



Evaluation of the progress of international integration of Vietnamese higher education: Approach from quality assurance activities

Pham Van Thinh

Thu Dau Mot University, Binh Duong, Vietnam

* Corresponding Author: **Pham Van Thinh**

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Abstract

International integration is a prominent topic of Vietnamese higher education in the 21st century. Considered a main pillar, international integration in higher education has taken place in many fields, from development of networks, models, innovation of content and training programs, university administration to building comprehensive international cooperation strategy. Quality assurance activities have become the focus of state management agencies and training institutions. Using the historical educational research method, with a specialized approach, this article evaluates the process of developing quality assurance activities in Vietnamese higher education. The results show that Vietnamese higher education has changed from quality control method to quality assurance method. This change process represents an effort to integrate higher education according to regional and world standards. Quality assurance activities in Vietnamese higher education are currently at the stage of applying common rules and regulations of international higher education, in accordance with Vietnamese interests; Vietnamese higher education is trying to go beyond normal international cooperation, demonstrating responsibility and legal commitments to participate in the globalization process in the field of higher education.

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Keywords: international integration, higher education, quality assurance, Vietnam

1. Introduction

International integration in education and training in general, and higher education in particular, is a major policy of the Party Communist of Vietnam. From the late 20th and early 21st centuries until now, international integration activities have been considered a main pillar in higher education development policy. Resolutions of the Party Communist of Vietnam (PCV) (PCV, 1996; PCV, 2000; PCV 2011, PCV, 2013), legal documents in the field of education and training such as: Education Law (NA, 1998), Higher Education Law (NA, 2012), Law amending and supplementing a number of articles of the Higher Education Law (NA, 2018) all institutionalize important contents on international integration of higher education. State management of higher education also focuses on directing and operating international integration activities through the system of legal documents of the Government and the Prime Minister (Government, 2005; Government, 2012; Government, 2013; Government, 2018). The content of international integration appears regularly in school year summary reports and implementing school year tasks of the Ministry of Education and Training (MOET) (MOET, 2015; MOET, 2018; MOET, 2023) [26]. Although it is a highlight in the development process, up to now, there has been no project that deeply summarizes the international integration process of Vietnamese higher education, pointing out the current situation, achievements and lessons learned of this topic. The goal of this article is to contribute to the evaluation of the international integration process of Vietnamese higher education from the approach of quality assurance activities. This is one of the new elements of Vietnamese higher education, it is a practical activity, demonstrating the implementation of the guidelines, and policies of the Party Communist of Vietnam on international integration

into practice of higher education development. This article evaluates the development process of quality perspectives, construction of quality assurance systems and mechanisms, and achievements of quality assurance activities in Vietnamese higher education.

2. Literature review and research methods

The article uses primary sources and secondary sources. Primary sources include the system of documents and documents of PCV, and legal documents of the Government of Vietnam that express viewpoints, guidelines, policies and directions and administration for higher education quality assurance activities. This type of document includes: resolutions of the Party Communist of Vietnam (PCV, 1996; PCV, 2000; PCV 2011, PCV, 2013). Legal documents in the field of education and training (NA, 1998; NA, 2005); Legal documents issued by the Government of Vietnam (Government, 2005; Government, 2012; Government, 2013; Government, 2018), Ministry of Education and Training... (MOET, 2004, MOET, 2007; MOET, 2009; MOET, 2016; MOET, 2017; MOET, 2023).

Secondary sources, an important quantity, include the research of previous authors. According to Hiep (2020), quality assurance activities in higher education have a history of development over two centuries. Some countries such as England, France, and Italy have used quality evaluation standards to assess the quality of schools since the 19th century. In the United States, the quality accreditation system was implemented at the beginning of the 20th century. At the end of the 20th century, in the strong trend of globalization, quality assurance activities in higher education became a common trend worldwide. Research on the topic of quality assurance in higher education has been carried out quite diversely, from reviewing the quality assurance model in terms of perspectives and functions, to the accreditation process and types of accreditation (Wilger, 1997; Woodhouse, 1999; Vlăsceanu, L., Grünberg, L., and Pârlea, D., 2007) ^[36, 37, 35] to educational institution evaluation and training program evaluation (Kis, V., 2005) ^[13]. In Vietnam, research on quality assurance in higher education has been arisen and widely discussed. Ngoc (2004) has researched many contents related to the content of training quality, improving the quality and efficiency of training, principles for good learning, autonomy and responsibility of universities. Chau (2007) has mentioned some changes in the quality of Vietnamese higher education in terms of political ideology, lifestyle, knowledge, skills, quality of personnel... From 2010 to present, Vietnamese academic elite have discussed many topics about the current situation, solutions and issues related to quality assurance activities. Quyen (2014) has published research results on the topic of building and completing the quality assurance and quality accreditation system in Vietnamese higher education. Hao (2015) has published research on building a quality assurance and quality accreditation system in Vietnamese higher education. Ngoc and Giang (2016), have explored the quality assurance model of local universities. Cuong (2017) has announced a model to ensure the quality of higher education in terms of quality accreditation, quality evaluation and quality auditing. Quyen (2017) has discussed challenges in quality assurance. Stracke (2019) ^[17], has researched the quality framework and learning design in open education. Anh and Hung (2023), have proposed solutions to improve the capacity of the quality assurance system of universities to

meet the requirements of university autonomy...

Regarding research method, this article uses the method in the history of education with a specialized approach (Disciplined Approach). Data related to progress, perspectives, quality policies, quality assurance systems and mechanisms, and results of quality assurance activities in Vietnamese higher education since Party Communist of Vietnam's policies have been established up to now which has been selected in a typical direction, presented according to the system and relationships of events that have occurred. Combining descriptions of selected typical events, the article attempts to describe them in order to recapture and highlight perspectives, solutions, developments, and results of events; combine multiple goals of communicating events, evaluate events, the impact of events on the present, and the future of international integration of Vietnamese higher education.

3. Results and discussion

3.1. Basis for forming policies of higher education quality assurance

Before 1986, Vietnamese higher education did not apply a quality assurance system. With the "elite education" model, the Vietnamese university system is built towards specialized universities. Each ministry and sector develops universities to serve their fields. In the construction field, we have the University of Mining and Geology and the University of Construction. In the economic field, we have the National Economics University and the Thuong mai University. In the field of education, we have the Hanoi University of Education and the Ho Chi Minh City University of Education. In the judicial field, we have the University of Law... The State management agency manages quality by controlling measures from entrance exams to the training process and awarding diplomas. From 1945 to 1965, the universities organized their own entrance exams according to general regulations of the Ministry of Education and the Ministry of Universities and Professional Secondary Schools. When American war spreaded throughout the country, state management agencies established local admission boards. With a very low enrollment target, the enrollment process is a fairly thorough screening step, ensuring that the recruitment source is students with excellent academic results. In training activities, universities control through strict examination activities. End-of-semester exams, end-of-year exams, and graduation exams were set and strictly implemented. The process of examination, graduation and diploma issuance was carried out according to top-down "ordinance" regulations. In addition to quality control through examination activities, the Ministry of Universities and Professional Secondary Schools also established an inspection system to monitor enrollment, training and examination activities at many other levels (Giang, 1995).

Since 1986, Vietnam has carried out the reform process. During the first ten years (1986-1996), the reform process focused on the economic field. The education sector has been mentioned with requirements for expanding scale and focusing on improving quality, but there are no guidelines or policies that clearly express the goal of international integration. Basic quality assurance activities are still at the stage of controlling enrollment and implementing regulations on necessary conditions to ensure educational quality at educational institutions (mainly inspection and examination work).

In 1998, the Education Law was promulgated. This is the first

legal framework expressing the view that “education and training are the top national policies, the cause of the State and the entire people”. The Education Law (1998) is the first legal basis establishing Vietnam's viewpoints, guidelines and policies on international integration in education and training. However, this Law does not have any content that clearly expresses viewpoints, guidelines, policies and quality assurance solutions. Quality policy in higher education basically still uses control measures through checking, screening, inspection, testing solutions...

In 2002, at the sixth conference discussing the direction of development of education - training, science and technology, PCV directed “creating fundamental changes in the quality of education, first of all improving the quality of the teachers, implementing comprehensive education, especially focusing on ideological - political education, personality, ethics, and lifestyle for learners. The quality perspective in this conclusion is “strengthen inspection and examination work; fundamentally innovate the work of examinations, testing, evaluation of learning results, and enrollment work”; “Strictly manage all types of training, especially in-service and distance training; Eliminate the evils of illegal diplomas and certificates; resolutely correct the situation of non-transparent revenue and expenditure management and the widespread phenomenon of extra teaching and learning; against “commercialization” of education” (PCV, 2002). Thus, up to this point, higher education still has the characteristics of quality control model.

In July 2003, the Ministry of Education and Training established the Department of Educational Testing and Accreditation, which is a unit that performs the function of advising and assisting the Minister in state management of testing and inspection of education quality; examination and evaluation of educational quality; management of diplomas and certificates. The Department of Educational Testing and Accreditation is the highest-level advisory agency in building quality assurance systems and mechanisms in the national education system, with a focus on higher education. Along with the process of forming the Department of Educational Testing and Accreditation, universities, with their functions and powers, have established quality assurance units. Hanoi National University and Ho Chi Minh City National University are two early units with specialized quality assurance units following modern management model.

In parallel with forming the quality assurance system, in 2004, the Ministry of Education and Training issued a directive on the tasks of the entire education sector. The Directive sets out the requirement to continue to innovate programs, content, and educational methods at the university level with specific solutions: building a framework program, promoting the development of appropriate programs and textbooks. With the framework program, promote the innovation of training content and methods in the direction of standardization, modernization, connection, in accordance with the country's reality and international integration. Regarding quality assurance, the directive requires strengthening quality management, quickly completing the organization and implementation of the testing system and educational quality accreditation at all levels of educational management units and higher education institutions.

In 2004, the Ministry of Education and Training issued temporary regulations on university quality accreditation. This document regulates the purpose, process, standards, accreditation council, self-evaluation and external evaluation

of university quality, and recognition of accreditation results. With this regulation, for the first time, Vietnamese higher education has a set of quality standards with specific criteria, identifying quality requirements at the university level including: mission and goals, organizes the management of training programs and activities of a Vietnamese university (MOET, 2004).

In 2005, the Education Law was amended, replacing the 1998 Education Law. In this new legal document, Vietnam reaffirmed “The State expands and develops international cooperation in education according to the principle of respecting the independence of independence, national sovereignty, equality and mutual benefit”. The content of international cooperation includes: encouraging educational cooperation with foreign countries; encouraging cooperation in education with Vietnam; recognition of foreign diplomas. To ensure the integration of Vietnamese education, for the first time, quality assurance is regulated in legal documents. In the task of state management of education, there is a provision: “organize and manage the assurance of educational quality and accreditation of educational quality (NA, 2005).

Based on the legal framework for university quality accreditation, in 2006, the Ministry of Education and Training directed 20 universities to pilot self-evaluation. Through pilot evaluation work, the Ministry of Education and Training has organized lessons learned, supplemented, corrected and completed the official set of standards.

In November 2007, the Ministry of Education and Training issued Regulations on standards for evaluating the quality of university education. The perspective of higher education quality is specifically affirmed as “meeting the goals set by the school, ensuring the requirements of higher education goals of the Education Law, and being consistent with training requirements of human resources for the socio-economic development of the locality and the whole country”, “is the level of requirements and conditions that a university must meet to be recognized as meeting educational quality standards”. The purpose of promulgating educational quality evaluation standards for universities to use as a self-evaluation tool, improve training quality, and explain to authorities and social agencies about the current training quality situation. This is also the basis for authorities to evaluate and recognize universities that meet educational quality standards, allowing learners to choose schools and employers to select human resources. Regulations on standards for evaluating the quality of university education include 10 standards: (1) Mission, goals, (2) Management organization, (3) Educational programs, (4) Training activities creation, (5) Management team, lecturers, staff, (6) Learners, (7) Scientific research, application, development and technology transfer, (8) International cooperation activities, (9) Library, learning equipment and other facilities, (10) Finance and financial management. These ten standards cover all aspects of the operations of a Vietnamese university. The standards outlined are basically similar to the AUN-QA standards version 2.0 (2000). With this set of standards, Vietnamese higher education has a transparent system and mechanism for university quality management. (Hiep, 2020). In 2008, the first pilot quality evaluation work was completed. The Ministry of Education and Training has directed to promote accreditation activities in schools while completing the system of legal documents and developing the higher education quality accreditation system to deploy

evaluations of educational institutions. Education and higher education programs meet quality standards, contributing to ensuring and improving the quality of higher education. Also in 2008, the Ministry of Education and Training issued a directive on strengthening the evaluation and accreditation of educational quality, setting out a key task for educational quality accreditation which is raising awareness for officials and lecturers about evaluation and accreditation, promoting propaganda work, developing a team of experts, doing research to create motivation for evaluation and accreditation, building and strengthening units in charge of accreditation, deploying evaluation and accreditation activities at all universities, implementing management decentralization and strengthening international cooperation in quality evaluation and accreditation (Hiep, 2020).

In 2009, the Education Law was amended to institutionalize the content of education quality accreditation, including the content of state management of education quality accreditation, accreditation principles and accreditation organization. Accordingly, state management includes: promulgating regulations on education quality evaluation standards; educational quality accreditation process and cycle at each educational level and training level; operating principles, conditions and standards of organizations and individuals conducting educational quality accreditation activities; licensing educational quality accreditation activities; issuance and revocation of education quality accreditation certificates; management of educational program accreditation and educational institution accreditation activities; guiding organizations, individuals and educational establishments to evaluate and accredit education quality; inspection and evaluation of the implementation of regulations on educational quality accreditation. Principles of educational quality accreditation include: 1) independent, objective and lawful; 2) honesty, openness, transparency. Educational quality accreditation organizations include organizations established by the State and organizations established by organizations and individuals. The Minister of Education and Training decides to establish or authorize the establishment of an educational quality accreditation organization; regulates the conditions for establishment and dissolution, tasks and powers of educational quality accreditation organizations" (NA, 2009). For the 2009-2010 school year, the Ministry of Education and Training chose the slogan "school year to evaluate educational quality". The Ministry of Education and Training also encouraged schools to register for accreditation by international accreditation organizations. With efforts to control the quality of higher education, the Ministry of Education and Training formed a system of agencies responsible for quality management. By the end of 2009, Vietnam has had 77 organizations specializing in quality assurance at universities, 144 schools conducted self-evaluation of quality (77% of Vietnam's universities). The Ministry of Education and Training promulgates a mechanism to create social supervision of quality as a driving force for improving training quality. Regulations on implementation of three disclosures (publicity of commitment to training quality and actual quality of training facilities; publicity of training resources (lecturers, textbooks, training programs, facilities...); publicity of financial income and expenditure). In addition, resources for quality assurance are also focused. Typically is the direction of the Ministry of Education and Training that universities must standardize and

improve the quality of the training process, including standardizing the quality of enrollment, standardizing lecturers and management teams, training programs, financial management... (MOET, 2009).

In 2012, Vietnam promulgated the Higher Education Law, continuing to institutionalize quality assurance activities in higher education, accordingly, "higher education institutions are ranked to assess their reputation and quality"; serving state management and prioritizing investment from the state budget"; higher education quality accreditation is a core criterion in stratifying and ranking higher education institutions (NA, 2012). Also in 2012, the Ministry of Education and Training issued Regulations on the process and cycle of quality accreditation of university education and Regulations on accreditors for quality accreditation of higher education. With the role of the highest advisory body, the Department of Educational Testing and Accreditation has organized and guided universities to implement self-evaluation processes and techniques with the following steps: establishing an evaluation council, establishing a self-evaluation plan, collecting evidence information, process and analyzing the information and evidence obtained, writing a self-evaluation report, technical format for presenting the evaluation report, and the following activities upon completion of the evaluation. (Hiep, 2020).

In 2013, the Ministry of Education and Training established four education quality accreditation centers: (1) Viet Nam National University, Hanoi - Center for Education Accreditation (VNU-CEA), (2) Viet Nam National University Ho Chi Minh City - Center for Education Accreditation (CEA-HCM), (3) Center for Education Accreditation - The University of Da Nang (CEA-UD), (4) Center for Education Accreditation - Association of Vietnam Universities and Colleges (CEA-AVU&C). With the establishment of quality assurance agency and the establishment of top-down quality assurance system, higher education quality assurance activities have taken a new step forward. In 2016, the Ministry of Education and Training issued a circular regulating standards for evaluating the quality of training programs and qualifications of higher education. This Circular is the legal basis for universities to use standards to self-assess all activities related to training programs to continuously improve training quality and explain to the authorities, social agencies about the current status of training quality of each specific program. Educational quality accreditation organizations use standards to evaluate and recognize or not recognize educational quality standards for training programs. Other organizations and individuals have the basis to identify, evaluate and participate in social criticism of the training programs of the higher education institutions they are interested in (MOET, 2016). In 2017, the circular was issued regulating the quality accreditation of higher education institutions with a set of standards for assessing the quality of educational institutions, ensuring system quality, ensuring quality in functional performance, process and cycle of educational quality accreditation, self-assessment, external assessment, appraisal and recognition of assessment results. The purpose of using a set of quality assessment standards is for universities to self-assess their entire unit's activities in order to continuously improve the quality of education and perform accountability to relevant parties about the current situation of educational quality and operational efficiency of the unit; educational quality accreditation organizations use a set of standards to

evaluate the quality of educational institutions to evaluate and recognize or not recognize educational quality standards for educational institutions; other organizations and individuals can rely on the set of standards for assessing the quality of educational institutions to identify, evaluate and participate in social criticism of the educational institutions they are interested in (MOET, 2017).

With efforts to innovate perspectives and implement many specific guidelines and policies on ensuring educational quality, accreditation and evaluation activities of educational institutions and training programs have changed dramatically in the two years 2016 - 2017. According to a report from the Ministry of Education and Training, by October 2017, the Vietnamese higher education system had 214 schools completing self-assessment reports; Of which 93 schools were externally evaluated by quality accreditation organizations, 57 schools were recognized to meet quality standards (VNU-CEA externally evaluated 42 schools,

recognized 26 schools; VNU-HCM CEA externally evaluated 26 schools, accredited 17 schools; CEA-AVU&C externally evaluated 21 schools, recognized 12 schools; CEA-UD externally evaluated four schools, recognized two schools) (MOET, 2017a).

In addition to organizing domestic accreditation, Vietnamese higher education institutions also strive to carry out accreditation from international assessment and accreditation organizations. There are two international accreditation organizations that have evaluated and accredited educational institutions and evaluated and accredited training programs of Vietnamese higher education institutions: the ASEAN University Network- ASEAN universities (AUN-QA and the High Council for Evaluation of Research and Higher Education (HCERES). In 2017, Vietnam had five higher education institutions recognized by the evaluation and inspection organization international regulations (MOET, 2017b).

Table 1: Educational institutions recognized by international assessment/accreditation organizations

Order	Name of affiliation	Accreditation organisation	Date	Result	Certificate of accreditation	
					Date	Available
1	Ho Chi Minh City University of Technology	HCERES	3/2017	qualified	12/6/2017	6/2022
		AUN-QA	1/2017	qualified	10/10/2017	10/2022
2	University of Science and Technology - The University of Da Nang	HCERES	3/2017	qualified	12/6/2017	6/2022
3	<i>Hanoi University of Science and Technology</i>	HCERES	3/2017	qualified	12/6/2016	6/2022
4	Hanoi University of Civil Engineering	HCERES	3/2017	qualified	12/6/2017	6/2022
5	VNU University of Science	AUN-QA	9/2017	qualified	20/2/2017	2/2022

In 2018, Vietnam amended and supplemented a number of articles of the Higher Education Law. According to the new legal document, quality assurance activities are once again updated, completing the legal framework towards international integration. With this legal document, the perspective of ensuring the quality of higher education is a continuous, systematic process, including policies, mechanisms, standards, processes, and measures to maintain and improve the quality of higher education. quality of higher education. The Vietnamese higher education quality assurance system includes an internal quality assurance system and an external quality assurance system; through the educational quality accreditation mechanism. The goal of higher education quality accreditation is to ensure and improve the quality of higher education; confirm the level of meeting the goals of the higher education institution or training program in each period; serve as a basis for higher education institutions to explain to owners, competent agencies, relevant parties and society about the current state of training quality; serve as a basis for learners to choose higher education institutions and training programs; for employers to select human resources. Principles for accreditation of higher education quality are stipulated as: 1) independence, objectivity, and compliance with the law; 2) honesty, openness, transparency; 3) equal, mandatory, periodic. Subjects of higher education quality accreditation include higher education institutions and training programs at all levels of higher education (NA, 2018).

The responsibility of higher education institutions in higher education quality assurance is to build and develop an educational quality assurance system within the higher education institution in accordance with actual mission, goals and objectives conditions of higher education institutions;

develop policies and plans to ensure the quality of higher education; self-assess, improve and enhance training quality; periodically register for accreditation of training programs and accreditation of higher education institutions (NA, 2018). Higher education institutions that do not carry out program accreditation according to the accreditation cycle or whose program accreditation results do not meet the requirements must improve and enhance training quality, ensuring that learners meet output standards of the training program. After two years from the date the training quality accreditation certificate expires or from the date of unsatisfactory accreditation results, if the program is not re-accredited or the re-accreditation results are still unsatisfactory, the higher education institution must stop enrolling students in that training program and take measures to ensure the rights of learners.

Higher education institutions maintain and develop conditions to ensure training quality, including lecturers, managers, and staff; training programs, textbooks, teaching and learning materials; classrooms, offices, laboratories, libraries, information technology systems, practice facilities; financial resources, dormitories and other service facilities. Higher education institutions report the results of implementing educational quality goals according to the developed and approved plan; publicly announce training quality assurance conditions, training results, scientific research and community service, and quality assessment and accreditation results on the website of the Ministry of Education and Training, higher education institutions and mass media (NA, 2018).

Higher education institutions have the duties and powers of higher education quality accreditation: 1. Subject to education quality accreditation when requested by state

management agencies in charge of education; 2. Implement the information regime and report the results of higher education quality accreditation; 3. To choose an educational quality accreditation organization among the educational quality accreditation organizations recognized by the Ministry of Education and Training to accredit the quality of higher education institutions and training programs; 4. To complain and denounce to competent authorities about decisions, conclusions, and violations of law by organizations and individuals conducting quality accreditation of higher education. Using the results of higher education quality accreditation as a basis to determine the quality of higher education, status and reputation of higher education institutions; perform autonomy and self-responsibility; investment support and task assignment; serve as the basis for the State and society to monitor the activities of higher education institutions (NA, 2018).

With complete and solid legal bases, quality assurance

activities in Vietnamese higher education have had strong conditions for innovation, accessing international standards easily and conveniently. The clearest evidence for this statement is the results in the accreditation of higher education quality and the rapid increase in university rankings. According to statistics from the Ministry of Education and Training, by 2023, Vietnam will have 147 universities certifying the quality of domestic education, with 1,157 recognized training programs. Assessed according to foreign standards, there are 58 higher education institutions with 506 recognized training programs. Regarding accreditation organizations, Vietnam established 5 centers, and at the same time there are 13 international organizations participating in quality accreditation activities of Vietnamese higher education (MOET, 2023). Table 2 lists domestic and international organizations currently operating in Vietnam until 2023.

Table 2: The International and Domestic organizations operating higher education accreditation in Vietnam.

Order	Abbreviation	Accreditation organisation
	VNU-CEA	Viet Nam National University, Hanoi - Center for Education Accreditation
	VNU-HCM CEA	Viet Nam National University Ho Chi Minh City - Center for Education Accreditation
	CEA-UD	Center for Education Accreditation - The University of Da Nang
	CEA-AVU&C	Center for Education Accreditation - Association of Vietnam Universities and Colleges
	VU-CEA	Vinh University - Center for Education Accreditation
	CEA-THANGLONG	Center for Education Accreditation – Thang Long
	CEA-SAIGON	Center for Education Accreditation Saigon
	AUN-QA	ASEAN University Network - Quality Assurance
	CTI	Commission des Titres d'Ingénieur
	ABET	Accreditation Board for Engineering and Technology
	ACBSP	Accreditation Council for Business Schools and Programs
	FIBAA	Foundation for International Business Administration Accreditation
	AMBA	Association of MBAs
	IACBE	International Accreditation Council for Business Education
	ENAAEE	European Network for Accreditation of Engineering Education
	HCERES	High Council for Evaluation of Research and Higher Education
	ASIIN	Tổ chức kiểm định các chương trình đào tạo khối kỹ thuật, công nghệ thông tin, khoa học tự nhiên và toán học.
	ACQUIN	The Accreditation, Certification and Quality Assurance Institute

4. Conclusion

Over the past 20 years, Vietnamese higher education has made efforts to innovate towards international integration. One of the most prominent activities demonstrating the desire for integration is innovating quality assurance activities. In just a short time, Vietnamese higher education has transformed from a quality control solution to a quality assurance solution through establishing standards, quality management methods, and applying quality standards which are widely recognized around the world.

Quality assurance activities in Vietnamese higher education have been oriented according to world standards. Through self-assessment and external assessment, many higher education institutions have seen their strengths and weaknesses, thereby building realistic and effective quality improvement plans. Educational institutions have changed the way they view management and direction, strengthening school management capacity and teaching and learning management. Educational quality accreditation creates motivation for assessment work in general, making an important contribution to promoting the improvement of

educational quality and integration with the world.

Looking back at the viewpoints and quality assurance activities over time, it can be said that Vietnam's higher education quality assurance system is many years behind other countries in the world and even in the ASEAN region. However, Vietnam's higher education quality assurance activities have soon caught up with the world's higher education development trend. National quality assurance agency has been established, quality assurance system has been formed from the Ministry of Education to universities, regulations on university accreditation and training program accreditation have been completed, the university quality accreditation plan for the entire system has started and brought positive results; the capacity of the team of experts and inspectors is increasingly improving. Vietnam has participated in the international higher education quality assurance network. Not so long ago, a country was still unfamiliar with quality assurance and accreditation. With these changes, it can be affirmed that quality assurance activities have been acting as an important trigger point for ensuring and improving the quality of Vietnamese higher

education.

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