



Vietnam's education policy on university education

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Abstract

In Vietnam, implementing university autonomy is a part of the process of innovation and modernization, and internationalization of higher education, a step in transforming the higher education model - the period of subsidies and planning to the socialist-oriented market economy. The article examines the law on the autonomy of higher education institutions in Vietnam through two main periods: (i) before 2005 and (ii) from 2005 to the present. From there, the article assesses the impact of education policy in opposition to the autonomy of higher education institutions in Vietnam.

Keywords: university autonomy, university autonomy policy, the law on university autonomy, the impact of university autonomy policy, university autonomy

1. Introduction

The emergence of the knowledge economy, along with outstanding advances in information technology, has created significant changes in social life on a global scale, especially in the field of higher education. In the knowledge economy, human knowledge doubles every four to five years. This has posed challenges for everyone in accessing new knowledge and applications of scientific and technological advances. In this context, many countries have had to implement educational reforms toward building an open education, renovating educational objectives, programs, and contents, and expanding autonomy for educational institutions, significantly higher education institutions. The education policy under the model of centralizing power for state management agencies in education is no longer appropriate. Therefore, the educational policy on the autonomy of higher education institutions is in line with the trend of the world and ensures adaptation to the context of Industry 4.0.

In Vietnam, over the past decade, the issue of autonomy in Vietnamese higher education has seen many positive changes. From a place where the Vietnamese higher education system is like a large university, subject to strict state management in all aspects through the Ministry of Education and Training, universities have gradually been given autonomy, demonstrated through legal documents promulgated by the State.

2. Theoretical Foundations of higher education autonomy in Vietnam

Adams Smith's theory of economies of scale is why higher education institutions tend to scale up their training. According to this theory, increasing the production scale (here, training scale) will help to efficiently use resources and significantly reduce the cost and cost of products (here referred to as tuition). Controlled tuition fees are also attractive to learners. According to this theory, however, it should be noted that the advantage of scale is limited to a limited extent. Beyond this threshold, the scale-up does not bring advantages because the resources are "overloaded," and the quality of training is seriously reduced. In addition to increasing in size, schools will need to immediately pay attention to ensuring the quality of training.

The theory of Service Quality Improvement by (John Seddon, 2000) has shown the need to ensure service quality. Production efficiency (here, training) only increases as service quality improves. Service quality helps shape the results and products of the training process and contributes to the formation of the "brand" of the school. Reputable universities worldwide are always desired places for many students and their families. Currently, they accept to pay much higher fees than schools without or without reputation.

The theory of scarce resources (Robbin Lionel, 1998) shows that taking advantage of and attracting all resources is essential: Human, Financial, and Material. After financial autonomy, human resource autonomy will require schools to calculate options to attract, arrange, foster, and utilize human resources. Academic autonomy with autonomy in training programs, scientific research, and technology transfer - both tangible and intellectual assets must be focused on building.^[1]

3. The Autonomy of higher education institutions in Vietnam

Vietnam's higher education consists of a system of universities and several research institutions engaged in postgraduate training, undergoing a process of formation and development for more than 75 years (since birth). Establishment of the Democratic Republic of Vietnam, 1945). The quality of higher education in several branches, fields, and institutions has made positive changes, gradually meeting the requirements of socioeconomic development. However, higher education needs to be more stable and systematic. It needs to meet the country's industrialization and modernization requirements, the citizens' learning needs, and the State's international integration requirements. Weaknesses and inadequacies in management mechanism, system structure, industry structure, a network of higher education institutions, training process, teaching and learning methods, lecturers and staff Ministry of education management, effective use of resources, negatives in exams, granting degrees and several other educational activities need to be overcome soon.

In order to quickly meet the requirements of the country in the new period, Vietnamese higher education is required to innovate vigorously, fundamentally, and comprehensively, focusing on education modernization and quality improvement—training to meet development requirements in the context of the Fourth Industrial Revolution and deep international integration. Identifying university autonomy is an essential issue with breakthrough meaning to develop higher education to a new height.

Autonomy is the ability to self-administer and manage the work of an individual or a group of people in an organization to achieve efficiency at work. According to the two authors Anderson and Johnson, university autonomy is defined as the freedom of a higher education institution to run its affairs without direction or influence from any level of government. According to Debreczeni's initial report in the International Conference "Organizational Autonomy and Self-responsibility," institutional autonomy is a condition that allows a higher education institution to operate its operations - an organization without outside interference. According to Nyborg (2003): University autonomy is the overall ability of an institution to operate according to its options to fulfill its

mission and as defined by other legitimate powers, duties, and resources.^[2]

According to Phan Van Kha (2007), the autonomy of higher education institutions is the management right of educational institutions, limiting outside interference. Also, autonomy does not mean independence. Autonomy means freedom in a particular context, in a specific position within the framework of the Law, and under society's supervision.^[3]

According to author Pham Do Nhat Tien, "University autonomy is the freedom of the university to decide on its affairs; these jobs are currently of interest mainly in four areas: academic, financial, organizational, and human resources."^[4]

University autonomy is essential in creating resources to serve a university's necessary activities and ensure the university fulfills its mission to society. In the world, the term "university autonomy" was formed quite early and originated from the perception of the role of "academic autonomy." The International Conference on Academic Freedom and University Autonomy, organized by UNESCO in Romania in 1992, stated: Autonomy is the right of universities to run by themselves without outside interference. UNESCO, 1992). This statement is inherited by two authors, Anderson and Johnson. It affirms that university autonomy is the freedom of a higher education institution to operate its affairs without direction or influence from any level of government (Don Anderson & Richard Johnson, 1998). Tapper and Salter (1995) argue that autonomy is an issue defined by political context and institutions. Therefore, Zgaga (2007) asserts that university autonomy depends on the legal framework announced by public authorities. The degree of university autonomy of public higher education institutions in different countries, with different institutions, is therefore not uniform. University autonomy is not only recognized in the relationship between the State and the university through the relationship of control and the degree of control, showing the degree of autonomy of the university; University autonomy is also recognized in the relationship between the university and its affiliated units depending on the level model of that higher education institution.

The autonomy of higher education institutions is distinguished into two forms:^[5]

First, substantive autonomy: Is the right of schools to determine their own goals and programs to answer the question of teaching "what"? Moreover, this is reflected in the university's mission statement (universities have the right to declare their mission and goals and how to reach them without depending on any intervention from the government) and regulatory bodies). It is the full authority of the university in its type of organization to make decisions about the program, goals (academic), and operation of the school.

Second, procedural autonomy:^[6] is the right of the school to determine the implementation measures to pursue the goals

¹ Proceedings of the scientific conference on Innovation in Education and Training for sustainable development; page 132.

²Ngo Tuyet Mai, (August 28-29, 2012), Reforms in public university governance to improve training quality: What Vietnam can learn from world practice, International Conference economy, Ho Chi Minh City.

³Phan Van Kha, (2017). Decentralization of educational service management towards increasing autonomy and social responsibility of educational institutions, scientific conference: Autonomy of educational institutions - training created in the context of educational innovation by the Vietnam Association of Psychological Science - Education, Tay Ninh.

⁴Pham Do Nhat Tien, "Understanding what is university autonomy?", Lecture at the Forum on University autonomy - problems raised, Vietnam

Union of Science and Technology Associations, 2018, <https://Giaoducthoidai.vn/Giao-duc/hieu-the-nao-la-tu-chu-dai-hoc3759519.html>, accessed September 20, 2020.

⁵Callahan M. (1995). Academic Freedom, Autonomy and Accountability. Largely abstracted from OCUA, Some Perspectives on Academic Freedom, Autonomy and Accountability. Task Force on Resource Allocation, Ontario Council on University Affairs.

⁶Vu Thi Phuong Anh, Autonomy in Vietnam's Higher Education Law: Essential Autonomy - <https://hocthenao.vn/2014/08/14/tu-chu-trong-luat-Giao-duc-dai-education-vietnam-can-co-tu-chuthuc-chat-vu-thi-phuong-anh>.

and programs outlined (academic way). The university's authority in its type of institution is to make decisions available (to teach "how") but not to make decisions. The core of the concept of autonomy is a decentralized management culture, decentralization of work responsibility and accountability (or social responsibility) in academia, and the performance of management functions. A legal education quality accreditation organization that recognizes quality standards of higher education institutions.

The autonomy of a higher education institution is also understood as the initiative in managing the university institution, which is legal in the following aspects: - Academic freedom: is the autonomy of a university. Individually, academic freedom is the right to freely choose teaching content, pursue knowledge, and publish the research results of the faculty and students. Students without unreasonable interference or limitation by Law, institution regulations, or public pressure; is the right of university teachers "not bound by any prescriptive doctrine, to freedom to teach and to discuss, to conduct research, to disseminate and publish research results, to freely display express their opinions about the organization or system in which they work, freely escaping school censorship and joining professional organizations or academic representations." [7]

A higher education institution is considered autonomous if and only when it ensures the following factors: (i) Human resource autonomy: With this autonomy, the university has the right to decide on related issues. To conditions of recruitment, salary, use of human resources, appointment and dismissal of positions in the academic and administrative sectors; (ii) Autonomy in matters related to enrollment and student management; (iii) Autonomy in academic activities and educational programs such as teaching methods, testing and assessment of student learning outcomes, program content, and course materials; (iv) Autonomy in academic standards, such as qualification standards, testing, and accreditation issues; (v) Autonomy in research and publication, teaching and mentoring of graduate students, research priorities and freedom of publication; (vi) Autonomy in matters related to administrative and financial management, management and use of the school's budget and financial resources. [8]

In Vietnam, when it comes to autonomy refers to the relationship between the State and higher education institutions; high autonomy means a low level of State intervention in the affairs of higher education institutions. Moreover, it should be noted that autonomy is the institution's right, so it must go hand in hand with self-responsibility and high accountability to achieve the school's goals efficiently and transparently. [9]

The pillars of university autonomy are related to 4 issues (i) apparatus, (ii) finance, (iii) academic, and (iv) personnel, components of autonomy policy for institutions. Public education expressed through legal documents also aims at

autonomy in the apparatus of public higher education institutions. Although regulations on the administrative apparatus of higher education institutions vary widely among higher education institutions, national governments regulate the establishment of Governing body and executive body to run public universities.

Although the autonomy of higher education institutions has yet to form long-standing traditions in Vietnam, some very encouraging results have been initially achieved. In terms of policies and regulations of the State, according to Article 4 of the Law amending and supplementing several articles of the Law on Higher Education 2018, also known as Law No: 34/2018/QH14, the right Autonomy is the right of a higher education institution to determine its own goals and choose how to achieve its goals, to decide for themselves and to be accountable for its professional, academic, organizational activities, personnel, finance, assets, and other operations based on current regulations of Law and actual capacity of higher education institutions. [10]

Similarly, under Article 32 of Law No: 34/2018/QH14, Vietnamese universities have the right to exercise autonomy but must be accountable to stakeholders for their activities. By the current provisions of the Law. All relevant agencies, organizations, and individuals must respect and ensure the autonomy of higher education institutions [11]. However, to be able to exercise its autonomy as prescribed successfully, the system of higher education institutions must meet at least the following specific criteria and conditions: establishment of school councils and university councils; Secondly, has issued and implementation regulations on the organization and operation of the school, financial regulations, other internal management processes, and regulations, and has the policy to ensure the quality of activities to meet the meet state standards. Third, it has decentralized autonomy and accountability to each unit and individual responsibility in the higher education institution. Fourthly, the conditions and criteria for ensuring the quality of activities have been made public, the most recent higher education quality accreditation results, the percentage of learners who find jobs after graduation, and other relevant information. Other related matters as prescribed by Law. [12]

The autonomy of higher education institutions is stipulated in many legal documents of Vietnam on university autonomy. These legal documents aim to institutionalize guidelines and policies on higher education autonomy of the Communist Party of Vietnam in the spirit of Resolution No. 04-NQ/HNTW on continuing to innovate the cause of education and training dated January 14, 1993 [13] and Resolution, No. 29-NQ/TW on a fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a market economy. Socialist Orientation School and International Integration November 4, 2013. [14] The specific legal documents can be listed as follows: Decree No. 97/CP on the

⁷ UNESCO Education Council Report on Education for the 21st Century, 1997 (UNESCO Recommendations on the Status of University Teachers and Lecturers.

⁸ Don Anderson Richard Johnson (April 1998). University Autonomy in Twenty Countries, Center for Continuing Education The Australian National University.

⁹Nguyen Dong Phong, Nguyen Huy Nhut, Scientific Conference: "Policy recommendations to promote the development of public universities applying the management model under the fully autonomous mechanism"; p 13.

¹⁰Clause 11, Article 4 of the 2018 Law amending and supplementing several articles of the Law on Higher Education.

¹¹Article 32, Law amending and supplementing several articles of the Law on Higher Education in 2018.

¹²Clause 2, Article 32, Education Law 2012 amended and supplemented 2018.

¹³Party Central Committee (1993, January 14), Resolution on continuing to innovate the cause of education and training, No. 04-NQ/HNTW, January 14, 1993, Hanoi.

¹⁴The Central Committee of the Party (2013, November 4), Resolution on a fundamental and comprehensive renovation of education and training to

establishment of Hanoi National University dated December 10, 1993, Decrees on the establishment of Hue^[15] University^[16], University of Science and Technology. Thai Nguyen University^[17], the University of Danang^[18] on April 4, 1994, and the National University of Ho Chi Minh City on January 27, 1995,^[19] University Charter 2003^[20], Education Law 2005^[21], Law on Higher Education June 18, 2012^[22], University charter dated December 10, 2014^[23], Resolution on pilot innovation of operating mechanism for public higher education institutions in the period 2014-2017 dated May 24 In October 2014^[24], the Law amending and supplementing several articles of the Law on Higher Education (Law No. 34/2018/QH14) dated November 19, 2018,^[25] And the Law on Education (Law No. 43/2019/QH14) June 14, 2019.

3.1 The autonomy of higher education institutions in Vietnam before 2005

Higher education reform in Vietnam changed dramatically after the 6th National Party Congress (1986). Among the significant policies and measures to shake up higher education is the "reorganization of the centralized long-term training system", which is essentially "break up" with the Soviet model of training in order to approach the education system. Higher education is where most market economies operate. In addition, the "organization and expansion of various types of training" is set out to meet the needs of all citizens to enjoy higher education. School models such as national, regional, semi-public, and private universities were born.

Before 2005, it was challenging to find the phrase "university autonomy" in legal documents on education, but in essence, increasing autonomy for higher education institutions was incorporated in the regulations. Organize activities in each university model, such as national, regional, semi-public, and private universities.

Regulations on the organization and operation of national universities in 1994, 1997, and 2001 by the Prime Minister allow national universities to have high autonomy in activities of training, scientific and technological research, finance, international relations, and organizational apparatus. National universities do not have a governing ministry, subject to the state management of relevant ministries/sectors; on training and research activities under the state management of the Ministry of Education and Training and the Ministry of Science and Technology (Science and Technology); on financial activities under the State management of the Ministry of Finance; on

organization and personnel under the state management of the Ministry of Home Affairs. In particular, VNU is an independent legal entity, uses the national emblem seal, is heavily invested by the State and has a level I budget estimate, has the right to self-determination both in opening majors, using its diploma template, actively cooperating internationally, confer the title of honorary professor. Although it is an independent legal entity, there are essential things that VNU cannot do, such as: (i) effective use of staff and shared facilities; (ii) effective use of state investment in the planned location. The cause of these shortfalls is the adoption of the "two-tier" university model; next is the backwardness of several laws, especially the Law on Land, the Law on State Budget, and the Law on Management and Use of Public Property.

Regional universities are not independent legal entities and are directly managed by the Ministry of Education and Training. The university operates according to the regulations promulgated by the Ministry of Education and Training. The members' academic, financial, organizational, and personnel autonomy is similar to that of the "massive" public universities. Therefore, the limitations and inadequacies of the national university model are more prominently expressed in regional universities.

Promulgated by the Minister of Education and Training in 1994, the provisional Regulation of charter universities gave the Board of Trustees many rights. Including the following rights: (i) self-determination of the training scale, enrollment plan, and scientific research; (ii) self-determination of organizational structure and apparatus, the nomination of principals, and recruitment regulations; (iii) self-determination of capital mobilization directions and forms of cooperation with domestic and foreign organizations and individuals; regulate the financial management mechanism and use of annual funds; salary regulations^[26].

Regulations on private universities promulgated under Decision No. 240-TTg dated June 24, 1993, of the Prime Minister and Provisional Regulations on private universities promulgated under Decision 196/TCCB of the Minister of Education and Training dated June 24, 1993. January 21, 1994, allows the board of trustees of the private university to decide on all matters related to finance, operating apparatus, recruitment regime, teacher's salary, enrollment plan, training programs, tuition scholarships, relationship with domestic and international universities.^[27] Furthermore, the governing board of a private university is allowed to open any university training program, which may be outside the state training list,

meet the requirements of industrialization and modernization in the context of a defined market economy. Socialist Direction and international integration, No.: 29-NQ/TW, November 4, 2013.

¹⁵Government (1993, December 10), Government Decree on establishing Hanoi National University, No.: 97/CP. December 10, 1993, Hanoi.

¹⁶Government (1994, April 4), Government Decree No. 30-CP April 4 1994, of April 4, 1994, on the establishment of Hue University, No. 30-CP, April 4, 1994, Hanoi.

¹⁷Government (1994, April 4), Government Decree No. 31-CP of April 4, 1994, on establishing Thai Nguyen University, No. 31-CP, April 4, 1994, Hanoi.

¹⁸Government (1994, April 4), Government Decree No. 32-CP of April 4, 1994, on establishing the University of Danang, No.: 32-CP, April 4, 1994, Hanoi.

¹⁹Government (1995, January 27), Government Decree No. 16/cp dated January 27, 1995, on the establishment of the National University of Ho Chi Minh City, No. 16-CP, January 27, 1995, Hanoi.

²⁰Prime Minister (2003, July 30). Prime Minister's Decision No. 153/2003/QDTTg dated July 30, 2003, on the promulgation of the "Charter of the University," No.: 153/2003/ QD-TTg, July 30, 2003, Hanoi.

²¹National Assembly (2005, June 14). Education Law of the National Assembly of the Socialist Republic of Vietnam No. 38/2005/QH11 June 14, 2005, June 14, 2005, Hanoi

²²National Assembly (2012, June 18). Law on Higher Education, Law No: 08/2012/QH13, June 18, 2012, Hanoi.

²³Prime Minister (2014, December 10). Decision promulgating the University's Charter, No. 70/2014/QD-TTg, December 10, 2014, Hanoi

²⁴Government (2014, October 24), Resolution on piloting renovation of operation mechanism for public higher education institutions in 2014 - 2017, No. 77/NQ-CP, dated May 24 10 years 2014.

²⁵National Assembly (2018, November 19), Law amending and supplementing several articles of the Law on Higher Education, Law No. 34/2018/QH14, November 19, 2018, Hanoi.

²⁶ GS.TSKH.VS. Cao Van Phuong, 2019, building an open education, Political-truth Publishing House, pp247-241.

²⁷Article 9, Decision 196/TCCB of the Minister of Education and Training, dated January 21, 1994.

provided it is successfully defended before the advisory council of the Ministry of Education and Training. Education and training in the training; are granted diplomas and certificates corresponding to the training levels and disciplines registered and approved by the Ministry of Education and Training.^[28] In 2000, the Prime Minister issued the Regulation on people-founded universities together with Decision No. 86/2000/QĐ-TTg, stipulating that (i) the university's assets are under the collective ownership of its contributors. Investment capital, lecturers, officers, and staff of the school; (ii) a people-founded university must have an organization applying for its establishment; (iii) repositioning research training activities of private universities as public universities.

We are studying the operation model of national, regional, semi-public, and private universities before 2005. It is found that academic autonomy in higher education institutions is regulations on models of national universities, semi-public universities, and people-founded universities; financial autonomy and personnel organization are regulated in the models of semi-public universities and private universities.

3.2 The autonomy of higher education institutions in Vietnam from 2005 to present

At the end of 2005, the Government issued Resolution No. 14/2005/NQ-CP on "Reforming the rolling stock and comprehensively of higher education in Vietnam for 2006-2020" (NQ-14). Accordingly, the Government directed: "complete the policy of higher education development in the direction of ensuring the autonomy and social responsibility of higher education institutions," "abolish the mechanism of the governing ministry and build a mechanism to represent the institution." In 2012, the National Assembly passed Vietnam's first Higher Education Law. Article 32 of this Law stipulates: "Higher education institutions are autonomous in activities mainly in the fields of organization and personnel, finance and property, training, science and technology, international cooperation, quality assurance of higher education." However, the implementation of university autonomy under the Higher Education Law is very slow, and the need for higher education costs. The Government of the Socialist Republic of Vietnam hopes to ease the difficulties of public higher education institutions by issuing Decree No. 43/2006/ND-CP on autonomy and self-responsibility. Responsible for performing tasks, organizational structure, payroll, and finance for public non-business units. Accordingly, the State of the Socialist Republic of Vietnam increases its autonomy regarding task performance, personnel organization, and expenditure of higher education institutions, particularly public non-business units. Under four levels of self-financing are: (i) self-financing recurrent and investment expenditure. (ii) self-financing recurrent expenditures; (iii) partially self-financed recurrent expenses; (iv) The State guarantees recurrent expenditures.

In 2014, the Government of the Socialist Republic of Vietnam issued Resolution No. 77/NQ-CP on piloting the

renovation of operating mechanisms for public higher education institutions in 2014-2017. According to Resolution No. 77, the autonomy of higher education institutions is: (i) performing the tasks of training and scientific research; (ii) organizational structure and personnel; (iii) finance; (iv) scholarship and tuition policy for policy beneficiaries; (v) investment, shopping.

Due to the lack of synchronization between the legal provisions of Resolution No. 77 and specialized laws such as the Law on Higher Education, the Law on Public Employees, the Law on Management and Use of Public Property, and the Law on Science and Technology. On the other hand, the school council's activities still need to be formal, needing more authority.

In 2018, the State of the Socialist Republic of Vietnam promulgated the Law amending and supplementing several articles of the Law on Higher Education. Accordingly, the autonomy of higher education institutions is supplemented with the conditions of autonomy, a detailed explanation of academic autonomy, organizational and personnel autonomy, and clarification on accountability^[29]. In addition, regulations on school boards, opening training majors, enrollment quotas, training time, organization of training management, diplomas and certificates, financial management, and asset management have been established be explained clearly to ensure the consistency and transparency of the Law^[30].

After that, the government of the Socialist Republic of Vietnam continued to issue decrees and circulars guiding the recruitment, employment, and management of public employees working in higher education institutions; on the autonomy of higher education institutions, tuition fees, and training program standards.^[31]

Thus, from 2005 until now, Vietnam's education policy on higher education autonomy has undergone profound changes. The educational policy on the autonomy of higher education institutions has been stipulated in the highest legal document, the Law on Higher Education, and detailed instructions by sub-law documents such as decrees and Circulars.

4. Impact of education policy on the Autonomy of higher education institutions in Vietnam

In Vietnam, implementing the educational policy on the autonomy of higher education institutions has become a necessity in itself, an inevitable trend. This is the driving force to help higher education institutions promote their initiative and creativity and solve problems related to state management and management of the governing ministry to meet the urgent needs of the process - industrialization and modernization of the country.

Besides the above achievements, the educational policy on the autonomy of higher education institutions has not yet become an intrinsic need of higher education institutions for the following reasons:

Firstly, the perception of society, agencies, and higher education institutions towards university autonomy;

²⁸Article 20, Article 21, Decision 196/TCCB of the Minister of Education and Training dated January 21, 1994.

²⁹Article 32, Law amending and supplementing several articles of the Law on higher education in 2018.

³⁰Article 16, Article 33, Article 34, Article 35, Article 37, Article 38, Article 65, Article 66, Article 67, 2018 Law amending and supplementing several articles of the Higher Education Law.

³¹Decree 99/2019/ND-CP guiding the implementation of several articles of the Law amending and supplementing several articles of the Law on higher education; Decree 115/2020/ND-CP on recruitment, employment, and management of public employees working in public non-business units; Decree 60/2021/ND-CP regulating the autonomy of public non-business establishments; Decree 81/2021/ND-CP regulating tuition fees for the period 2022-2026

Regarding the role and functions of the university council, it is generally still limited, leading to the promulgation of overlapping, contradictory, and difficult-to-implement institutions, confusion between the concept of university autonomy and the autonomy of universities.

Second, the division of roles and responsibilities of the party committee, school council, and management board in higher education institutions is incomplete and transparent, leading to the position of the school council, the council president. The school in an autonomous university still needs to be stronger and promote its role fully. The school board is provided with many rights but not associated with responsibilities and interests. According to the Resolution of the School Council, implementing supervision and management functions for the school board of directors and principals has yet to be fully implemented. Supporting apparatus The School Council has not been established and has no operational mechanism. The role of monitoring the implementation of resolutions: on development strategy; plans and projects; organizational structure and personnel; training activities, scientific research, and international cooperation are not practical, only at the level of reviewing the reports of the management board without appraising or questioning, or criticizing.

Third, the autonomy of higher education institutions is mainly exercised from the perspective of personnel organization, finance, and assets. Meanwhile, autonomy in professional and academic areas has yet to be fully implemented.

Fourth, the accountability of higher education institutions needs to be commensurate with autonomy. The balance between autonomy and accountability is a critical policy in the governance of educational institutions in many countries worldwide. Accountability does not only mean "accountability" but also "disclosure and transparency of information"; with specific, qualitative, and quantitative evidence on the activities of higher education institutions.

Fifth, the autonomy of higher education institutions is stipulated in the Higher Education Law along with a series of other relevant laws such as the Law on Public Employees, the Law on Public Investment, the Law on Bidding, the Law on Budget, and the Law on Public Investment. Law on Science and Technology, Law on Management of Public Assets. This creates overlaps and many obstacles in higher education institutions exercising their autonomy.

From the above research results, the authors propose several implications for improving education policy on the rights of higher education institutions as follows:

Firstly, the Government of the Socialist Republic of Vietnam needs to have a policy to improve the market and mechanism for scientific and technological activities; some land and investment law provisions need to be revised, supplemented to ensure synchronization with the Law on higher education. They were second, perfecting the legal framework to ensure the autonomy of organizational apparatus in universities. The barriers to educational mechanisms and policies on autonomy should soon be removed to promote autonomy in organizations and personnel of higher education institutions. Specifically, to soon abolish the mechanism of governing bodies and ministries in order to ensure the right to self-determination of issues of higher education institutions by the Law.

Third, remove barriers to financial autonomy. The State of the Socialist Republic of Vietnam should soon amend and

supplement laws on taxation, accounting, public investment, and public asset management to ensure the financial autonomy of educational institutions.

Last, complete legal documents on the rights and obligations of the school council, of the principal, and the role of the Ministry of Education and Training of Vietnam.

5. Conclusion

It can be affirmed that the autonomy of higher education institutions has been carefully led, directed, and institutionalized by the Communist Party of Vietnam and the State of the Socialist Republic of Vietnam. Social awareness about the autonomy of higher education institutions is increasingly evident; there are many positive changes. Because the entire Vietnamese higher education system is like a large university, subject to strict state management in all aspects through the Ministry of Education and Training, higher education institutions have gradually been awarded freedom. The accountability of higher education institutions has achieved specific results, helping to reduce administrative procedures and increase the initiative and flexibility in organizing the implementation of activities of higher education institutions.

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