

THE POLICY OF HIGHER EDUCATION DEVELOPMENT IN THE TREND OF INTERNATIONAL COOPERATION IN EDUCATION

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Abstract: *Internationalization is an inevitable trend in the higher education (HE) system. In Vietnam, the internationalization of HE has received a lot of attention from the State and society. Over the years, the Government, the Ministry of Education and Training, and the universities of Vietnam have significantly invested resources and budgets in projects to improve the quality of education in the direction of internationalization. The requirements of increasing the quality of human resources (HR) give conditions of HE for development. However, the existing difficulties are also significant challenges for each HE institution to have private solutions. This study has shown that the State's policies and laws hold an essential position and role in determining the victory of the process of international cooperation in HE. Many of the State's policies have been issued to create a legal basis for the process of international cooperation in the field of HE. The analysis of the policy situation; the achievements, besides the shortcomings and difficulties, will contribute to perfecting laws, and policies, promoting the internationalization of HE in the context that universities are given more autonomy in the future.*

Keywords: *Education, the policy of education, HE, international cooperation, development of HE*

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1. INTRODUCTION

A new and rapidly developing external factor influencing innovation at the national level is the increasing globalization and scientific and economic interaction between countries. International collaboration at all levels, i.e. government, corporate, or individual innovators - opens new horizons for innovation at the global level and then at the national level and vice versa (Ly Pham & Briller, 2008). In other words, domestic research and innovation can create added value and more incentives at the international level, through international cooperation and interactive channels such as treaties and agreements, and cooperation framework (Knight, 1997).

Vietnam's policy of cooperation and investment in education has contributed to improving the quality of training and improving Vietnam's ranking on the world education map. The quality of Vietnam's education has been raised by five places, reaching 59th place in the international



rankings in 2021. Vietnam already has a number of universities in the world's best university rankings. For general education, Vietnam also achieved high results in the international assessment program PISA (Dung, 2022).

In order to improve the quality of human resource training to meet the requirements of industrialization, modernization, and international integration, the Government of Vietnam wishes to attract and always encourage and create favorable conditions for investors. domestic and foreign investment in education and training development at all levels and training levels (Government, 2017 & 2021).

On the basis of an overview of international cooperation in HE, objectives of international cooperation in HE, the State's regulations on forms of international cooperation of HE institutions, evaluate the results achieved as well as the shortcomings and limitations in the process of international cooperation and policy on international cooperation in the field of HE; this study provides some policy recommendations to develop cooperation in HE in the context that international cooperation in the field of education is a common trend of the world and an important requirement in training high-quality (H-Q) HR for the cause of industrialization, modernization, and international integration of Vietnam.

2. LITERATURE REVIEW

2.1 Vietnam's higher education

As a place to train H-QHR for the country, HE in Vietnam has always been of interest to the whole society. During nearly 40 years of innovation (starting in 1986), HE has achieved significant achievements, but there are also limitations and shortcomings. Therefore, reforming the HE system is one of the important tasks to contribute to the achievement of the country's development goals and international integration.

In terms of history, since the establishment of the Temple of Literature - QuocTuGiam (1070), HE in Vietnam has existed for over a thousand years. In the new era, the cause of Vietnam's HE formed after the August Revolution (1945) has also undergone nearly 80 years of establishment and development. During the Innovation period, the Communist Party and the State of Vietnam have consistently affirmed: with science and technology, education and training are the national policy of leading; investment in education plays an important role in development, and education must be given priority, ahead of other fields.

To meet the urgent requirements of reality, the 8th Plenum of the Party Central Committee, term XI, passed Resolution No. 29-NQ/TW (2013). The conference was focused on comprehensive reform of Vietnam's education at all levels, levels, and disciplines; renovating training program content, renovating educational management, renewing international cooperation, etc., in response to the urgent requirements of the country, serving the process of training high-quality HR for the country. Since then, the reform of HE has been carried out in Vietnam with the goal of creating a radical and drastic change in the quality and effectiveness of education and training in order to better meet the needs of the construction and defense of the Fatherland and the learning needs of the people. The resolution also sets out a goal that by 2030, Vietnamese HE will reach an advanced level in the region.

2.2 Overview of international cooperation in higher education

According to the Dictionary of Vietnamese (1996), "cooperation" is understood as activities of working together to help each other in a certain work or field, for a common purpose (Institute of Linguistics, 1992). Accordingly, "international cooperation" is the activities of countries all over the world that cooperate with each other to help each other for common interests in a certain field. International cooperation is derived from two or more subjects and different countries, helping each other to develop together in many aspects from the economy, and society to culture and education.

With the current trend of global integration, international cooperation is indispensable to bring our country to comprehensive and extensive development. Vietnam participates in international organizations in many fields: Trade, health, food, agriculture, education, science, etc. (Ansell,



2006) with many countries and regions around the world. It is a comprehensive international cooperation that contributes to the development of the country.

The benefits that international cooperation brings are International cooperation to jointly solve pressing global problems (Duchiep, et al., 2022); help create conditions for poor countries to develop; international cooperation to achieve the goal of peace for all mankind. Vietnam has the conditions to take shortcuts to advance science and technology, shorten the economic development gap, and catch up with developed countries; create conditions for our country and other countries to cooperate in friendship, equality, and friendliness for mutual benefit.

2.3 Objectives of international cooperation in higher education

In HE institutions, with HE levels and extensive knowledge bases, to connect with knowledge around the world, and access advanced science, and technology, the most modern needs international cooperation and exchanges with HE institutions abroad.

For example, the big and famous university in Japan, China, France, the USA, etc., always offers scholarships to sponsor excellent students from all over the world to study and research there. Or as is the case every year, there are universities in our country that organize cultural exchange programs - student exchange, student exchange is a great opportunity to experience a new culture deeply.

With a year of study to live abroad, live with a host family, and study at a local school, not only will students' language proficiency improve, but students will gradually become independent, build friendships, and expand relationships with international friends. When the world is no longer limited to one culture, people will have a new understanding of themselves.

For students in HE institutions, being an international exchange student becomes even more attractive because this is when students begin to need to accumulate more work experience to prepare for the future. Participating in a university-level cultural exchange program will certainly gain valuable experiences and experiences.

Thus, it can be seen that international cooperation in education in particular, and in the fields of socio-economic development in general is essential, bringing certain benefits. According to Article 43 of the Law on HE (2018), the objectives of international cooperation in HE institutions are:

“1. Improve the quality of HE in the direction of modernity, approaching advanced HE in the region and in the world.

2. Create conditions for HE institutions to develop sustainably, and train qualified and high-quality HR, serving the cause of industrialization and modernization of the country”.

2.4 Legal basis

Law on HE (2012)(No. 08/2012/QH13), and Law on HE (2018)(No. 34/2018/QH14).

Government. (2013). Decree No. 141/2013/ND-CP; Decree No. 99/2014/ND-CP (2014) and Decree No. 99/2019/ND-CP (2019), guidance on the provisions of the Law on HE.

Government. (2021). Decision No. 1331/QĐ-TTg, July 24, 2021, of the Prime Minister on the promulgation of the Strategy for Vietnam's youth development for the period of 2021-2030.

Communist Party of Vietnam. (2013). Resolution: “On fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration.

Party Central Committee. (2016). Resolution No. 05 - NQ/TW on a number of major undertakings and policies to continue renovating the growth model, labor productivity, and the competitiveness of the economy.

Ministry of Education and Training. (2017). Project “Internationalization of HE to 2025”, Decision No. 975/TTr-BGDĐT, dated December 15, 2017, approving the Project “Internationalization of HE to 2025”.

2.5 Vietnam's policy on international cooperation in higher education

Fifteen years ago (2008), in a conference, scholars Briller and Ly Pham mentioned the need and trend for the internationalization of universities on a global scale. This trend is sure to grow stronger in the era of globalization. After only 15 years, internationalization in education is becoming a matter of survival for universities in domestic and global competition.



In recent years, especially after resolution 29 (2013), international cooperation in HE has been promoted. Many decisions of the Party and the State of Vietnam have allowed the promotion of cooperation in the field of HE. This is most evident in the introduction of the Law on HE (2018); Vietnam's HE development strategy (2021-2030). With that open policy, international cooperation in the field of HE has been implemented and initial positive results have been achieved.

The need to innovate HE in Vietnam is regulated by the country's development situation and the general trend of the world. Domestically, the Innovation process has been going on for nearly 40 years and is increasingly deepening. The need to transform the economic model from breadth to depth and the need to restructure the economy towards quality, efficiency, and competitiveness requires HE to meet learning needs. people and quickly contribute to the training of H-QHR. Without innovation, it will lead to poor quality HR and will be one of the factors hindering the development of the country.

International integration in general and international integration in the field of education, especially higher education is an inevitable trend. Vietnam is one of the countries that recognized that problem very early on (Trung & Van, 2020a & 2020b). Therefore, right from the beginning of the doi moi period (the late 80s, early 90s of the 20th century), Vietnam has actively and actively integrated deeply and widely into the world economy. This is clearly shown in the documents of the Communist Party of Vietnam (from 1991 to the present).

The guidelines and lines of the Communist Party of Vietnam have been concretized by the policies and laws of the State. Many State policies and laws on education, especially higher education have been promulgated. In those documents, the issue of international cooperation in the field of higher education has been repeatedly emphasized. A new mechanism has been opened for international cooperation in the field of higher education, enabling many universities to expand their international relationships and cooperation. This is easy to see when many Vietnamese universities (both public and private) have international training programs organized right in Vietnam.

Thus, it can be affirmed that the policy of international cooperation in the field of higher education has created favorable conditions for the process of international cooperation, enabling international programs to be expanded in Vietnam. At the same time, attracting many learners from other countries to Vietnam to study and work; expand the market for foreigners. The right decisions of the Vietnamese Party and State have opened a new direction for international cooperation in education.

2.6 State regulations on the form of international cooperation of HE institutions

Since the opening-door policy, and especially in recent years, forms of international cooperation in HE in Vietnam are increasingly flourishing, including both positive and negative factors. should be fully understood. There are currently two trends in view of HE: one is traditionally viewed as a public good for the sake of serving the public interest, so profit is not the goal. Another growing trend is to view HE as a tradable good that needs to be operated under commercial rules such as the GATS Agreement and within the WTO framework (The new school, 2009). According to Article 44 of the Law on HE (2018), there are the following forms of international cooperation among HE institutions:

Joint training: Joint training is a cooperation between a Vietnamese HE institution and a foreign HE institution in order to implement a training program for the granting of diplomas or certificates without establishing legal.

Establishing a representative office of a foreign HE institution in Vietnam. A representative office of foreign education in Vietnam is a dependent unit of a foreign educational institution, established and operating in Vietnam in order to promote and develop cooperation and investment in education. in accordance with the laws of Vietnam.

Cooperation in scientific research and technology transfer, organization of scientific conferences and seminars. Consulting, sponsoring, and investing in developing facilities and equipment. Fostering and exchanging lecturers, researchers, administrators, and learners (Hang & Van, 2022).



Linking libraries, exchanging information for training, science, and technology activities; providing training programs; exchange of publications, documents, and results of training, science, and technology activities.

Participation in regional and international educational, scientific, and professional associations. Open representative offices of Vietnamese HE institutions abroad. Other forms of cooperation as prescribed by law.

In, it can be seen that cooperation activities between Vietnamese HE institutions and foreign HE institutions are collectively referred to as joint training activities specified in Clause 1, Article 44 of the Law on HE (2018) to fulfill the purpose of implementing a training program for the award of diplomas or certificates without establishing a legal entity.

In addition to the regulation on not establishing a legal entity, Clause 2, Article 44 of the Law on HE (2018) also provides for the establishment of a representative office of a foreign HE institution in Vietnam. This establishment is stipulated by law that a representative office will be a dependent unit of a foreign educational institution or institution, established and operating in Vietnam. Representative offices were established for the purpose of promoting and developing cooperation and investment in education according to the provisions of Vietnamese law.

Vietnam's education has had a great developed through the promotion of international cooperation activities, in the process of cooperation with developed countries in the world, has created improvement, enhancement, and modernization, updating new knowledge and new technologies of Vietnam's HE compared to past to suit the situation of extensive international integration in education but still have to maintain the identity and unique culture of Vietnam. nation and assert its sovereignty.

In the process of this cooperation to improve competitiveness with other forms of education, attract more talent from vocational education institutions in Vietnam compared to prestigious international educational institutions; help build a great talent pool for the country.

2.7 Outcomes of HE policy and scale in international cooperation

"Vietnam is a country with a large young population, a tradition of studiousness, and willingness to invest money to study at high-quality educational institutions. Vietnam is a country with a stable political and security background and an open visa policy among countries in the region. Therefore, investing in building educational institutions and implementing high-quality educational programs in Vietnam not only attracts Vietnamese students but also has the ability to attract students regionally and internationally. Therefore, the opportunity and potential for investment in education in Vietnam are huge" (Trung & Van, 2020a)

The schools have actively expanded and improved the effectiveness of international cooperation; develop quality cooperation programs and projects with foreign partners, review joint training programs to ensure compliance with regulations, focus on selecting partners with good reputations; actively cooperate, seek international support resources, contribute to improving the quality of training and scientific research; encouraging quality accreditation by reputable international accrediting organizations operating in Vietnam (Yen, 2022).

According to statistics from Vietnam International Education Development (2018), the total number of joint training programs with foreign educational institutions across the country as of March 2017 is 318 programs, currently operating at all 4 levels. training from college, university, master to doctorate. The current affiliate programs have quite diverse operating methods, which have met the needs of studying and receiving degrees from foreign universities at a reasonable cost for a part of learners; and at the same time bring economic and academic benefits (through the exchange of lecturers, sharing of experience in training organization, teaching methods among related parties) to Vietnam's universities. In particular, training cooperation with high-ranking universities in the world is also a lever to help Vietnamese universities directly access the advanced training methods of these partners, thereby step by step improving the quality of training, and the quality of its teaching staff. Despite many advantages, the implementation of affiliate programs also revealed some major difficulties and inadequacies such as issues related to the reputation of foreign partners and the quality of training programs.



According to a report by the Department of International Cooperation, Ministry of Education and Training, in the 2020-2021 school year, the number of foreign-invested educational institutions accounts for 17% of the more than 3,800 non-public educational institutions. By the end of June 2022, Vietnam has attracted 605 projects in the field of education with a total investment capital of more than 4.57 billion USD, coming from 33 countries and territories.

Reporting to the National Assembly on the status and solutions of HE quality, the Ministry of Education and Training assessed (2022): The number of HE institutions meeting international and domestic accreditation standards increased significantly. Up to now, the country has about 90 HE institutions recognized by domestic accrediting organizations and 5 HE institutions recognized by international assessment and accreditation organizations.

In addition, there are 112 university training programs that have been evaluated and recognized, including 08 programs assessed according to domestic standards; 104 evaluation programs according to regional and international standards. The number of Vietnamese universities listed in the top 400 universities in Asia is increasing. By 2022, Vietnamese HE institutions will continue to maintain and hold good positions in international prestigious rankings. 5 HE institutions ranked in the world in 2022 (Top 1000+, THE); 11 HE institutions ranked Asian universities (QS Asia University Rankings 2022).

2.8 Some policy limitations in international cooperation on HE

Vietnam's HE still faces some limitations in terms of enforcement of legal documents and university autonomy. The organizational structure of the apparatus and the leadership team of some training institutions has not been perfected. Some establishments have not yet built or approved job placement schemes; have not yet developed or promulgated documents and regulations according to their competence, or are incomplete and in compliance with legal regulations, especially regulations on organization, operation, and financial regulations (Hoduc, et al., 2022; Vuhong, 2022b). Internal inspection is not really an effective force in school governance (Khanh, 2022). Some institutions are still slow in digital transformation, information technology application, and innovation in teaching and learning methods (Longan, et al., 2022; Hoduc, et al., 2022).

Since 2006, the Ministry of Education and Training has piloted advanced programs and developed the Project "Training according to advanced programs at a number of Vietnamese universities in the period 2008 - 2015". According to the final report of the Ministry of Education and Training in December 2016, the project has achieved 6/7 goals (the target of attracting 3,000 international students to study in Vietnam only achieved 65% of the target suggested). The project is considered to have a positive impact on many aspects of the school's activities implementing the advanced program, contributing to modernization, standardization, and enhancing the international integration of lecturers and staff management department; how to develop training programs and facilities; training organization and management; teaching-learning and assessment methods; autonomous mode of administration and management of the university; and international cooperation activities of HE institutions participating in the scheme. However, challenges for the sustainability of cutting-edge programs relate to financial sustainability, faculty capacity, and market demand analysis and forecasting with the training professions under the advanced programs in operation.

Besides the advanced program scheme, the promulgation of the national qualifications Framework approved by the Prime Minister in October 2016 is also one of the great efforts to strengthen international integration in the field of teaching and learning, vocational and HE in Vietnam. The national qualification framework has created a basis for comparing and contrasting the training levels of Vietnam with ASEAN countries through the ASEAN Qualifications Framework of Reference (AQRf); thereby supporting the recognition of degrees, exchanging credits, supporting the exchange of students and workers between countries in the region, enhancing international integration in the field of vocational education, HE, and HE. study and increase the competitiveness of the Vietnam workforce (Ministry of Education and Training, 2017).

However, the implementation of the national qualifications framework has been slow, while many countries in the region have been doing it vigorously (Cambodia, Indonesia, Malaysia, etc.).



Therefore, in order to ensure the effective implementation of the national qualifications framework, the Government needs to guide and orient the management agencies and HE institutions in (i) formulating plans and roadmaps. appropriate process, (ii) involving simultaneous participation of training institutions, accrediting bodies, and businesses; and (iii) learning from international experiences in implementing national qualifications frameworks.

2.9 Some policy recommendations

Based on international experience as well as analyzing the context and current situation in Vietnam, this study proposes groups of policies to support the promotion of cooperation between Vietnam's universities and foreign universities; while strengthening cooperation between governments on HE. As follows:

The first is a group of policy solutions to improve the information environment.

Accordingly, building a transparent information environment on the supply and demand of high-quality HR, quality international training programs, scholarship policies, job opportunities, etc. is a pressing requirement today. That must be done on the basis of developing information systems on HE and the labor market not only in the country but also in countries wishing to cooperate with Vietnam's HE.

Specifically: Building and perfecting the HE management information system; developing the enrollment information system; building and perfecting the system of tracing graduates; creating a linkage mechanism between the above information systems under the management and coordination of the Ministry of Education and Training.

The second is a group of policy solutions to create motivation between HE institutions and foreign educational institutions.

Specifically, complete and actively organize and implement the national qualifications framework. There should be a specialized agency in charge of organizing the implementation of the national qualifications Framework, including the participation of representatives of HE institutions as well as foreign universities.

At the same time, expand existing funding projects, attract innovation funding programs, and encourage research projects on the basis of cooperation between domestic and foreign HE institutions. outside. The Ministry of Science and Technology shall coordinate with the Ministry of Finance, the Ministry of Planning and Investment, the Ministry of Education and Training, and other line ministries to accompany and coordinate in researching and promulgating policies and mechanisms. for this content.

Implement Decision 209/QĐ-TTg 2021 of the Prime Minister on "approving the task of planning the network of HE and pedagogical institutions for the period of 2021-2030, with a vision to 2050" in view of "Planning to improve investment efficiency and training quality, promote innovation and international connectivity". Accordingly, it is necessary to have policies to encourage the establishment of a number of science parks, industrial complexes, gatherings of HE institutions, research institutes, and enterprises in the same area, operating in the same field region, thereby promoting international cooperation.

The third is a group of policy solutions to improve the capacity of HE institutions.

In which, developing and promulgating guiding documents to improve the administrative capacity of HE institutions and enterprises. In the immediate future, it is necessary to improve the capacity of both HE institutions and businesses in implementing public-private partnerships (PPPs) in HE. Specifically in the following areas:

To build a contingent of lecturers and managers of HE institutions with quality assurance, reasonable structure, meeting the requirements of a fundamental and comprehensive reform of education, and training of qualified HR. high quality and develop science and technology for the country, associated with the requirements of entrepreneurship, innovation, and the requirements of the industrial revolution 4.0.

Financial autonomy: In the current context of globalization and integration, HE in the world has been experiencing many positive changes. With resources from the housing budget still limited compared to the HE needs of society, the issue of HE cost-sharing is being studied by policy



managers and scientists, in order to attract and exploit more effectively financial resources in society for HE. Financial autonomy is one of the aspects of university autonomy. When we talk about college finance, we refer to the organization's revenue, the university's operating expenses, strategic planning and resource allocation, and financial management of the institution. Currently, university autonomy is a global trend in HE administration, an inevitable trend of countries in university governance, which is the trend of reducing state intervention in school management, and strengthening financial autonomy for schools.

To highly promote the scientific research capacity of universities. Scientific research in universities is considered very important. The mission of a university is to create, promote and transfer knowledge to society. If a university does not have research activities, it will not fulfill its mission, becoming a "vocational school" or roughly "fourth high school". A university separate from research is unlikely to survive for long in a flat world with the rapid development of science and technology and increasingly fierce competition. Therefore, if we take a look at the mission and vision of today's prestigious universities, the keywords "research" and "training" always go hand in hand.

The fourth is a group of policy solutions for the development of autonomous universities.

University autonomy is a major policy of the Party and the education sector in Vietnam, a fundamental measure to develop Vietnam's HE on par with world education. Although the process of implementing university autonomy in Vietnam still has many issues to discuss, autonomy is still a prerequisite for the success of universities. Only when having the right to decide on the most essential issues in their activities, will universities have the motivation and competitiveness to compete on the basis of the quality of training, scientific research, and the ability to find jobs for their learner. University autonomy is the way to build Vietnamese HE into elite universities; That is also the process of affirming the position and power of Vietnam's universities on the world map of HE.

With this group of solutions, the thematic report refers to the improvement of regulations on the organization and operation of autonomous universities. Expand university autonomy in terms of expertise, organization, personnel, finance, and domestic and international cooperation for innovative HE institutions. Promulgate financial and non-financial support policies in implementing the construction of business incubators through various projects, including bidding projects, ODA projects, and PPP projects.

Fifth, state-level cooperation to build brand-new universities.

This form has not yet become popular, although there is a typical case of Vietnam-Germany University. According to an agreement between the two states, Vietnam-Germany University has been formed in a very short time with the expectation of becoming one of the four Vietnamese universities that are "international standard" in the future. With an operating regulation that allows for a degree of autonomy and a favorable governance mechanism, along with a significant source of initial investment capital, Vietnam-Germany University has been given many favorable conditions to operate.

Up to now, Vietnam-Germany University has finished its first academic year with a few dozen students. There is still a long way to go for Vietnam-Germany University to create internationally recognized achievements in research and training, as well as make a tangible impact on the domestic academic system, but It is clear that the formation of Vietnam-Germany University has opened up a direction of cooperation and allows us to think of Vietnamese-American, Vietnamese-French, or Vietnamese-Japanese universities, etc., in the future.

Sixth, there is a policy to support capital sources for internationalization programs and projects.

Allocate funds from the school's lawful revenue sources to support internationalization activities, initiatives, and projects in the school.

Building a Fund to support and encourage individuals and units in the school to conduct internationalization activities.



Support to find funding sources, connect and attract investment from domestic and foreign individuals and organizations for university construction projects to encourage prestigious HE institutions of the university. Foreign participation in HE activities.

The State invests and assigns internationalization tasks to a number of key HE institutions to develop on a par with the region and the world.


3. CONCLUSION


Building Vietnam's universities according to international standards to have world-class universities in the future is a major state policy. International cooperation has a vital role to play in this process. However, it should be seen that no one can replace the Vietnamese to solve the problems of the Vietnamese. Experiences of other countries show that building internal capacity through international cooperation is the right direction, rather than copying or "importing" the entire management model and training program from abroad. Although the participation of foreign partners is indispensable to improving research and training capacity and building a reasonable operating institution for a university according to international standards, it is still necessary to emphasize the decisive role of the self-directed efforts of the state, university administrators, and domestic scholars.

These efforts are not limited to financial resources, international cooperation mechanisms, or the development of teaching staff, and educational administrators, but more importantly and more importantly, in the determination to reform mechanisms and policies. Vietnam is having a great determined government with all resources are also available. All of Vietnam is in need which is the right start. Although the goal is far away, it only takes the first step to set the right path and the appropriate State policies to achieve the set goals of HE.

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