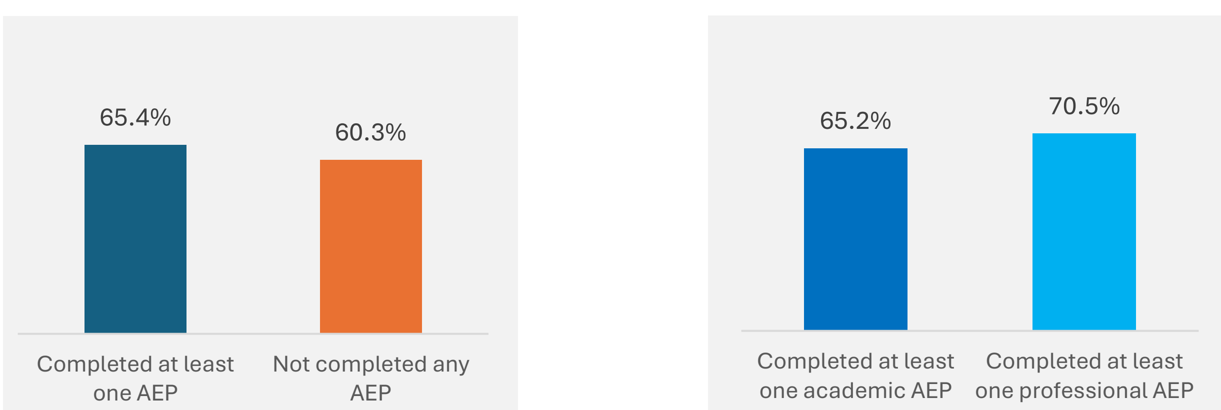
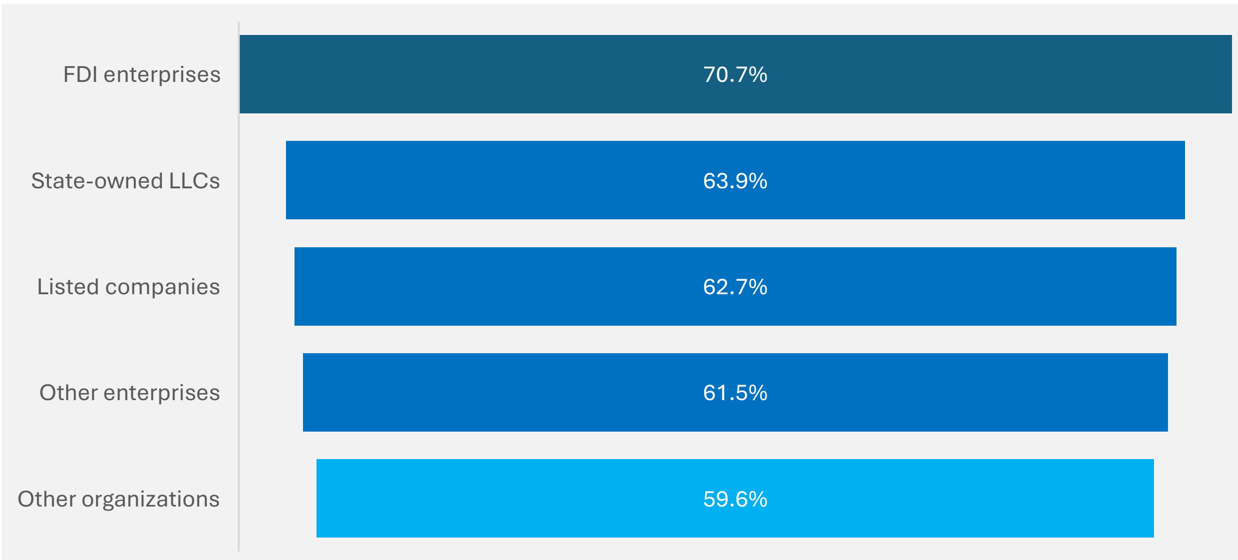


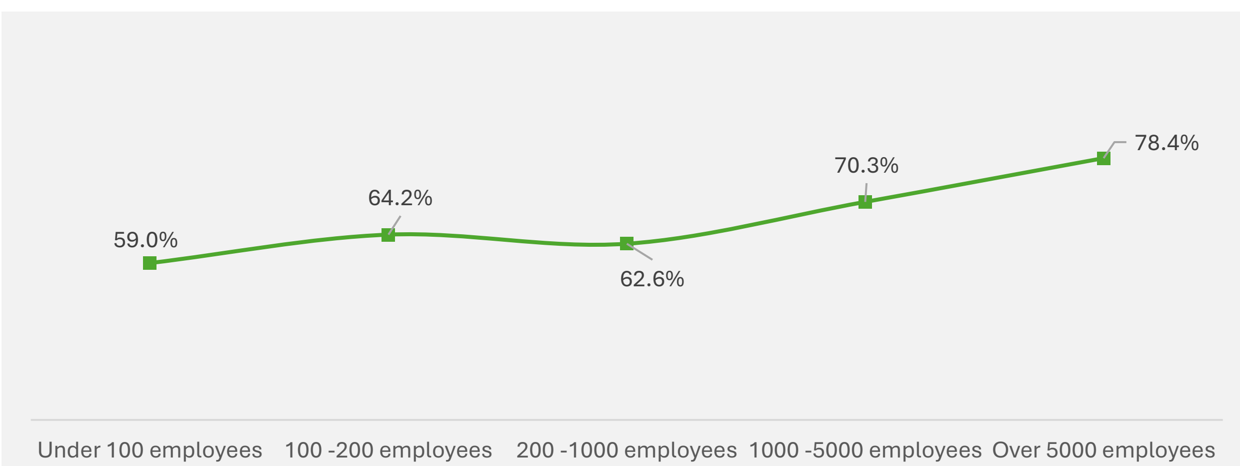
Figure 3.17 shows that accounting and auditing professionals at listed companies have the most positive feeling about the reasonableness of their career development process (70.7%). Next are FDI enterprises at 63.9%, other organizations (62.7%), 100% state-owned single-member LLCs (61.5%), and other enterprises (59.6%).

Figure 3.17: Perception of reasonableness of career development – Analysis by organization type



Organization scale has some influence, especially for accounting and auditing professionals at larger organizations (Figure 3.18). This may be related to the clear systems, policies, and procedures of these organizations. The lowest perception level (62.6%) belongs to enterprises with 200-1,000 people; once again reflecting the "missing middle" phenomenon encountered in previous sections.

Figure 3.18: Perception of reasonableness of career development – Analysis by organization scale

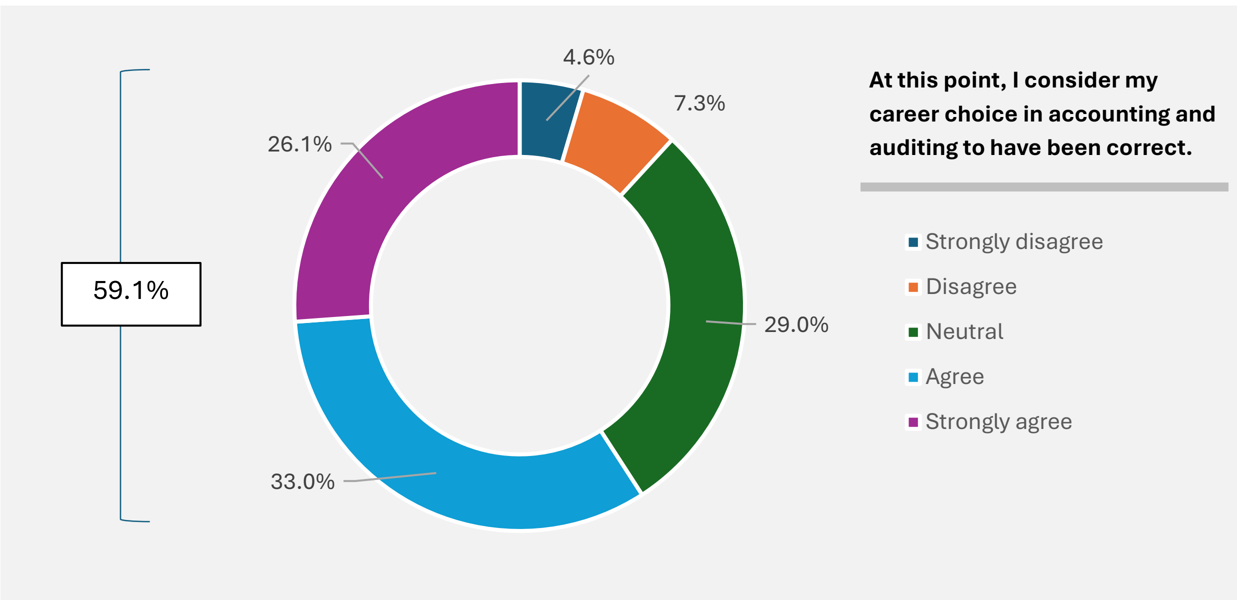


ASSESSMENT OF CAREER CHOICE

Accounting and auditing professionals generally assess their career choice as fairly correct.

The assessment of the correctness of career choice is measured by the proportion of respondents selecting “agree” or “strongly agree” to the statement: “At this point, I consider my career choice in accounting and auditing to have been correct.” For the overall survey sample, this proportion is 59.1%, indicating a fairly positive level of self-assessment regarding career choice (Figure 3.19).

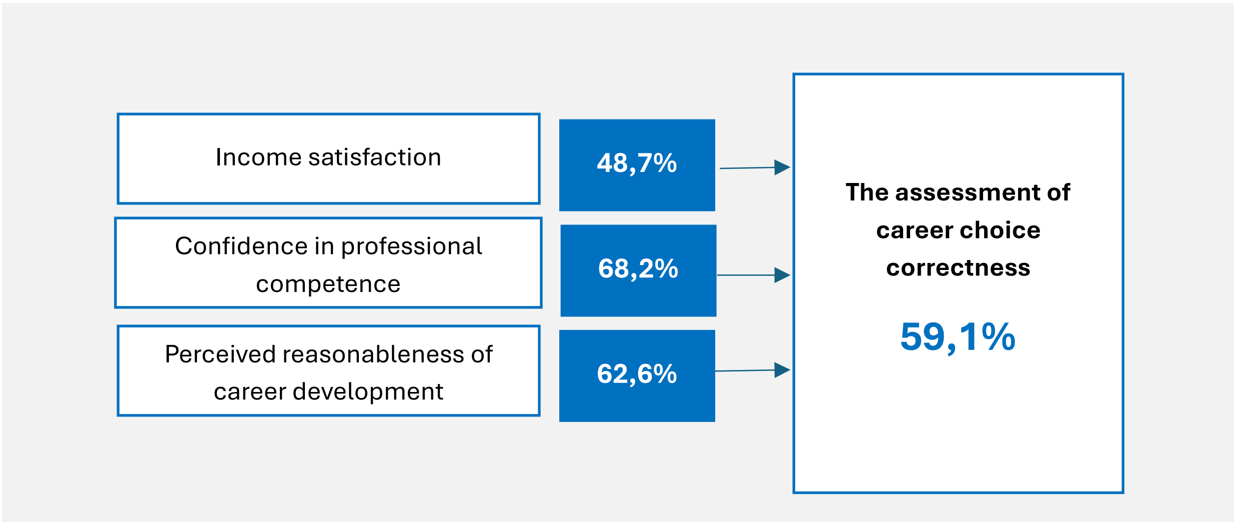
Figure 3.19: Assessment of Career Choice Correctness



The assessment of career choice correctness reflects a composite judgment shaped by personal perceptions of job income, professional competence, and one’s own career development process.

The 59.1% assessing their career choice as correct can be partially explained by the other perceptions of accounting and auditing professionals discussed above. Specifically, although 68.2% are confident in their professional competence and 62.6% consider their career development process reasonable, only 48.7% are satisfied with their income (Figure 3.20). In addition, there may be other influencing factors that have not yet been identified.

Figure 3.20: Factors influencing the assessment of career choice



Analysis by age group shows a gradual increase in the assessment of career choice correctness, corresponding to rising levels of income satisfaction, confidence in professional competence, and perceptions of career development reasonableness (Table 3.1). An anomaly appears in the 53–60 age group, where the rate declines compared with the previous cohort despite positive levels across all related factors. This may stem from uncertainty about future career pathways at older ages, particularly the difficulty of transitioning from technically oriented managerial roles to strategic management positions, leading to second thoughts about their initial career choice.

Table 3.1: Assessment of career choice correctness – Analysis by age group

	Assessment of career choice correctness	Income satisfaction	Confidence in professional competence	Perceived reasonableness of career development
Under 29	53.7%	37.5%	58.2%	56.1%
29-36	58.5%	49.5%	72.8%	62.6%
37-44	61.9%	53.2%	70.6%	63.3%
45-52	65.0%	59.0%	67.0%	69.0%
53-60	63.2%	73.7%	89.5%	73.7%
Over 60	85.0%	70.0%	90.0%	100.0%

Analysis by job level also shows a gradual increase in the assessment of career choice correctness as job levels rise (Table 3.2). A notable exception appears at the experienced-staff level, where the rate drops to only 51.5%, falling below that of entry-level staff. This decline may reflect the influence of income dissatisfaction or perceptions of career development reasonableness, as discussed above.

Table 3.2: Assessment of career choice correctness – Analysis by job level

	Assessment of career choice correctness	Income satisfaction	Confidence in professional competence	Perceived reasonableness of career development
Entry-level staff	58.5%	48.9%	59.6%	63.8%
Experienced staff	51.5%	39.6%	62.2%	52.8%
Team leader	59.0%	39.6%	72.9%	59.0%
Manager	65.0%	59.4%	71.8%	70.7%
Director	72.7%	71.2%	83.3%	81.8%
Senior specialist	73.8%	61.9%	83.3%	81.0%

Completing at least one advanced education program (AEP), especially professional programs, has a noticeable effect on positive perceptions of career choice through enhanced income satisfaction, professional competence confidence, and perceptions of career development reasonableness (Table 3.3).

Table 3.3: Assessment of career choice correctness – Analysis by advanced education programs (AEPs) participation

	Assessment of career choice correctness	Income satisfaction	Confidence in professional competence	Perceived reasonableness of career development
Not completed any AEP	56.4%	44.6%	64.9%	60.3%
Completed at least one AEP	62.7%	54.0%	72.8%	65.4%
Completed at least one academic AEP	62.3%	54.3%	71.5%	65.2%
Completed at least one professional AEP	66.1%	59.1%	76.8%	70.5%

Examining perceptions across different organization types reveals the presence of additional unobserved factors influencing the assessment of career choice correctness (Table 3.4). For example, professionals at FDI enterprises report the highest income satisfaction, strong confidence in their professional competence, and positive perceptions of career development reasonableness, yet display the lowest assessment of career choice correctness. In contrast, accountants at other organizations—who are less satisfied with income and less confident in their professional competence—express a stronger sense that their career choice has been correct. This pattern suggests the need for further investigation into factors such as work–life balance, organizational stability, and other contextual conditions.

Table 3.4: Assessment of career choice correctness – Analysis by organization type

	Assessment of career choice correctness	Income satisfaction	Confidence in professional competence	Perceived reasonableness of career development
FDI enterprise	57.1%	54.5%	74.3%	63.9%
State-owned LLCs	58.1%	53.8%	69.2%	61.5%
Listed company	67.4%	54.3%	66.3%	70.7%
Other enterprise	58.0%	41.8%	65.7%	59.6%
Other organization types	63.7%	45.1%	59.8%	62.7%

Analysis by organization scale shows increases in the level of self-assessment regarding career choice correctness, along with corresponding improvements in perceptions of income, professional competence, and career development (Table 3.5). A substantial gap exists between large enterprises (over 5,000 employees) and small enterprises (under 100 employees) in positive perceptions of income, competence, and career development.

The breaking point appears in enterprises with 200–1,000 employees, where the assessment of career choice correctness drops to 55.9%, reflecting the combined effect of lower income satisfaction and weaker perceptions of career development reasonableness. As discussed in previous sections, medium-sized enterprises face growth challenges: they are large enough that the flexible operating model of small firms no longer applies, yet they lack the resources and systems of large enterprises. Consequently, accounting and auditing professionals must handle heavier workloads and greater pressure while income and support policies remain insufficient. This reduces income satisfaction, raises concerns about career development, and generates doubt about whether one has made the right career choice.

Table 3.5: Assessment of career choice correctness – Analysis by organization scale

	Assessment of career choice correctness	Income satisfaction	Confidence in professional competence	Perceived reasonableness of career development
Under 100 employees	55.9%	47.3%	64.0%	59.0%
100 -200 employees	60.9%	49.7%	68.2%	64.2%
200 -1000 employees	55.9%	46.0%	71.1%	62.6%
1000 -5000 employees	70.3%	50.5%	77.2%	70.3%
Over 5000 employees	81.1%	73.0%	83.8%	78.4%

Section 4

ACCOUNTING – AUDITING EDUCATION BACKGROUND IN THE LISTED COMPANY WORKFORCE

INTRODUCTION

Objectives

The purpose of this section is to preliminarily assess the extent to which the Accounting – Auditing educational background contributes to the leadership workforce of listed companies in Vietnam.

Methodology

The research is based on publicly available data on the Accounting – Auditing educational background and career development of over 2,000 people who are leaders and key members of companies, including Chief Executive Officers (CEO), Board of Directors (BOD) Chairmen and Members, Chief Financial Officers (CFO), and Audit Committee/Supervisory Board Chairmen and Members of 195 listed companies in the 500 largest companies in Vietnam (VNR500) (Appendix 3).

Collected data were analyzed primarily using descriptive statistics.

Contents

The main topics in this section include:

- Overall Picture
- CEOs with Accounting – Auditing Educational Background

OVERALL PICTURE

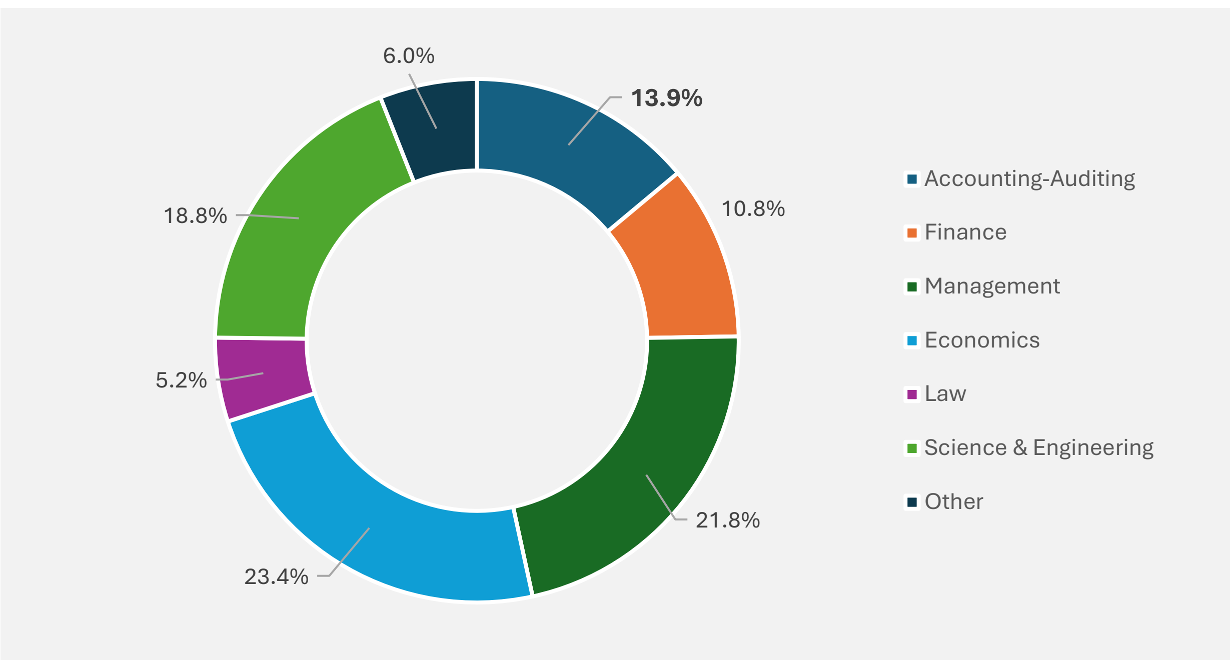
Overall, the Accounting – Auditing educational background contributes quite modestly to the workforce of listed companies.

13.9%

is the proportion of Accounting – Auditing educational background contributing to listed company workforce

The Accounting – Auditing educational background accounts for only 13.9% of the adjusted workforce[1] in the study sample, ranking fourth among the seven educational background groups (Figure 4.1). The largest contributions come from Economics (23.4%), Management (21.8%), and Science & Engineering (18.8%). Finance closely follows Accounting–Auditing at 10.8%, while Law and Other backgrounds contribute the least, at 5.2% and 6.1%, respectively.

Figure 4.1: Contribution proportions of educational backgrounds to listed company workforce



[1] Because an individual may possess multiple educational backgrounds simultaneously, the analysis requires converting the data into person–education background units.

The proportion of senior corporate leadership in the survey sample with an Accounting – Auditing educational background is very low (Table 4.1). Only 4.5% of CEOs have an Accounting – Auditing educational background and this figure is even lower for Board Chairman positions at only 3.5%. The leading educational backgrounds contributing to the CEO and Board Chairman teams are Management (26.9% and 29.9%), Science & Engineering (26% and 31.6%), and Economics (23.8% and 21.2%). The remaining backgrounds, though not high, all have larger proportions than Accounting – Auditing. Specifically, Finance contributes 8.1% to CEOs and 5.2% to Board Chairmen; Law contributes 5.4% and 3.5%; Other backgrounds contribute 5.3% and 5.2%.

Table 4.1: Educational backgrounds contributing to the CEO and Board Chairman workforce

	CEO		**Board Chairman**	
	Number	Proportion (%)	Number	Proportion (%)
Accounting - Auditing	10	4.5%	8	3.5%
Finance	18	8.1%	12	5.2%
Management	60	26.9%	69	29.9%
Economics	53	23.8%	49	21.2%
Law	12	5.4%	8	3.5%
Science & Engineering	58	26.0%	73	31.6%
Other	12	5.3%	12	5.2%
Total adjusted workforce	**223**	**100.0%**	**231**	**100.0%**
Actual number of people [(a)]	*178*		*182*	
Average multidisciplinary ratio [(b)]	*1.25*		*1.27*	

Note:

(a) Individuals without educational background information are excluded. Among the 195 companies in the study sample, educational background information was available for 178 CEOs and 182 Board Chairmen.

(b) Average multidisciplinary ratio = adjusted workforce ÷ actual number of people. This ratio indicates how many educational backgrounds one person holds on average. In this table, the average CEO has 1.25 educational backgrounds, while the average Board Chairman has 1.27.

The contribution of the Accounting–Auditing background increases slightly in adjacent leadership positions such as Deputy CEO and Board of Directors Member (Table 4.2). Among Deputy CEOs, the Accounting–Auditing background ranks fifth at 7.5%, ahead of Law and Other backgrounds. For Board Members, it ranks sixth at 6.4%, only above Law (6.2%). Management, Economics, and Science & Engineering remain the top three backgrounds in these leadership groups, with Finance ranking fourth.

Table 4.2: Educational backgrounds contributing to Deputy CEOs and Board Members

	Deputy CEO		Board Member	
	Number	Proportion (%)	Number	Proportion (%)
Accounting - Auditing	51	7.5%	70	6.4%
Finance	55	8.1%	110	10.1%
Management	161	23.7%	255	23.5%
Economics	156	23.0%	258	23.7%
Law	21	3.1%	67	6.2%
Science & Engineering	190	28.0%	241	22.2%
Other	44	6.5%	86	7.9%
Total adjusted workforce	**678**	**100.0%**	**1087**	**100.0%**
Actual number of people [(a)]	*556*		*838*	
Average multidisciplinary ratio [(b)]	*1.22*		*1.30*	

Note:

(a) Individuals without educational background information are excluded.
(b) Average multidisciplinary ratio = adjusted workforce ÷ actual number of people. This ratio indicates how many educational backgrounds one person holds on average.

The Accounting–Auditing background makes substantial contributions to key finance and accounting leadership positions in listed companies.

As shown in Table 4.3, it accounts for 49.2% of Chief Accountant positions (ranking first) and 28.8% of CFO positions (ranking second). Economics and Management also contribute strongly to this workforce group. Specifically:

- Economics contributes 32.2% to CFO positions (ranking first) and 26.2% to Chief Accountant positions (ranking second).
- Management contributes 22.0% to CFO positions (ranking third) and 8.2% to Chief Accountant positions (ranking fourth).

Finance, by contrast, plays a more modest role, contributing 11.9% to CFO positions (ranking fourth) and 13.3% to Chief Accountant positions (ranking third).

Table 4.3: Educational backgrounds contributing to key finance and accounting positions

	CFO [c]		Chief Accountant	
	Number	Proportion (%)	Number	Proportion (%)
Accounting - Auditing	17	28.8%	96	49.2%
Finance	7	11.9%	26	13.3%
Management	13	22.0%	16	8.2%
Economics	19	32.2%	51	26.2%
Law	0	0.0%	1	0.5%
Science & Engineering	1	1.7%	0	0.0%
Other	2	3.4%	5	2.6%
Total adjusted workforce	**59**	**100.0%**	**195**	**100.0%**
Actual number of people [a]	*50*		*174*	
Average multidisciplinary ratio [b]	*1.18*		*1.12*	

Note:

(a) Individuals without educational background information are excluded.
(b) Average multidisciplinary ratio = adjusted workforce ÷ actual number of people. This ratio indicates how many educational backgrounds one person holds on average.
(c) Many enterprises do not have a CFO title.

In the control and supervisory field, the Accounting – Auditing background makes substantial contributions alongside Economics, Management, and Finance.

According to Table 4.4, Accounting–Auditing accounts for 30.3% of Audit Committee Chair/Supervisory Board Head positions and 24.1% of Audit Committee/Supervisory Board Member positions, ranking first in both groups. Economics follows, contributing 25.1% and 22.8%, respectively, while Management contributes 15.6% and 16%, ranking third in both cases. Finance plays a more modest role, accounting for 15.2% of Audit Committee Chair/Supervisory Board Head positions and 14.7% of Audit Committee/Supervisory Board Member positions, ranking fourth.

Table 4.4: Educational backgrounds contributing to control and supervisory field

	Audit Committee Chair/ Supervisory Board Head		Audit Committee/ Supervisory Board Member	
	Number	Proportion (%)	Number	Proportion (%)
Accounting – Auditing	64	30.3%	95	24.1%
Finance	32	15.2%	58	14.7%
Management	33	15.6%	63	16.0%
Economics	53	25.1%	90	22.8%
Law	12	5.7%	41	10.4%
Science & Engineering	9	4.3%	26	6.6%
Other	8	3.8%	21	5.3%
Total adjusted workforce	**211**	**100.0%**	**394**	**100.0%**
Actual number of people [(a)]	*170*		*324*	
Average multidisciplinary ratio [(b)]	*1.24*		*1.22*	

Note:

(a) Individuals without educational background information are excluded.

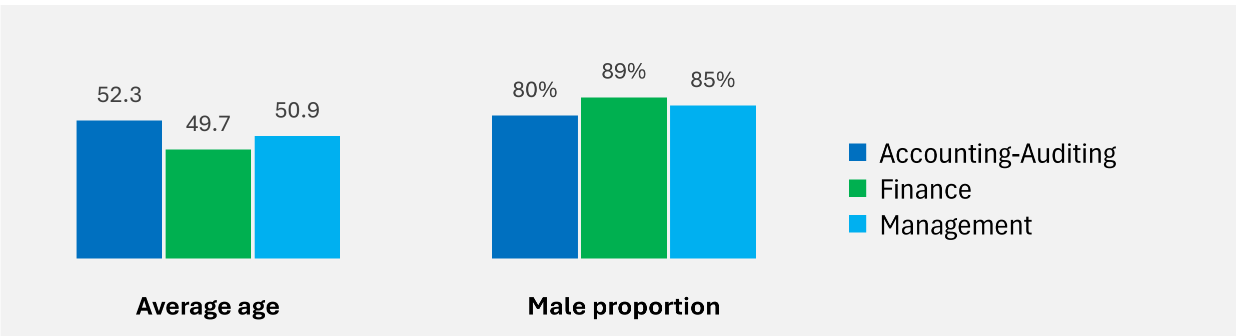
(b) Average multidisciplinary ratio = adjusted workforce ÷ actual number of people. This ratio indicates how many educational backgrounds one person holds on average.

CEOs WITH ACCOUNTING – AUDITING EDUCATIONAL BACKGROUND

Most CEOs with an Accounting – Auditing background are over 50 years old and predominantly male.

The average age of CEOs with an Accounting – Auditing background is 52.3 years, slightly higher than that of CEOs with Finance (49.7 years) and Management (50.9 years) backgrounds. The male proportion reaches 80%, though still lower than the corresponding shares among CEOs with Finance (89%) and Management (85%) backgrounds (Figure 4.2).

Figure 4.2: Average age and male proportion of CEOs with Accounting – Auditing, Finance, and Management backgrounds



Companies led by CEOs with Accounting – Auditing educational backgrounds are diverse in scale.

The scale of companies led by CEOs with Accounting – Auditing backgrounds is fairly evenly distributed across four scale groups from Q1 to Q4 (Table 4.5). Companies with Management-background CEOs are quite similar in scale. Meanwhile, companies with Finance-background CEOs are concentrated mainly in large enterprises (Q1 group).

Table 4.5: Company scale of CEOs with Accounting – Auditing, Finance, and Management backgrounds

	Accounting – Auditing	Finance	Management
Q1	30.0%	67%	25%
Q2	20.0%	17%	30%
Q3	30.0%	0%	23%
Q4	20.0%	17%	22%

Note: Scale division based on total assets quartiles

CEOs with an Accounting – Auditing educational background mostly started from an accounting undergraduate degree, with limited participation in advanced education or diversification into other fields.

Table 4.6 shows that 90% of CEOs with an Accounting – Auditing background graduated with an Accounting or Accounting-Finance degree at the undergraduate level. Only 30% of this CEO group pursued a master's degree and just 10% possess an educational background in another field. Meanwhile, 72% of CEOs with a Finance background graduated with a Finance undergraduate degree, 77% pursued a master's degree, and 44% have a background in another field. CEOs with a Management background are most active in advanced education and multidisciplinary exposure, with 33% graduating with a Management undergraduate degree, 75% pursuing graduate education, and 57% possessing additional educational backgrounds.

Table 4.6: Comparison of advanced education participation of CEOs with Accounting – Auditing, Finance, and Management backgrounds

CEO with Accounting – Auditing background		**CEO with Finance background**		**CEO with Management background**	
Accounting undergraduate	90%	Finance undergraduate	72%	Management undergraduate	33%
Accounting master's	20%	Finance master's	50%	Management master's	72%
Has graduate degree	30%	Has graduate degree	77%	Has graduate degree	75%
Has other background	10%	Has other background	44%	Has other background	57%
- Management	*0%*	*- Management*	*22%*	*- Accounting –Auditing*	*0%*
- Finance	*0%*	*- Accounting –Auditing*	*0%*	*- Finance*	*7%*
- Economics	*10%*	*- Economics*	*6%*	*- Economics*	*10%*
- Law	*0%*	*- Law*	*16%*	*- Law*	*7%*
- Science & Engineering	*0%*	*- Science & Engineering*	*0%*	*- Science & Engineering*	*25%*
- Other	*0%*	*- Other*	*0%*	*- Other*	*8%*

CEOs with an Accounting – Auditing educational background were largely recently appointed but have accumulated experience across multiple leadership and governance positions.

Table 4.7 shows that the average time from appointment to the current date for CEOs with an Accounting – Auditing background is 3.6 years, slightly shorter than that of CEOs with Finance backgrounds (4.1 years) and Management backgrounds (5.4 years). In terms of prior career progression, 70% of Accounting–Auditing CEOs have served as Deputy CEOs, 80% as Board Members, and 30% as Board Chairmen. The corresponding figures are 63%, 77%, and 18% for Management-background CEOs, and 89%, 89%, and 22% for Finance-background CEOs. Notably, 60% of CEOs with an Accounting – Auditing background previously held the Chief Accountant position—a proportion far higher than among Finance-background CEOs (11%) and Management-background CEOs (3%).

Table 4.7: Years in current role and career history

	CEO with Accounting – Auditing background	CEO with Finance background	CEO with Management background
Average years in current role	3.6	4.1	5.4
Has held Chief Accountant position	60.0%	11%	3%
Has held Deputy CEO position	70.0%	89%	63%
Has held Board Member position	80.0%	89%	77%
Has held Board Chairman position	30.0%	22%	18%
Has held Supervisory Board/Audit Committee Member position	10.0%	11%	0%
Has held Supervisory Board Head/Audit Committee Chair position	20.0%	0%	5%

Section 5

OPPORTUNITIES, CHALLENGES, AND RECOMMENDATIONS

INTRODUCTION

Objective

This section synthesizes the opportunities and challenges arising from the research findings and provides recommendations for three key stakeholder groups: accounting and auditing professionals, enterprises and other organizations, and education and training institutions, including professional bodies.

Methodology

The analysis examines opportunities, challenges, and recommendations for each stakeholder group, allowing each group to focus on the findings most relevant to its context. As a result, some information may overlap across groups.

The data used in this section are drawn from the research findings presented earlier, selected to highlight core analytical issues. To obtain a complete understanding, readers are encouraged to refer to related content in previous sections. In addition to the research findings, the analysis incorporates expert opinions gathered during the research process and workshops.

Contents

This section is organized into three parts:

- Accounting and auditing professionals
- Enterprises and other organizations
- Education and training institutions

ACCOUNTING AND AUDITING PROFESSIONALS

CAREER DEVELOPMENT OPPORTUNITIES

Favorable labor market

As presented in earlier sections, 84.7% of graduates secured employment within six months, including 35.7% who obtained jobs before graduation, and 92.6% found positions aligned with their field of training. Employment is concentrated in roles such as corporate accounting staff, audit assistants, and accounting and tax service staff. These figures indicate a generally favorable labor-market outlook for the accounting and auditing profession. However, labor-market competitiveness varies across localities; Ho Chi Minh City shows a lower rate of early employment compared with Hanoi and other provinces.

A profession with strong development potential

An Accounting and Auditing educational background provides professionals with access to a wide range of work domains, including financial accounting, management accounting and business analysis, internal control and risk management, independent auditing, internal auditing, accounting and tax services, corporate finance, and related areas across different organizational levels.

With accumulated experience, individuals with accounting and auditing backgrounds can advance to key finance, supervisory, and control positions such as members of Supervisory Boards or Audit Committees, Chief Accountants, Chief Financial Officers (CFOs), and even Chief Executive Officers (CEOs). In large listed companies in the VNR500, they account for 49.2% of Chief Accountant positions, 28.8% of CFO positions, 30.3% of Audit Committee Chair positions, and 24.1% of Audit Committee Member positions. A notable proportion have also become CEOs, often progressing from Chief Accountant roles and senior management positions such as Deputy General Directors.

The accounting and auditing profession is undergoing significant transformation driven by technological advancements—including big data and artificial intelligence—and the growing emphasis on sustainability. These shifts are creating numerous new career opportunities for both new graduates and experienced professionals, provided they prepare appropriately and proactively.

CAREER DEVELOPMENT CHALLENGES

A modest starting point

Although the labor market is favorable, accounting and auditing professionals often begin their careers with modest income. Among respondents, 45.1% said their income upon graduation was similar to other fields, 27.7% said it was lower, and 19.5% said it was higher. In subsequent stages, income satisfaction falls from 48.9% among new graduates to 39.6% among experienced staff and team leaders, then rises to 59.4% among managers and 71.2% among directors.

Promotion pathways are generally moderate. 32.1% of professionals were appointed to team leader positions within two years, and 44.9% within two to four years. From team leader to manager, 22.5% were appointed within two years and 40.4% within two to four years. To reach director level, 12.4% were appointed within two years, 23.1% within two to four years, and 27.5% within five to seven years.

Challenges in changing job fields

Accounting and auditing professionals tend to remain within a single job field. Among respondents, 40.2% have stayed in one field since graduation, 25.6% have worked in two fields, and 18.6% have worked in three. This tendency is influenced by concerns about transitioning to new fields: 77.6% worry about work pressure during the initial stage, 73.4% about meeting professional knowledge and skill requirements, 72.7% about adapting to a different working environment, and 70.8% about adjusting to new work processes.

At lower career levels, focusing on a single job field can help build a strong foundation of knowledge and skills. At higher levels, however, shifting across job fields becomes important for developing broader perspectives and understanding the interrelationships among organizational activities.

Adapting to the evolving professional context

Professional shifts driven by technological development and sustainability trends create significant opportunities but also pose challenges for maintaining current roles, advancing to higher positions, or transitioning to new fields. Adapting to this evolving context requires professionals to proactively update and strengthen their competence, occupational skills, and capacity for continuous learning.

RECOMMENDATIONS

Understand the labor market

As analyzed above, the accounting and auditing labor market is relatively unattractive in the early career stage, characterized by modest income, heavier workloads, and slow promotion. Consequently, only 52.8% of experienced staff and 59.0% of team leaders consider their career development process reasonable, compared with 63.8% of new graduates and 70.7% of managers. Loss of confidence often leads to employer changes that still fail to meet expectations for income or promotion, as the labor market tends to yield favorable outcomes only when individuals reach certain positions.

Differences also exist across market niches. By enterprise type, professionals report much higher income satisfaction in FDI enterprises (54.5%), state-controlled single-member limited liability companies (53.8%), and listed companies (54.3%) than in other enterprises (41.8%) and other organizations (45.1%). By enterprise size, satisfaction is higher in large enterprises (1,000–5,000 employees) and very large enterprises (over 5,000 employees) at 50.5% and 73.0%, respectively, compared with small enterprises under 100 employees (47.3%), 100–200 employees (49.7%), and 200–1,000 employees (46.0%).

Career development characteristics, capability requirements, and advancement pathways also differ across job fields. For example, audit assistants typically face lower initial salaries, greater work pressure, and longer initial job periods than corporate accounting staff, in exchange for stronger experience accumulation and better transition potential later.

Therefore, professionals need a clear understanding of the labor market to accurately assess their current position and make informed decisions about employer changes.

Learn to develop

Participation in advanced education significantly enhances career development. Among those who have completed at least one advanced education program, 54.0% are satisfied with their income, 72.8% feel professionally confident, and 65.4% consider their career development process reasonable. These proportions are notably lower among those who have not completed any advanced training, at 44.6%, 64.9%, and 60.3%, respectively. From a promotion perspective, 63.2% of managers have completed at least one advanced education program, and 38.3% have completed two or more. At the director level, the corresponding figures rise to 77.3% and 63.6%.

Professionals should take advantage of early career stages to participate in advanced education, building the knowledge and skills needed for higher-level positions. This should be complemented by short-term training courses that support immediate work requirements. Advanced education, particularly professional certification programs also help address limitations in university training, both in terms of knowledge and credentials.

Recognizing changes in the professional context and proactively updating new knowledge and skills is essential for achieving successful long-term career development.

Have long-term goals and strategy

The analysis shows that the accounting and auditing profession offers strong prospects, provided that professionals understand the labor market, make appropriate choices, and participate in advanced education to strengthen their capabilities. To succeed, it is essential to establish clear long-term goals that define who one aims to become in the next 5, 10, or 20 years, aligned with labor-market characteristics and personal aspirations. Because resources and time are limited, the next step is to develop a career strategy that identifies key “leap points”—such as obtaining professional certificates, changing job fields, or moving to new workplaces—and outlines feasible solutions for reaching those points within available resources at each stage.

For example, a new graduate aiming to become the CFO of a listed company 20 years after graduation may begin by studying the profiles of current CFOs, including their age, education, work history, and job requirements. This helps visualize the necessary learning and career pathway. The pathway can then be broken into milestones—such as the year in which a required degree or certificate should be completed, or the year by which the person needs to have held the chief accountant position. These milestones should be compared with personal resources and life goals to determine concrete actions, including when to leave the current company or begin advanced education. In addition, each milestone should be accompanied by a clear set of stage-specific enabling solutions—such as accumulating relevant experience, building professional networks aligned with the long-term goal, and saving or mobilizing resources for future study or for periods of job transition—to ensure that progress toward the target position is both feasible and sustainable.

Plans should be documented and reviewed annually, adjusting them to reflect changes in the labor market and personal circumstances.

Beyond individual planning, professionals may adopt broader strategic approaches to create major breakthroughs, such as pursuing advanced professional programs that significantly elevate technical competence or proactively moving into emerging niches such as data analytics, forensic accounting, artificial intelligence applications, or sustainability accounting.

ENTERPRISES AND OTHER ORGANIZATIONS

OPPORTUNITIES IN ACCOUNTING AND AUDITING HUMAN RESOURCES

High graduate readiness for the labor market

A notable 62.5% of professionals reported accepting a first job that was not their ideal choice in order to gain experience or develop themselves. This suggests that graduates possess a relatively high level of readiness to enter the labor market. For enterprises and other organizations (hereinafter collectively referred to as enterprises), this creates favorable conditions to recruit personnel who are adaptable, motivated, and open to diverse job opportunities, thereby increasing the likelihood of finding candidates well suited to organizational needs.

Well-trained and committed to ongoing development

A substantial proportion of personnel possess solid formal training, with 87.6% educated at the university level, 43.4% having completed at least one advanced education program, and 44.6% currently pursuing one. Alongside the expansion of application-oriented and research-oriented master's programs, domestic professional certificate programs—such as practicing auditor certificates—and international programs such as ACCA, CMA, and CIA have developed strongly. These programs help standardize professional capabilities and support alignment with global competency standards. As a result, 68.2% of professionals report confidence in their knowledge and skills.

Based on these data, enterprises generally have access to personnel with solid foundational expertise. However, this does not diminish the importance of assessing professional competence during recruitment. Enterprises should also place greater emphasis on capabilities aligned with development expectations at each job level, such as problem-solving skills, teamwork skills, continuous learning, communication skills, and decision-making skills.

Potential for core governance roles

The deep understanding of business operations and financial activities that accounting and auditing professionals accumulate through their work provides them with substantial opportunities to advance into core management roles related to supervision, control, and executive leadership. Their familiarity with internal processes, financial systems, regulatory requirements, and risk-management practices equips them with a comprehensive perspective valuable for enterprise governance.

As presented in previous parts, survey data from large listed enterprises in Vietnam show that a significant proportion of individuals with Accounting and Auditing educational backgrounds hold key positions such as chief accountant, CFO, and chair or member of the audit committee. Some professionals progress to CEO or chairperson roles after moving through successive positions such as Deputy General Director.

These patterns suggest that enterprises can identify professionals with strong potential to grow into higher-level roles, including beyond specialist functions and into management teams. When individuals possess suitable qualities and demonstrate the capacity to improve through internal and external training, enterprises have significant opportunities to cultivate them into core contributors within the governance system.

CHALLENGES RELATED TO ACCOUNTING AND AUDITING HUMAN RESOURCES

New personnel change jobs quickly

Recent generations tend to leave their first workplace earlier and change employers more frequently. Among personnel under 29, 35.8% left their first employer within one year and 46.4% within one to three years; 62.4% have had at least one second employer after graduation. The figure rises to 94.8% among those aged 29–36. Job-change rates are particularly high in accounting and tax service enterprises.

This tendency is closely linked to income and promotion pathways. Only 48.7% of professionals are satisfied with their current income, with especially low satisfaction among young personnel and those working in small and medium-sized enterprises. Income dissatisfaction is the primary reason driving 26.1% of employees to leave their first employer. Promotion to senior management levels also progresses slowly: on average, it takes four years to reach team leader level, another four years to reach manager level, and at least seven additional years to reach director level. This slow advancement is a major challenge for young personnel and is the second-ranked reason for leaving their first employer (21.2%).

Difficulty participating in advanced education

Although opportunities for advanced education are expanding, about 30.4% of professionals have neither completed nor enrolled in any advanced education program. The greatest barriers for those wishing to improve their qualifications are work pressure—reported by more than 70%—and financial constraints, which affect approximately 66%–70% of personnel. These challenges limit the ability of enterprises to build a workforce with uniformly strong professional capabilities.

Limited readiness to change job fields

A considerable proportion of professionals show limited readiness to change job fields. About 40.2% have worked in only one field since graduation, indicating a strong tendency to stay within familiar areas. The main barriers to field transition relate to work pressure during the initial period—reported by 77.6%—followed by concerns about meeting professional knowledge requirements (73.4%) and adapting to a new working environment (72.7%). These challenges reduce mobility across job fields and make it difficult for enterprises to reallocate personnel or develop them into roles requiring broader functional exposure.

RECOMMENDATIONS

Improve compensation policies and establish clear training and promotion paths

To retain talent and enhance job satisfaction, enterprises should consider adjusting compensation levels to better reflect work pressure, particularly for experienced personnel and middle managers. In parallel, enterprises need to prepare employee capabilities early so that staff are ready for higher-level positions. This requires recognizing differences in capability assessments between current managers and those aspiring to managerial roles, thereby ensuring that training programs are appropriately oriented.

To address time and cost barriers to advanced education, enterprises should adopt supportive policies—such as partial or full tuition assistance—and provide flexible working arrangements for high-potential personnel participating in professional or academic training programs.

Diversify experience and use development potential for strategic positions

Enterprises should view accounting and auditing professionals not solely as a compliance-oriented function, but as a future source of leadership talent. High-potential employees should be encouraged to gain experience across different fields—such as internal control, risk management, and business analysis—to broaden their capabilities, expand their strategic vision, and avoid being confined to a single field or traditional recording and reconciliation tasks.

Succession-planning mechanisms can further support these employees by increasing their confidence and readiness to overcome challenges associated with changing work fields.

Human resource development strategy

The above solutions need to be integrated into a comprehensive human resource development strategy aligned with enterprise goals, business characteristics, and available resources.

In recruitment, large enterprises and multinational groups have advantages in attracting high-quality candidates, but they must balance professional competence with the skills and attitudes required for long-term development. Small and medium-sized enterprises can leverage strengths in working environment, promotion opportunities, and on-the-job learning to attract candidates who may start from more modest foundations but possess strong potential for growth.

During the development stage, large enterprises and multinational groups benefit from greater resources and clearer processes. Small enterprises can capitalize on organizational flexibility, opportunities for multi-field exposure, and shorter promotion timelines. Medium-sized enterprises need targeted solutions to avoid the “missing middle” phenomenon and prevent becoming training grounds for other enterprises.

For audit firms and accounting/tax service providers, a human resource development strategy is even more critical, as professional personnel constitute both a revenue source and a competitive advantage.

Enterprises should also invest in building their employer brand—both overall and specifically in the accounting and auditing field. In today's open-information environment, candidates can easily access information about an enterprise's recruitment and development policies when deciding whether to apply. For Generation Z, employer brand is particularly important: they value authentic organizational culture, clear development opportunities, and can readily verify such information through social networks and current employees due to their strong digital skills.

EDUCATION AND TRAINING INSTITUTIONS

CONTRIBUTIONS OF HIGHER EDUCATION INSTITUTIONS

Providing a strong foundation for learners

Undergraduate education remains the primary foundation for the accounting and auditing workforce, with 87.6% of personnel initially holding bachelor's degrees, alongside a notable share from colleges and vocational schools. Bridge programs and second-degree programs have also expanded to meet the needs of practitioners seeking to upgrade or broaden their knowledge. In recent years, undergraduate accounting programs have been improved to better align with societal needs and benchmark against programs at universities worldwide.

These programs provide learners with strong labor-market access: 92.6% of graduates obtain jobs aligned with their training field, and 84.7% secure employment within six months. At the new-graduate level, 59.6% feel confident in their professional competence, and this confidence increases to 62.2% once they gain experience.

Academic advanced education expansion

Master's programs have expanded in recent years and aim to meet learner needs through research-oriented and application-oriented pathways. As many as 30.0% of professionals have completed at least one academic advanced education program, and 15.7% are participating in one.

Contribution to supervisory and finance roles in enterprises

As presented in previous sections, professionals with a strong accounting foundation are well positioned to assume key supervisory, control, and finance roles within enterprises. Survey data from large listed companies in the VNR500 indicate that 49.2% of chief accountant positions and 28.8% of CFO positions are held by individuals with Accounting and Auditing educational backgrounds. This pattern highlights the close alignment between competencies developed through Accounting and Auditing education and the requirements of core financial and governance roles.

Academic education adaptation

The rapid development of technology and the increasing demand for non-financial reporting create both opportunities and challenges for higher education institutions. Programs that align with the evolving professional context will attract more learners and enhance graduates' competitiveness in the labor market. On the challenge side, institutions must prepare learners more comprehensively for graduation—not only in terms of knowledge but also in adaptability and self-learning capacity in a rapidly changing environment.

This preparation requires integrating new content into curricula, including artificial intelligence, data analytics, sustainability accounting, and related emerging topics, while simultaneously innovating teaching and learning methods. Learners need to be guided toward interdisciplinary approaches, problem-solving abilities, and other transferable skills that support long-term professional development.

DEVELOPMENT OF PROFESSIONAL ADVANCED EDUCATION

Professional advanced program growth potential

Although a certain proportion of professionals (11.8%) pursue both academic and professional advanced education, most choose one path due to time and resource constraints. Alongside national professional certificates required for practice, international professional certificates are becoming increasingly common in Vietnam, including practice-oriented programs such as ACCA, ICAEW, and CPA Australia, as well as specialized certificates in finance, internal auditing, and related fields.

Currently, 25.2% of professionals have completed at least one professional advanced education program — still lower than the 30.0% completion rate for academic advanced education. However, 34.6% are participating in at least one professional program, nearly double the participation rate for academic programs (15.7%). These figures suggest strong growth potential for professional advanced education.

Favorable learner assessments

Learners who have experienced professional advanced education programs rate them fairly positively, especially in terms of improving professional competence (81.5%), promotion opportunities (77.2%), and career transition opportunities (76.4%). Meanwhile, assessments by learners who have experienced academic advanced education programs reach only a moderately good level, with expectation-fulfillment rates of around 60%–70%.

In terms of difficulties and obstacles when participating in advanced education, learners do not perceive large differences between the two types of education, especially on the two most important dimensions: work at employer and tuition costs.

RECOMMENDATIONS

The survey reveals substantial opportunities for expanding advanced education in both academic and professional directions, as more than 30% of professionals have neither completed nor are participating in any advanced education program. In addition, those who have completed training also have needs for retraining and for supplementing knowledge and skills suited to the new professional context. At the same time, several challenges must be addressed, including resource limitations and barriers to cooperation among stakeholders. Based on these findings, several solutions may be considered.

Study and assess the impact of the new context on the profession

Education and training institutions and professional organizations need to assess the impacts of technology, sustainability, generational change, and other changes in the business environment on the profession's labor market. With experienced research teams from universities, alumni networks, and cooperation with professional organizations, such studies can draw on global experience and apply it to Vietnam in order to identify trends in social demand, learner characteristics, and employer capability requirements. These findings can support the renewal of training in universities and professional organizations.

Continue renewing application-oriented master's programs in accounting

Academic advanced education programs are strong in providing learners with a solid theoretical foundation and supporting long-term professional development. Learners' moderate assessments partly stem from an objective factor: application-oriented master's programs were only recently permitted. In addition, academic programs—by nature—emphasize theoretical foundations, which may limit learners' ability to apply knowledge quickly in practice. Therefore, continued renewal of application-oriented master's programs is essential to ensure they meet their intended objectives. Specifically:

- Strengthen collaboration with enterprises and professional organizations in curriculum development, learning-material design, and expert engagement. Shared use of these resources among universities can reduce expert time and costs.
- Integrate new content that reflects rapid changes in the profession and evolving recruitment needs.
- Design flexible courses, such as topical seminars, on emerging or interdisciplinary areas including data analytics, cybersecurity, artificial intelligence, and sustainability accounting to provide updated knowledge.
- Expand teaching methods that enhance problem-solving and transferable skills, such as project-based learning, case exercises, and role-play activities.
- Organize workshops to update learners on new professional directions and personal development pathways, helping them understand enterprise expectations and plan their own development accordingly.
- These solutions can also be extended to final-year undergraduate students, enabling earlier exposure to the professional environment. The Ministry of Education and Training currently allows final-year students to participate in selected master's-level courses, creating favorable conditions for this integration.

Continue renewing undergraduate education

Undergraduate education plays an essential role in shaping learners' future pathways as they begin entering the profession. Continued innovations should focus on strengthening the connection between undergraduate education and long-term career development. Specifically:

- Provide clearer orientation for learners regarding career development pathways, including labor-market characteristics and future opportunities and challenges, so that learners can plan and strategize their personal development effectively.
- Prepare learners early with interdisciplinary perspectives and transferable skills, alongside core professional knowledge and competencies, to support subsequent development stages after graduation.

- Strengthen connections with enterprises through topical seminars, internships, and similar activities, enabling learners to understand the professional structure early and identify their role within it—both at graduation and throughout their career progression.

Integrate or mutually recognize education programs

Professional education programs offer strong advantages in practical updates, training flexibility, and close connection to specific professional environments through membership systems, mandatory continuing professional education, and related mechanisms. However, these programs often focus on selected knowledge and skills tailored to practice. Integrating them with academic advanced education programs allows learners to benefit from both practical relevance and theoretical depth. Moreover, integration or mutual recognition can significantly reduce the time and cost burdens—currently among the greatest challenges for accounting and auditing professionals participating in advanced education.

Integration or mutual recognition between academic and professional programs is an effective solution and reflects a growing trend, typically implemented through bilateral arrangements with clearly defined conditions to ensure quality on both sides. When appropriately designed, these arrangements help learners optimize their learning pathways, enhance employability, and strengthen alignment with international competency standards.

Enhancing the Role of Professional Organizations

Professional organizations play an important role in developing the accounting and auditing profession, stemming from both their mission and their intermediary position between universities and enterprises. Their contributions include:

- Actively supporting the renewal of university education, including providing feedback on curricula and facilitating connections between enterprises and universities to better prepare the future workforce.
- Promoting integration or mutual recognition between academic and professional training programs. Some undergraduate programs have already incorporated content from professional certificates such as ACCA and ICAEW to enhance learners' employment opportunities. However, the level of integration or mutual recognition remains limited compared with many countries in the region. This gap reflects differing perceptions of the nature of accounting education, regulatory constraints, and varying levels of access to international practices among domestic education programs. Strengthened cooperation among stakeholders can help accelerate this process.

Beyond these contributions, professional organizations can further enhance their role by expanding research activities, supporting capability-building initiatives, and strengthening collaboration with enterprises to ensure that training programs—both academic and professional—remain responsive to rapid changes in the profession.

APPENDICES

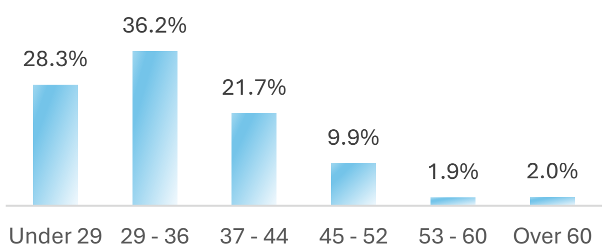
APPENDIX 1

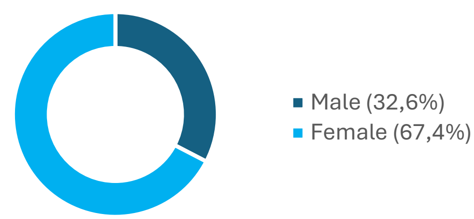
SURVEY SAMPLE STATISTICS

The survey was conducted through the networks of members, students, and partners of HAA, UEH, VACPA, Smart Train, and Navigos Group, with support from ACCA, ICAEW, Ho Chi Minh City University of Industry, Ho Chi Minh City University of Banking, National Economics University, and University of Economics – The University of Da Nang. Out of more than 3,000 questionnaires distributed to accounting and auditing professionals, 1,562 responses were collected. After data screening, 1,006 fully completed responses remained.

By gender and age

Most participants were under the age of 45 (86.2%). The remaining groups were: (i) 45–52 years old (9.9%), (ii) 53–60 years old (1.9%), and (iii) over 60 years old (2%). Female respondents accounted for a relatively large proportion (67.4%), while male respondents accounted for a smaller proportion (32.6%).



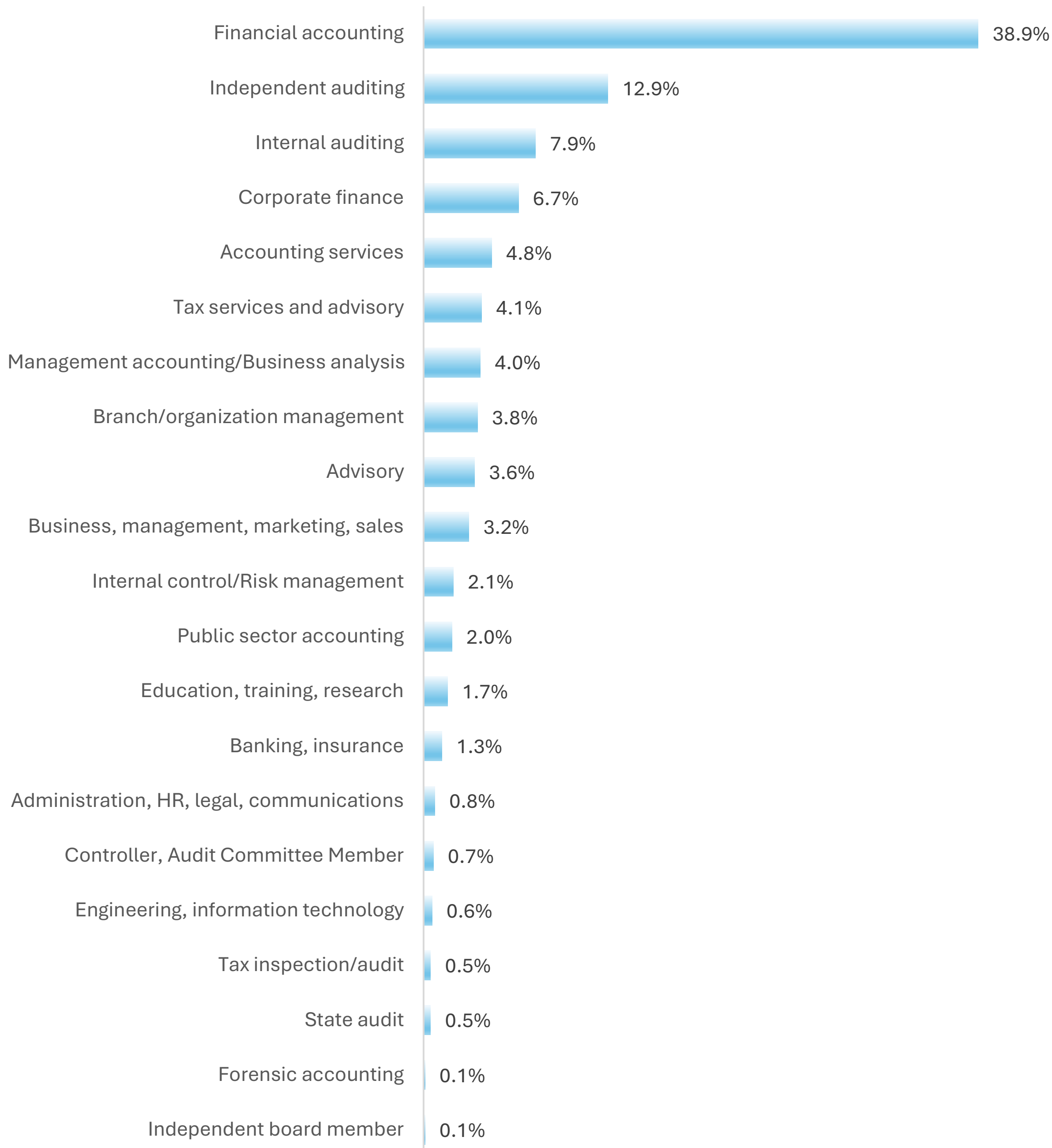


By job levels

Participants held various positions within their organizations. The largest proportion were experienced staff (39.2%), followed by manager (26.4%) and team leaders (14.3%). Entry-level staff accounted for 9.3% of respondents, while directors represented 6.6%, and senior specialists accounted for 4.2% of the respondents.

By job fields

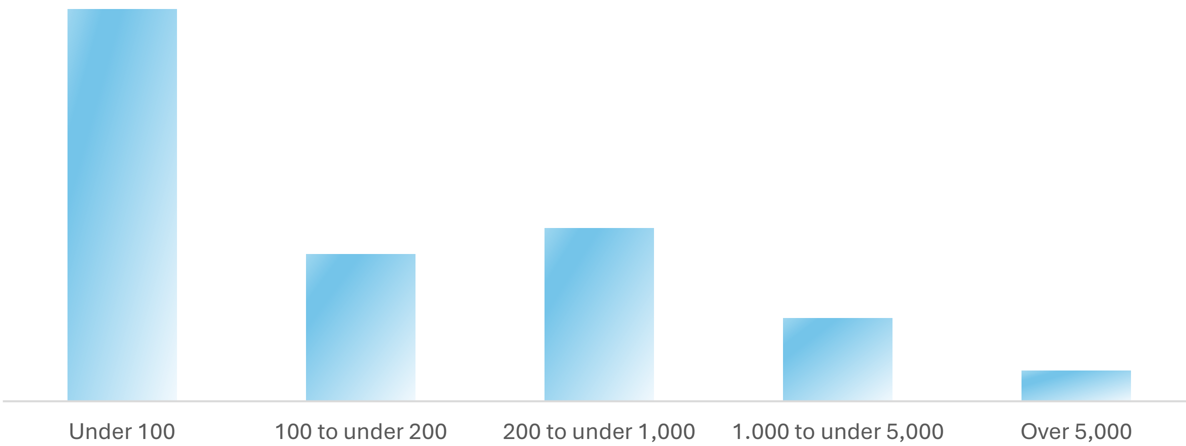
Job fields include branches within the accounting and auditing profession, as well as other related roles that accounting and auditing professionals may undertake throughout their careers. The areas with the highest proportions were financial accounting (38.9%), independent auditing (12.9%), internal auditing (7.9%), and corporate finance (6.7%).



Note: "Advisory" includes functions such as M&A, Restructuring and Bankruptcy, and Business Valuation.

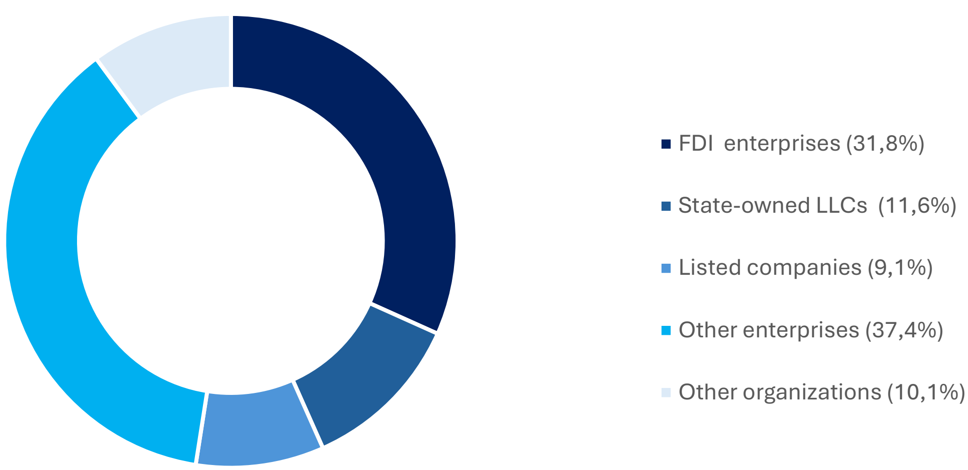
By organization scale

Nearly half of the respondents worked in organizations with fewer than 100 employees (47.5%). Meanwhile, 17.8% and 21% were employed in organizations with 100 to under 200 employees and 200 to under 1,000 employees, respectively. The proportion of individuals working in large organizations (1,000 to under 5,000 employees) was 10%, while those in very large organizations (more than 5,000 employees) accounted for 3.7%.



By organization type

Most respondents were employed in enterprises, including FDI enterprises (31.8%), state-owned limited liability companies (state-owned LLCs) (11.6%), listed companies (9.1%), and other types of enterprises (37.4%). In addition, 10.1% of respondents worked in other types of organizations.



By location

Ho Chi Minh City and Hanoi accounted for the largest proportions of respondents, at 68.1% and 16.2%, respectively. They were followed by Da Nang (3.9%), Can Tho (2.1%), and Dong Nai (1.8%). Other localities each accounted for less than 1% of the survey.

Location	%	Location	%
Ho Chi Minh City	68.1%	Ninh Binh	0.3%
Ha Noi	16.2%	Phu Tho	0.3%
Da Nang	3.9%	Thai Nguyen	0.3%
Can Tho	2.1%	Thanh Hoa	0.3%
Dong Nai	1.8%	Vinh Long	0.3%
Khanh Hoa	0.9%	Ca Mau	0.2%
Tay Ninh	0.9%	Hue	0.1%
Hai Phong	0.7%	Lam Dong	0.1%
Bac Ninh	0.6%	Nghe An	0.1%
An Giang	0.5%	Son La	0.1%
Dong Thap	0.4%	Others	0.4%
Gia Lai	0.4%	Foreign countries	0.3%
Hung Yen	0.4%	Unidentified	0.1%
Dak Lak	0.3%		

Notes: Location are identified based on the new administrative boundaries.

APPENDIX 2

LIST OF UNIVERSITIES OFFERING POSTGRADUATE ACCOUNTING PROGRAMS

No	University	Location
1	Academy of Finance (*)	Hanoi
2	Banking Academy of Vietnam (*)	Hanoi
3	Dong A University	Da Nang
4	Duy Tan University (*)	Da Nang
5	East Asia University of Technology	Hanoi
6	Hanoi Open University	Hanoi
7	Hanoi University of Industry	Hanoi
8	Ho Chi Minh City Open University	Ho Chi Minh City
9	Ho Chi Minh City University of Banking	Ho Chi Minh City
10	Ho Chi Minh City University of Economics and Finance	Ho Chi Minh City
11	Ho Chi Minh City University of Industry and Trade	Ho Chi Minh City
12	Ho Chi Minh City University of Technology	Ho Chi Minh City
13	Hong Duc University	Thanh Hoa
14	Industrial University of Ho Chi Minh City (*)	Ho Chi Minh City
15	Lac Hong University	Dong Nai
16	National Economics University (*)	Hanoi
17	Nha Trang University	Khanh Hoa
18	Phenikaa University	Hanoi
19	Quy Nhon University	Gia Lai
20	Tay Do University	Can Tho
21	Thai Nguyen University of Economics and Business Administration	Thai Nguyen
22	Thu Dau Mot University	Ho Chi Minh City
23	ThuongMai University (*)	Hanoi
24	Ton Duc Thang University	Ho Chi Minh City
25	Trade Union University	Hanoi

No	University	Location
26	University of Economics - Technology for Industries	Hanoi
27	University of Economics – The University of Da Nang (*)	Da Nang
28	University of Economics and Business – Vietnam National University, Hanoi	Hanoi
29	University of Economics and Law – Vietnam National University Ho Chi Minh City	Ho Chi Minh City
30	University of Economics Ho Chi Minh City (*)	Ho Chi Minh City
31	University of Hai Duong	Hai Phong
32	University of Labour and Social Affairs	Hanoi
33	Van Lang University	Ho Chi Minh City
34	Vietnam National University of Agriculture	Hanoi
35	Vinh University	Nghe An

Notes:
(*) The university offers a doctorate program in accounting.
Data collected up to August 2025, listed in alphabetical order.

APPENDIX 3

LIST OF SURVEYED COMPANIES

The initial dataset was obtained from the 2025 VNR500 ranking of Vietnam's largest enterprises. The information was cross-checked with official company websites and stock market databases to retain only those enterprises listed on HOSE or HNX, or registered for trading on UPCoM as of the end of 2025. The companies were arranged alphabetically according to their stock symbols.

No.	SYMBOL	STOCK EXCHANGE	NAME
1	AAA	HOSE	AN PHAT BIOPLASTICS JOINT STOCK COMPANY
2	ACB	HOSE	ASIA COMMERCIAL JOINT STOCK BANK
3	ACG	HOSE	AN CUONG WOOD - WORKING JOINT STOCK COMPANY
4	ACV	UPCoM	AIRPORTS CORPORATION OF VIETNAM
5	AFX	HOSE	AN GIANG AGRICULTURE AND FOODS IMPORT-EXPORT JOINT STOCK COMPANY
6	AIG	UPCoM	AIG ASIA INGREDIENTS CORPORATION
7	AME	HNX	ALPHANAM E&C JOINT STOCK COMPANY
8	ANV	HOSE	NAM VIET CORPORATION
9	APF	UPCoM	QUANG NGAI AGRICULTURAL PRODUCTS AND FOODSTUFF JOINT STOCK COMPANY
10	APH	HOSE	AN PHAT HOLDINGS JOINT STOCK COMPANY
11	ASM	HOSE	SAO MAI GROUP CORPORATION
12	BAB	HNX	BAC A COMMERCIAL JOINT STOCK BANK
13	BAF	HOSE	BAF VIET NAM AGRICULTURE JOINT STOCK COMPANY
14	BCG	HOSE	BAMBOO CAPITAL GROUP JOINT STOCK COMPANY
15	BCM	HOSE	BECAMEX INVESTMENT AND INDUSTRIAL DEVELOPMENT GROUP
16	BFC	HOSE	BINH DIEN FERTILIZER JOINT STOCK COMPANY
17	BHN	HOSE	HANOI BEER ALCOHOL AND BEVERAGE JOINT STOCK CORPORATION
18	BIC	HOSE	BIDV INSURANCE CORPORATION
19	BID	HOSE	JOINT STOCK COMMERCIAL BANK FOR INVESTMENT AND DEVELOPMENT OF VIETNAM
20	BMF	UPCoM	DONG NAI BUILDING MATERIAL AND FUEL JOINT STOCK COMPANY
21	BMI	HOSE	BAO MINH INSURANCE CORPORATION
22	BMP	HOSE	BINH MINH PLASTICS JOINT STOCK COMPANY
23	BSR	UPCoM	PETROVIETNAM REFINING AND PETROCHEMICAL CORPORATION
24	BVB	UPCoM	VIET CAPITAL COMMERCIAL JOINT STOCK BANK
25	BVH	HOSE	BAOVIET HOLDINGS
26	BWE	HOSE	BINH DUONG WATER - ENVIRONMENT CORPORATION - JOINT STOCK COMPANY
27	C4G	UPCoM	CIENCO4 GROUP JOINT STOCK COMPANY
28	CC1	UPCoM	CONSTRUCTION CORPORATION NO.1 - JSC
29	CDP	UPCoM	CODUPHA CENTRAL PHARMACEUTICAL JOINT STOCK COMPANY
30	CII	HOSE	HO CHI MINH CITY INFRASTRUCTURE INVESTMENT JOINT STOCK COMPANY

No.	SYMBOL	STOCK EXCHANGE	NAME
31	CMF	UPCoM	CHOLIMEX FOOD JOINT STOCK COMPANY
32	CMG	HOSE	CMC CORPORATION
33	CMV	HOSE	CA MAU TRADING JOINT STOCK COMPANY
34	COM	HOSE	MATERIALS - PETROLEUM JOINT STOCK COMPANY
35	CTD	HOSE	COTECCONS CONSTRUCTION JOINT STOCK COMPANY
36	CTF	HOSE	CITY AUTO CORPORATION
37	CTG	HOSE	VIETNAM JOINT STOCK COMMERCIAL BANK FOR INDUSTRY AND TRADE
38	CTR	HOSE	VIETTEL CONSTRUCTION JOINT STOCK CORPORATION
39	DAT	HOSE	TRAVEL INVESTMENT AND SEAFOOD DEVELOPMENT CORPORATION
40	DBC	HOSE	DABACO GROUP
41	DCM	HOSE	PETROVIETNAM CA MAU FERTILIZER CORPORATION
42	DGC	HOSE	DUC GIANG CHEMICALS GROUP JOINT STOCK COMPANY
43	DGW	HOSE	DIGIWORLD CORPORATION
44	DHC	HOSE	DONG HAI JOINT STOCK COMPANY OF BEN TRE
45	DHG	HOSE	DHG PHARMACEUTICAL JOINT-STOCK COMPANY
46	DNP	HNX	DNP HOLDING JOINT STOCK COMPANY
47	DP1	UPCoM	CENTRAL PHARMACEUTICAL CPC1 JOINT STOCK COMPANY
48	DPG	HOSE	DAT PHUONG GROUP JOINT STOCK COMPANY
49	DPM	HOSE	PETROVIETNAM FERTILIZER AND CHEMICALS CORPORATION
50	DVN	UPCoM	VIETNAM PHARMACEUTICAL CORPORATION – JOINT STOCK COMPANY
51	EIB	HOSE	VIETNAM EXPORT IMPORT COMMERCIAL JOINT STOCK BANK
52	FHS	UPCoM	HO CHI MINH CITY BOOK DISTRIBUTION CORPORATION
53	FMC	HOSE	SAO TA FOODS JOINT STOCK COMPANY
54	FOX	UPCoM	FPT TELECOM JOINT STOCK COMPANY
55	FPT	HOSE	FPT CORPORATION
56	GAS	HOSE	PETROVIETNAM GAS JOINT STOCK CORPORATION
57	GDA	UPCoM	TON DONG A CORPORATION
58	GEX	HOSE	GELEX GROUP JOINT STOCK COMPANY
59	GMD	HOSE	GEMADEPT CORPORATION
60	HAH	HOSE	HAI AN TRANSPORT AND STEVEDORING JOINT STOCK COMPANY
61	HAM	UPCoM	HAU GIANG MATERIALS JOINT STOCK COMPANY
62	HAN	UPCoM	HANOI CONSTRUCTION CORPORATION - JOINT STOCK COMPANY
63	HAX	HOSE	HANG XANH MOTORS SERVICE JOINT STOCK COMPANY
64	HCM	HOSE	HO CHI MINH CITY SECURITIES CORPORATION
65	HDB	HOSE	HO CHI MINH CITY DEVELOPMENT JOINT STOCK COMMERCIAL BANK
66	HDG	HOSE	HA DO GROUP JOINT STOCK COMPANY
67	HHV	HOSE	DEO CA TRAFFIC INFRASTRUCTURE INVESTMENT JOINT STOCK COMPANY
68	HII	HOSE	AN TIEN INDUSTRIES JOINT STOCK COMPANY

No.	SYMBOL	STOCK EXCHANGE	NAME
69	HPG	HOSE	HOA PHAT GROUP JOINT STOCK COMPANY
70	HSG	HOSE	HOA SEN GROUP
71	HT1	HOSE	VICEM HA TIEN CEMENT JOINT STOCK COMPANY
72	HTG	HOSE	HOA THO TEXTILE - GARMENT JOINT STOCK CORPORATION
73	HUT	HNX	TASCO JOINT STOCK COMPANY
74	IDC	HNX	IDICO CORPORATION - JSC
75	IDI	HOSE	I.D.I INTERNATIONAL DEVELOPMENT AND INVESTMENT CORPORATION
76	KDC	HOSE	KIDO GROUP CORPORATION
77	KDH	HOSE	KHANG DIEN HOUSE TRADING AND INVESTMENT JOINT STOCK COMPANY
78	KLB	UPCoM	KIEN LONG COMMERCIAL JOINT STOCK BANK
79	KMT	HNX	CENTRAL VIETNAM METAL CORPORATION
80	KTC	UPCoM	KIEN GIANG TRADING JOINT STOCK COMPANY
81	L18	HNX	CONSTRUCTION AND INVESTMENT JOINT STOCK COMPANY NO 18
82	LIG	HNX	LICOGI 13 JOINT STOCK COMPANY
83	LIX	HOSE	LIX DETERGENT JOINT STOCK COMPANY
84	LPB	HOSE	FORTUNE VIETNAM JOINT STOCK COMMERCIAL BANK
85	LSS	HOSE	LAM SON SUGAR CANE JOINT STOCK CORPORATION
86	M10	UPCoM	GARMENT 10 CORPORATION - JOINT STOCK COMPANY
87	MBB	HOSE	MILITARY COMMERCIAL JOINT STOCK BANK
88	MCH	UPCoM	MASAN CONSUMER CORPORATION
89	MCM	HOSE	MOCCHAU DAIRY CATTLE BREEDING JOINT STOCK COMPANY
90	MIG	HOSE	MILITARY INSURANCE CORPORATION
91	MNB	UPCoM	NHA BE GARMENT CORPORATION - JOINT STOCK COMPANY
92	MSB	HOSE	VIETNAM MARITIME COMMERCIAL JOINT STOCK BANK
93	MSH	HOSE	SONG HONG GARMENT JOINT STOCK COMPANY
94	MSN	HOSE	MASAN GROUP CORPORATION
95	MSR	UPCoM	MASAN HIGH-TECH MATERIALS CORPORATION
96	MTS	UPCoM	VINACOMIN - MATERIALS TRADING JOINT STOCK COMPANY
97	MVN	UPCoM	VIETNAM MARITIME CORPORATION
98	MWG	HOSE	MOBILE WORLD INVESTMENT CORPORATION
99	MZG	UPCoM	MIZA CORPORATION
100	NAG	HNX	NAGAKAWA GROUP JOINT STOCK COMPANY
101	NKG	HOSE	NAM KIM STEEL JOINT STOCK COMPANY
102	NLG	HOSE	NAM LONG INVESTMENT CORPORATION
103	NSC	HOSE	VIETNAM NATIONAL SEED GROUP JOINT STOCK COMPANY
104	NT2	HOSE	PETROVIETNAM POWER NHON TRACH 2 JOINT STOCK COMPANY
105	NTP	HNX	TIEN PHONG PLASTIC JOINT STOCK COMPANY
106	OCB	HOSE	ORIENT COMMERCIAL JOINT STOCK BANK

No.	SYMBOL	STOCK EXCHANGE	NAME
107	OIL	UPCoM	PETROVIETNAM OIL CORPORATION
108	ORS	HOSE	TIEN PHONG SECURITIES CORPORATION
109	PAN	HOSE	THE PAN GROUP JOINT STOCK COMPANY
110	PC1	HOSE	PC1 GROUP JOINT STOCK COMPANY
111	PET	HOSE	PETROVIETNAM GENERAL SERVICES CORPORATION
112	PGB	UPCoM	PROSPERITY AND GROWTH COMMERCIAL JOINT STOCK BANK
113	PGC	HOSE	PETROLIMEX GAS CORPORATION - JOINT STOCK COMPANY
114	PGD	HOSE	PETROVIETNAM LOW PRESSURE GAS DISTRIBUTION JOINT STOCK COMPANY
115	PGI	HOSE	PETROLIMEX INSURANCE CORPORATION
116	PGS	HNX	SOUTHERN GAS TRADING JOINT STOCK COMPANY
117	PHP	UPCoM	PORT OF HAI PHONG JOINT STOCK COMPANY
118	PLC	HNX	PETROLIMEX PETROCHEMICAL CORPORATION
119	PLX	HOSE	VIETNAM NATIONAL PETROLEUM GROUP
120	PMB	HNX	NORTH PETROVIETNAM FERTILIZER AND CHEMICALS JOINT STOCK COMPANY
121	PNJ	HOSE	PHU NHUAN JEWELRY JOINT STOCK COMPANY
122	POW	HOSE	PETROVIETNAM POWER CORPORATION
123	PPT	HNX	PETRO TIMES JOINT STOCK COMPANY
124	PSD	HNX	PETROLEUM GENERAL DISTRIBUTION SERVICES JOINT STOCK COMPANY
125	PTB	HOSE	PHU TAI JOINT STOCK COMPANY
126	PTI	HNX	POST - TELECOMMUNICATION JOINT - STOCK INSURANCE CORPORATION
127	PVC	HNX	PETROVIETNAM CHEMICAL AND SERVICES CORPORATION
128	PVD	HOSE	PETROVIETNAM DRILLING AND WELL SERVICES CORPORATION
129	PVI	HNX	PVI HOLDINGS
130	PVS	HNX	PETROVIETNAM TECHNICAL SERVICES CORPORATION
131	PVT	HOSE	PETROVIETNAM TRANSPORTATION CORPORATION
132	QNS	UPCoM	QUANG NGAI SUGAR JOINT STOCK COMPANY
133	RAL	HOSE	RANG DONG LIGHT SOURCE AND VACUUM FLASK JOINT STOCK COMPANY
134	REE	HOSE	REFRIGERATION ELECTRICAL ENGINEERING CORPORATION
135	SAB	HOSE	SAIGON BEER - ALCOHOL - BEVERAGE CORPORATION
136	SAM	HOSE	SAM HOLDINGS CORPORATION
137	SAS	UPCoM	SOUTHERN AIRPORTS SERVICES JOINT STOCK COMPANY (SASCO)
138	SBG	HOSE	SIBA HIGH-TECH MECHANICAL GROUP JOINT STOCK COMPANY
139	SBT	HOSE	THANH THANH CONG - BIEN HOA JOINT STOCK COMPANY
140	SHB	HOSE	SAIGON - HANOI COMMERCIAL JOINT STOCK BANK
141	SHI	HOSE	SONHA INTERNATIONAL CORPORATION
142	SHN	HNX	HA NOI INVESTMENT GENERAL CORPORATION
143	SIP	HOSE	SAI GON VRG INVESTMENT CORPORATION
144	SJG	UPCoM	SONG DA CORPORATION JSC

No.	SYMBOL	STOCK EXCHANGE	NAME
145	SNZ	UPCoM	SONADEZI CORPORATION
146	SSB	HOSE	SOUTHEAST ASIA COMMERCIAL JOINT STOCK BANK
147	SSI	HOSE	SSI SECURITIES CORPORATION
148	STB	HOSE	SAIGON THUONG TIN COMMERCIAL JOINT STOCK BANK
149	SVC	HOSE	SAIGON GENERAL SERVICE CORPORATION
150	TA9	HNX	THANH AN 96 INSTALLATION AND CONSTRUCTION JOINT STOCK COMPANY
151	TAL	HOSE	TASECO LAND INVESTMENT JOINT STOCK COMPANY
152	TCB	HOSE	VIETNAM TECHNOLOGICAL AND COMMERCIAL JOINT STOCK BANK
153	TCD	HOSE	TRACODI CONSTRUCTION HOLDINGS JOINT STOCK COMPANY
154	TCH	HOSE	HOANG HUY INVESTMENT FINANCIAL SERVICES JOINT STOCK COMPANY
155	TCM	HOSE	THANH CONG TEXTILE GARMENT INVESTMENT TRADING JOINT STOCK COMPANY
156	TDP	HOSE	THUAN DUC JOINT STOCK COMPANY
157	THD	HNX	THAIHOLDINGS JOINT STOCK COMPANY
158	THP	UPCoM	THUAN PHUOC SEAFOODS AND TRADING CORPORATION
159	TID	UPCoM	TIN NGHIA CORPORATION
160	TLG	HOSE	THIEN LONG GROUP CORPORATION
161	TLP	UPCoM	THANH LE CORPORATION (THALEXIM)
162	TMS	HOSE	TRANSIMEX CORPORATION
163	TNG	HNX	TNG INVESTMENT AND TRADING JOINT STOCK COMPANY
164	TPB	HOSE	TIEN PHONG COMMERCIAL JOINT STOCK BANK
165	TRA	HOSE	TRAPHACO JOINT STOCK COMPANY
166	VAB	HOSE	VIETNAM ASIA COMMERCIAL JOINT STOCK BANK
167	VBB	UPCoM	VIETNAM THUONG TIN COMMERCIAL JOINT STOCK BANK
168	VCB	HOSE	JOINT STOCK COMMERCIAL BANK FOR FOREIGN TRADE OF VIETNAM
169	VCF	HOSE	VINACAFÉ BIEN HOA JOINT STOCK COMPANY
170	VCG	HOSE	VIET NAM CONSTRUCTION AND IMPORT - EXPORT JOINT STOCK CORPORATION
171	VCI	HOSE	VIETCAP SECURITIES JOINT STOCK COMPANY
172	VCS	HNX	VICOSTONE JOINT STOCK COMPANY
173	VGC	HOSE	VIGLACERA CORPORATION - JSC
174	VGG	UPCoM	VIETTIEN GARMENT CORPORATION
175	VGI	UPCoM	VIETTEL GLOBAL INVESTMENT JOINT STOCK COMPANY
176	VGP	HNX	THE VEGETEXCO PORT JOINT STOCK COMPANY
177	VGS	HNX	VIETNAM GERMANY STEEL PIPE JOINT STOCK COMPANY
178	VGT	UPCoM	VIETNAM NATIONAL TEXTILE AND GARMENT GROUP
179	VHC	HOSE	VINH HOAN CORPORATION
180	VIB	HOSE	VIETNAM INTERNATIONAL COMMERCIAL JOINT STOCK BANK
181	VIC	HOSE	VINGROUP JOINT STOCK COMPANY
182	VJC	HOSE	VIETJET AVIATION JOINT STOCK COMPANY

No.	SYMBOL	STOCK EXCHANGE	NAME
183	VLC	UPCoM	VIETNAM LIVESTOCK CORPORATION - JOINT STOCK COMPANY
184	VND	HOSE	VNDIRECT SECURITIES CORPORATION
185	VNM	HOSE	VIETNAM DAIRY PRODUCTS JOINT STOCK COMPANY
186	VOS	HOSE	VIETNAM OCEAN SHIPPING JOINT STOCK COMPANY
187	VPB	HOSE	VIETNAM PROSPERITY JOINT STOCK COMMERCIAL BANK
188	VPG	HOSE	VIET PHAT IMPORT EXPORT TRADING INVESTMENT JOINT STOCK COMPANY
189	VRE	HOSE	VINCOM RETAIL JOINT STOCK COMPANY
190	VSC	HOSE	VIETNAM CONTAINER SHIPPING JOINT STOCK CORPORATION
191	VSN	UPCoM	VISSAN JOINT STOCK COMPANY
192	VTP	HOSE	VIETTEL POST JOINT STOCK CORPORATION
193	VTR	UPCoM	VIETRAVEL TOURISM JOINT STOCK COMPANY
194	VTZ	HNX	VIET THANH PLASTIC TRADING AND MANUFACTURING JOINT STOCK COMPANY
195	VVS	UPCoM	VIETNAM MACHINE INVESTMENT DEVELOPMENT JOINT STOCK COMPANY

REPORT

CAREER DEVELOPMENT PATH AND ADVANCED EDUCATION IN ACCOUNTING AND AUDITING

HO CHI MINH CITY ACCOUNTING ASSOCIATION
https://www.hoiketoanhcm.org.vn/

UEH COLLEGE OF BUSINESS
https://ueh.edu.vn/college/cob

VIETNAM ASSOCIATION OF CERTIFIED PUBLIC ACCOUNTANTS
https://vacpa.org.vn/

SMART TRAIN ACADEMY
https://smarttrain.edu.vn/

NAVIGOS GROUP VIETNAM JOINT STOCK COMPANY
https://www.navigosgroup.com/vn/