A Feasibility and Strategic Analysis for the Establishment of a New Cambridge-Curriculum International School in Ho Chi Minh City, Vietnam

Mark Benesio Carace
https://orcid.org/0009-0005-2709-585X
markcarace3985@gmail.com
Philippine Christian University
Manila, Philippines

Abstract

This study examines the feasibility and strategic viability of establishing a new Cambridge-Curriculum international school in Ho Chi Minh City, Vietnam. Anchored in the context of Vietnam's rapidly expanding international education sector, the research responds to increasing demand from both expatriate and local Vietnamese families for globally recognized, high-quality education pathways. The study adopts a comprehensive feasibility framework encompassing market analysis, regulatory and legal assessment, operational planning, financial modeling, and socio-economic impact evaluation. A mixed-methods approach was employed, integrating secondary data analysis, industry benchmarking, policy review, and financial projections. Market analysis findings reveal sustained growth in international school enrollment driven by rising household incomes, urbanization, foreign investment, and strong parental preference for internationally accredited curricula such as Cambridge International Education. Regulatory analysis confirms that Vietnam's current legal environment—particularly under Decree No. 86/2018/ND-CP—provides a supportive and clearly defined framework for the establishment and operation of international schools. Financial analysis indicates that the proposed school is economically viable, requiring an estimated capital investment of approximately VND 225 billion. Projected financial indicators, including break-even analysis, internal rate of return (IRR), and sensitivity testing, demonstrate strong long-term sustainability and resilience under varying enrollment and cost scenarios. Operational planning highlights the importance of strategic location, qualified faculty recruitment, curriculum alignment, and accreditation compliance to ensure educational quality and competitive differentiation. The study concludes that the establishment of a Cambridge-Curriculum international school in Ho Chi Minh City is both feasible and strategically sound. Beyond financial returns, the project is expected to generate positive socio-economic impacts through employment creation, human capital development, and expanded access to internationally benchmarked education. The findings provide practical guidance for investors, policymakers, and education leaders seeking to expand high-quality international education in emerging markets.

Keywords: International Education Management; Educational Entrepreneurship; Strategic Management; Education Investment, International School Feasibility; Cambridge Curriculum; Market Demand Analysis; Financial Viability; Regulatory Compliance; Operational Planning; International Education Development; Socio-Economic Impact; Mixed-Methods Research; Secondary Data Analysis; Industry Benchmarking; Policy Review; Financial Modeling; Break-Even Analysis; Internal Rate of Return (IRR) Analysis; Sensitivity Analysis; Feasibility