



INTERNATIONALISATION IN VIETNAMESE HIGHER EDUCATION

Policies and Practices

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VIETNAM'S GOVERNMENT APPROACH TO INTERNATIONALIZATION OF HIGHER EDUCATION

Integration among socialist countries	Global integration
<p>The mission of international cooperation in higher education is to train human resources according to state planning and the demands of state agencies and state owned companies.</p>	<p>International cooperation serves to train a wide range of human resource demands, supply high quality graduates for the country's socio-economic organizations. Current international cooperation and integration is charged with high quality human resource with international standards who can work in home country or abroad.</p>
<p>International cooperation framework is limited in ODA projects that have close relation to UNESCO and non-profits.</p>	<p>The framework is expanded to include educational competitions and for-profits as Vietnam joined the WTO and signed GATS. WTO accession and GATS help promote transnational education and create legal basis and resource to enhance international cooperation and integration.</p>
<p>International cooperation and international integration in education based on a simplistic equality rationale resulting in a level approach and reluctant to stratification.</p>	<p>International cooperation with priorities, accepting stratification, emphasizing on effective international competitiveness.</p>
<p>Education is a pure social welfare.</p>	<p>Education is a prioritized area of development with comparison to the region and the world.</p>
<p>Assessment of achievement based on comparing with the country's own past.</p>	<p>Assessment of quality relative to international standards.</p>
<p>Indifference to international integration. Neither encourage nor discourage. Focus on external influence on international cooperation.</p>	<p>Proactive and active in international integration with strategic planning. Pay attention to creating internal impetus for international cooperation.</p>
<p>Cooperation, if any, only pays attention to pure academic and scientific matters.</p>	<p>Cooperation expands to more complex and sensitive matters such as social equality, gender equality, religions, sovereignty, and human rights.</p>
<p>Cooperation is done by state management agencies.</p>	<p>Delegate and allow more institutional autonomy in international integration.</p>

VIETNAM'S HIGHER EDUCATION INTERNATIONALIZATION GOVERNMENT POLICY

- The Higher Education Reform Agenda (HERA) 2005 (Resolution No. 14/2005/NQ-CP).
- The government's strategies for education development in the period of 2011-2020 (Decision No. 711/QĐ-TTg, 2012).
- The CPV's resolution on fundamental and comprehensive reform of education and training (Resolution No. 29-NQ/TW by the 8th plenum of the CPV's 11th Central Committee, 2013).
- Decree 73/2012/NĐ-CP on foreign investment and cooperation in education.

HIGHER EDUCATION INTERNATIONALIZATION GOALS SET BY THE GOVERNMENT 2013

Types of internationalization	2014-2015	2016-2020
Mobility of students and faculty	<ul style="list-style-type: none"> ▪ Send 3,000 university lecturers to study abroad at master's and doctoral level ▪ Receive about 300 international students and 300 international lecturers and researcher annually ▪ Students in the 3 excellent universities are able to continue studying or work in countries in the region and the world. 	<ul style="list-style-type: none"> ▪ Send 7,000 university lecturers to study abroad at master's and doctoral level ▪ Receive about 500 international students and 400 international lecturers and researcher annually ▪ Students in the 5 excellent universities are able to continue studying or work in countries in the region and the world.
Internationalization at institutional level	<ul style="list-style-type: none"> ▪ Have about 50 programs accredited by international accreditation agencies 	<ul style="list-style-type: none"> ▪ Have about 150 programs accredited by international accreditation agencies
Internationalization at the national level	<ul style="list-style-type: none"> ▪ Have at least 3 "excellent universities" established 	<ul style="list-style-type: none"> ▪ Increase the number of "excellent universities" to 5 institutions

THREE LEVELS OF INTERNATIONALIZATION

- The student level
 - Student mobility
- The institutional level
 - Advanced programs
 - Joint/twinning programs
 - Branch campus
- The governmental level
 - Establishment of excellent universities by the government in cooperation with foreign governments

JOINT AND TWINNING PROGRAMS

Distribution of joint and twinning programs by source region

Source region	Number of programs	Percentage of programs
Asia	73	26%
Australia & New Zealand	35	12%
Europe	132	47%
North America	42	15%
Total	282	100%

Distribution of joint and twinning programs by field of study

Field of study	Number of programs	Percentage of programs
Business, Management, Accounting, Finance & Banking	185	66%
Social sciences & Humanities	39	14%
IT, Computer Science, Technology, Engineering	49	17%
Others	9	3%
Total	282	100%

The figures do not include joint and twinning programs in two national universities and three regional universities - MOET '15.

UNIVERSITIES ESTABLISHED IN THE “EXCELLENT UNIVERSITY” PROJECT

Institution	Partner country	Newly establish or upgrading from existing institution	Location	Year of establishment	Level of education
Vietnamese-German University	Germany	Newly established	Ho Chi Minh City	2008	Bachelor Master
University of Science and Technology Hanoi	France	Newly established under the auspice of Vietnam Institute of Science & Technology	Hanoi	2009	Bachelor Master PhD
Vietnamese- Russian University	Russia	Upgraded from Le Quy Don Technical University	Hanoi	2013	Bachelor Master PhD
Vietnamese – Japanese University	Japan	Newly established under the auspice of Vietnam National University – Hanoi	Hanoi	2014	Master



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