

# **TNE BEST PRACTICE CASE OF VIETNAM**

*Acknowledgement of thanks to  
British Council Thailand*

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**POLICY DIALOGUE: BUILDING PARTNERSHIPS THROUGH TRANSNATIONAL EDUCATION  
BANGKOK 21-22 MARCH 2016**

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# Background of Vietnam

Population	91.7 M (13 <sup>th</sup> )
Provinces/Cities	63
Largest cities (population)	Ho Chi Minh City: 8.3 M Hanoi: 7.4 M Hai Phong: 2M Can Tho: 1.3 M Da Nang: 1M
High school students graduate/year	1M
Students	2,4 M
No. of HEIs	450

# Largest cities in Vietnam



Ha Noi Capital



Hai Phong City



Danang City



Can Tho City



Ho Chi Minh City

# National education system

## Early childhood education

Pre-school (Early childhood education)

Primary school (5 years)

## General education

Basic secondary school (4 years)

High school (3 years)

*High school graduation examinations*

University/Institute

Junior College

## Higher education

Bachelor degree  
(4-5 years)

3 years

Master degree  
(2 years)

Doctoral degree  
(3 years)

# Higher Education Institutions in Vietnam

- ❖ Đại học (university): multidisciplinary institutions. This type of university consists of many universities and colleges.
  - VNU Hanoi
  - VNU Ho Chi Minh City
  - University of Danang
  - Hue University
  - Thai Nguyen University
- ❖ Trường Đại học (university/senior college): more narrowly focused in their programme offerings.
- ❖ Học viện (institute): narrowly focused by programme and areas of research.
- ❖ Cao đẳng (junior college): 3 year programmes

*The total number of HEIs in Vietnam is about 450  
(both public and private)*

# Issues of HE in Vietnam

- ✧ High number of students but insufficient teaching staff or qualified lecturers
- ✧ Lack of funding and resources
- ✧ Outdated infrastructure and teaching methods
- ✧ Quality of lecturers and managers is inadequate
- ✧ Low changes to the curriculum to meet society's demand
- ✧ Graduates' skills are not compatible with socio-economic needs (innovation ability, practical and soft skills). About 20% of graduates meet industry requirements.
- ✧ Weak industry engagement
- ✧ Weak linkage between training, research and commercialisation

# Strategies of HE in Vietnam

- ✧ Reform management and governance
- ✧ Reform higher education financial management
- ✧ Strengthen the collaboration between higher education and industry
- ✧ Focus more on improving the quality of teaching and managing staff
- ✧ Speed up the reform of knowledge delivering methods, testing and assessment
- ✧ Establish a national qualification framework
- ✧ Actively integrate and improve the efficiency of internationalisation
- ✧ Develop TNE and New Model University projects

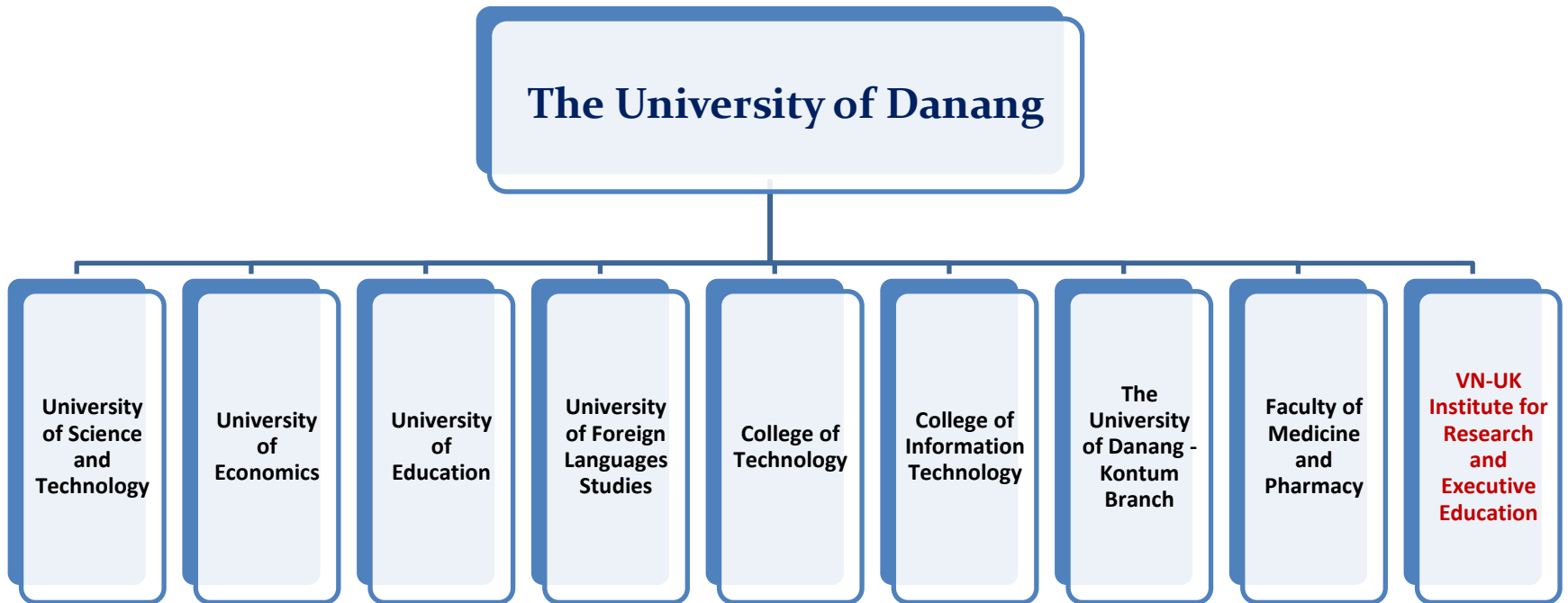


# **New Model University Project**

The New Model University Project anticipated the formation of new universities, each supported by a partner country, following the partners' established higher education model, with adaptation for delivery in Vietnam.

- The Vietnamese German University (VGU)
- The University of Science and Technology of Hanoi (USTH): partnership with the French government and universities
- Vietnam-Japan University
- Vietnam-UK Institute for Research and Executive Education (established based on the Joint Statement between Vietnam and UK to establish Vietnam – UK University in Danang)

# **VN-UK Institute for Research and Executive Education - The University of Danang**



# **Development of TNE in Vietnam**

# Overview

- ❖ TNE refers to education ‘in which the learners are located in a country different from the one where the awarding institution is based’ (UNESCO & Council of Europe, 2000).
- ❖ TNE has become an important approach adopted by many universities around the world for its internationalisation.
- ❖ The delivery is diversified and may include franchising, program articulation, branch campuses, off-shore institutions, corporate universities, international institutions, distance-learning and virtual universities
- ❖ Similar to other countries in Asia, Vietnam is in a period of a significant transnational education influx from the West (TNE programmes or joint programmes).
- ❖ To accommodate growing demands at individual, institutional and national levels, this TNHE practice has become increasingly diverse in forms, providers, disciplines, curriculums or even fee types.

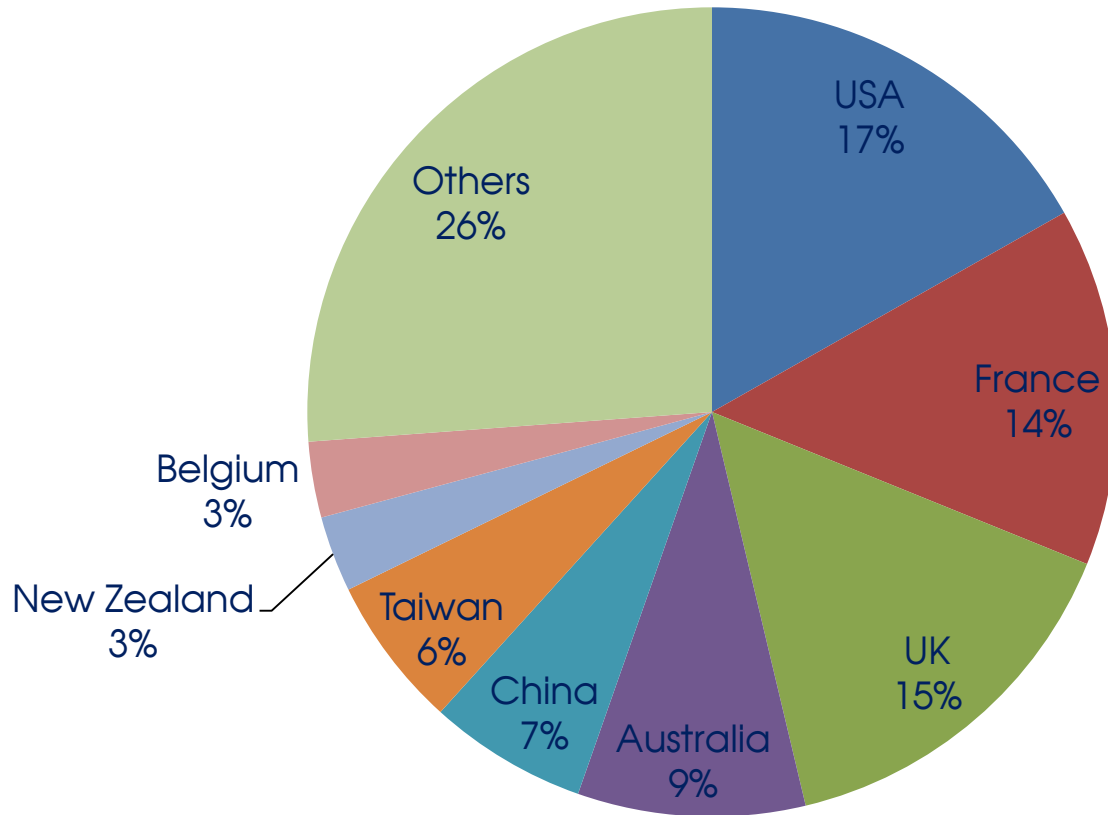
# Overview

- ❖ Different institutions are also offering different delivery modes
- ❖ Students see TNE as a way to improve their professional skills, international perspectives and English skills
- ❖ TNE is considered a positive and affordable alternative to studying abroad
- ❖ Joint-programmes in Vietnam are mostly seen to be beneficial to key stakeholders.
- ❖ Fostering the operation of joint programmes can help prevent 'brain drain' and currency outflow whilst a quality human resource for the nation.
- ❖ For institutions, researchers and academics, joint programmes are considered short cuts to international innovations and standards in terms of management, staff, facilities, curriculums and qualifications

## **Joint programmes in 2015 (by awarding country)**

Country	Number of programmes		Total
	UG	PostG	
USA	43	18	61
<b>UK</b>	<b>38</b>	<b>17</b>	<b>55</b>
France	19	35	54
Australia	22	11	33
China	17	6	23
Taiwan	11	11	22
New Zealand	9	2	11
Belgium	0	11	11
Others	47	48	95
<b>TOTAL</b>	<b>206</b>	<b>159</b>	<b>365</b>

# Joint programmes in 2015 (by awarding country)

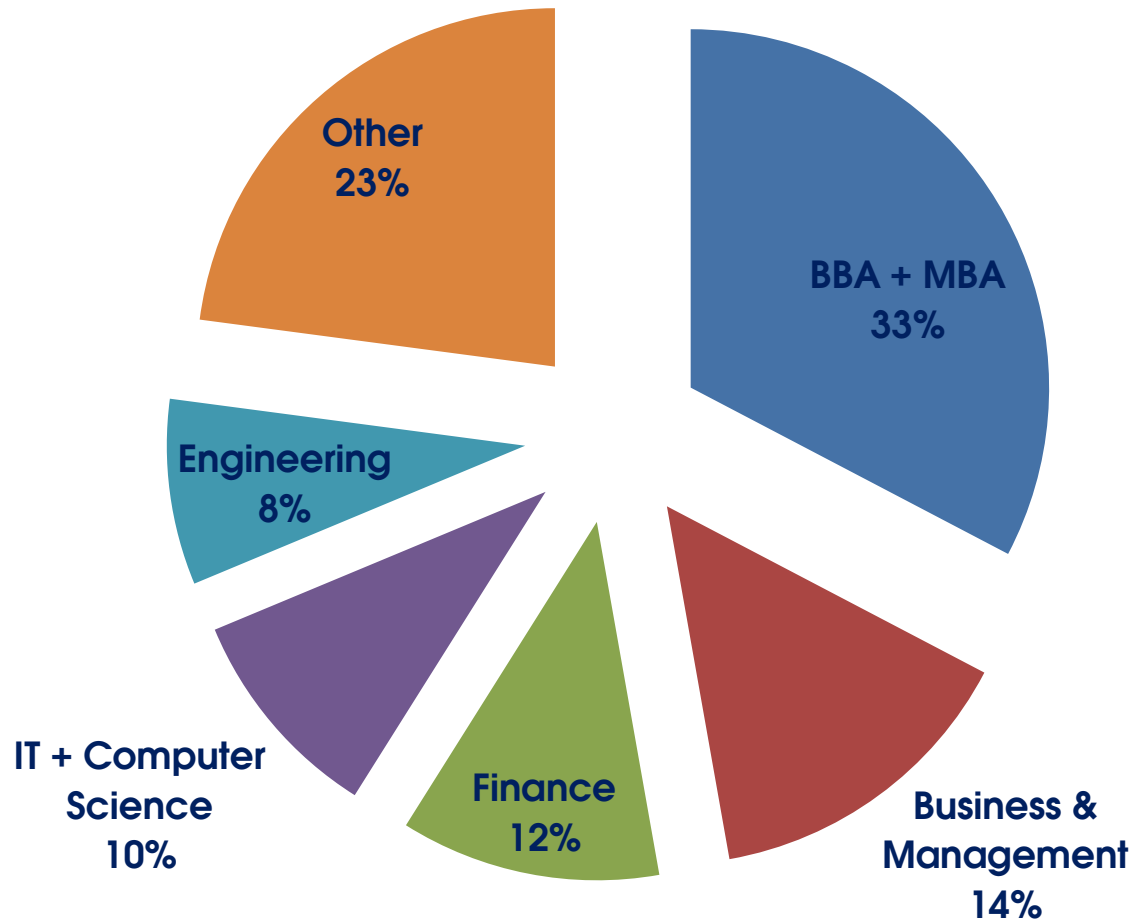


# Joint programmes in 2015 (by discipline)

Disciplines	Number of programmes
BBA + MBA	119
Business & Management	52
Finance	44
IT + Computer Science	36
Engineering	31
Other	83
<b>TOTAL</b>	<b>365</b>



# **Joint programmes in 2015 (by discipline)**



## **Joint programmes in 2015 (by location in Vietnam)**

<b>Location</b>	<b>Number of programmes</b>
Hanoi	137
Ho Chi Minh City	89
VNU Hanoi	26
VNU Ho Chi Minh City	53
Danang	12
Others	48
<b>TOTAL</b>	<b>365</b>

# TNE programmes by UK in Vietnam

Number of programmes		55	
Number of students (2014-2015)		7,100	
Ranked in East Asia		5 (Malaysia, China, Singapore, Hong Kong)	
Bedfordshire	Birmingham	Bolton	Central Lancashire
Gloucestershire	Guildhall College	Guildford	Greenwich
Leeds Metropolitan	London	London Metropolitan	Manchester College
Northampton	Nottingham	Sunderland	Surrey
Staffordshire	Stirling	UWE	York St John

# **TNE Practices in Vietnam**

# Issues on Regulations and Decision making

- ❖ Decision making on approval: Joint programmes delivered must be approved by:
  - Ministry of Education and Training (MOET) for all
  - VNU Hanoi, VNU Ho Chi Minh City, University of Danang, Hue University, Thai Nguyen University for their HEI members
- ❖ Before 2012, regulations covering TNE were complex and ambiguous
- ❖ Lack of coordination within state management agencies in monitoring activities, inspecting and evaluating educational institutions
- ❖ Lack/delay of communications between overseas and Vietnamese institutions.

# Issues on Quality

While the majority of overseas institutions have made efforts to ensure the quality of their TNE programmes, some pay insufficient attention to this duty.

- ❖ Low-qualified teaching staff
- ❖ Shortage of learning materials
- ❖ Cutting down on subjects and/or credit points
- ❖ Lowering the entry requirements (previous academic results, English)
- ❖ Reducing the learning outcomes
- ❖ Ranking of institutions providing TNE programmes
- ❖ Local and overseas institutions increased focus on profit purpose

Quality that has been promised to students is not guaranteed.

# Government Policy

- TNE collaborations will provide greater choice in higher quality education options for Vietnam and will better equip graduates to compete in the global marketplace
- International education collaborations have been prioritised by the Vietnamese government as a key policy
- Regulation of TNE is currently moving towards a moderately liberal model and is actively involved in licensing and accrediting transnational providers
- Decree 73/2012/ND-CP regulating cooperation and foreign investment in the field of education for educational institutions in 2012 to tighten regulations and ensure the quality of educational investment and cooperation over the life of the operation.

# TNE in Vietnam: Potential market

- ❖ Vietnamese people is strong emphasis on higher education
- ❖ Enrollment to HEIs has grown significantly
- ❖ Increasing demand for skilled professionals
- ❖ Economic growth and emerging wealthy families
- ❖ Affluent Vietnamese families see high quality education
- ❖ Vietnam is one of the fastest emerging new markets and one of the top four emerging markets for students recruitment (others: Brazil, Saudi Arabia, Turkey)

*A youthful population and a growing economy continue to fuel Vietnam's status as one of the most important emerging education markets in Asia*



# Possibilities of Partnerships

Together with TNE programmes, possibilities of partnerships with HEIs in Vietnam include:

- Capacity building (leadership/management)
- Programme/curriculum development support
- Integration of business/industry
- Researcher and lecturer training
- Student/staff exchanges
- Research collaboration (Newton Fund, HEP project...)
- PhD co-supervision

# Conclusions

- ❖ Vietnam emerging as a dynamic location for a variety of TNE.
- ❖ TNE has accelerated in recent years and become a significant component of the higher education system.
- ❖ Of the forms of TNE, joint programs are dominant and are increasing substantial.
- ❖ English language in particular is a desirable outcome for the majority of students.
- ❖ Quality delivered offshore should be equal to that in the home branch
- ❖ Choosing and maintaining strong partnerships
- ❖ TNE is be helpful only if it is accessible, affordable, relevant and of acceptable quality.
- ❖ Vietnam: An attractive market for international education

**THANK YOU**