



Innovation of Higher Education in Vietnam: Basic Issues that Need Concern in the Current Period

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Abstract

As the country increasingly develops and integrates under the conditions of the scientific and technological revolution, the role of university education is important and necessary. Besides being one of the factors promoting intellectual development, higher education also holds an important position in training human resources to serve the country's socio-economic development. With the attention of the government and the state, higher education is increasingly promoting the role and capabilities of the industry, training young generations and abundant human resources for the country's development. In the current context of educational innovation in Vietnam, awareness and understanding of specific issues that need attention to carry out higher education innovation is urgent. The article has analyzed and clarified the basic issues that need attention in the current period of higher education innovation in Vietnam. Accordingly, the innovation of higher education in Vietnam is a profound theoretical and practical issue. The issues that need to be innovated in the current period need to focus on institutional improvement, policies to improve the quality of education and training and identify people as the center in the innovation implementation process. The limitation of the article is that it has not stated and analyzed the factors affecting higher education innovation in Vietnam today.

Keywords: Education; higher education; renew; Vietnam; reforming higher education

1. Introduction

Vietnam is a developing country, in the current context of innovation and integration, higher education plays a particularly important role in human resource development. Reality has shown that higher education plays a particularly important role in developing human resources, especially high-quality human resources. Universities are not only a place to train and provide quality and highly qualified human resources, but also a place to nurture and develop knowledge, scientific and technological potential and innovation of the country create new motivation for integration and sustainable development. Therefore, improving the quality of higher education is an inevitable and urgent need in the context of a knowledge economy.

In terms of time, the first university in Vietnam named Quoc Tu Giam was established in 1076. Nearly 10 centuries later, during the French colonial period, a number of universities followed the modern university model. The first in Vietnam were established, including Indochina Medical University (1902) and Indochina University (1907). After Vietnam gained independence, these universities officially operated under the administration of the Democratic Republic of Vietnam. In 1945, President Ho Chi Minh changed the name of Indochina University to Vietnam National University. In 1956, this school continued to change its name to General University and in 1993, it was named Hanoi National University. In the history of Vietnamese higher education, we can also talk about higher education during the Republic of Vietnam from 1956 to 1975, with periods of change from the influence of French education (from 1956 to 1975). 1956 to 1964) to absorb the influences of the American higher education model (from 1965 to 1975).

Next, when Vietnam was unified, in 1976, Saigon University of Literature and Saigon University of Sciences merged to form Ho Chi Minh City University with the mission of being the leading and core university for the country's higher education system, effectively serving the cause of national innovation and development. Thus, currently, in Vietnam there are 2 national universities, including: Hanoi National University; City National University. Ho Chi Minh. National universities are understood as high-quality, multi-disciplinary and multi-field scientific and technological research and training centers, prioritized for development investment by the State. National universities are allowed to work directly with ministries, ministerial-level agencies, Government agencies, and People's Committees of provinces and centrally run cities to resolve issues related to national universities.

By 2022, Vietnam has 239 higher education institutions (172 public training institutions and 67 non-public training institutions. Of the 172 public higher education institutions, there are 146 public training institutions directly under central agencies - including national universities, regional universities and higher education institutions under national universities and regional universities; 26 public institutions under localities) [5].

Most recently, in the Draft Planning for the network of higher education and pedagogical institutions for the period 2021-2030, with a vision to 2050 (except for schools under the Ministry of Public Security, National Defense, and pedagogical colleges) of Ministry of Education and Training, it is expected that by 2030, Vietnam will have about 250 higher education institutions and 50 branches belonging to 200 focal higher education institutions, oriented to be distributed according to regions, including: About 30 key national higher education institutions, including 5 national universities; 5 regional universities and 18 to 20 national key higher education institutions; about 100 other focal higher education institutions under ministries, branches, central and local agencies; at least 70 private higher education institutions, including non-profit private higher education institutions and foreign-invested higher education institutions. Thus, overall, the network of universities is distributed throughout the country and regions, has a continuous development in scale and quality, becoming a complete system of openness and development develop in a multi-disciplinary, multi-vocational and multi-level direction. The higher education system in Vietnam has made important contributions in training human resources to serve

the country's socio-economic development.

2. Content

2.1. Why is it necessary to innovate higher education in Vietnam?

In line with the general trend of the world, Vietnam has been conducting innovation for nearly 40 years and is increasingly going deeper. The requirement to transform the economic model from breadth to depth and the need to restructure the economy towards quality, efficiency, and high competitiveness require higher education to meet learning needs. of the people and quickly contribute to training high-quality human resources. Without innovation, it leads to poor quality human resources and will be one of the factors hindering the country's development. Recent times have also shown us that the content of training knowledge at higher education institutions is still heavy on theory, light on practice, and has not created a unity linking educational goals with goals. Job search for learners. There has not been a connection between domestic and international higher education standards. Although placed under the strict management and supervision of the Ministry of Education and Training, in reality, the ability to transfer knowledge between higher education institutions in Vietnam is currently very limited. There is little recognition and acceptance of each other's training results, so it is very difficult for learners to change schools or majors. The curriculum is still heavy and long, it is difficult for learners to avoid falling into a state of constant pressure to complete the course curriculum, with little time to self-study, research, or participate in activities other society. Methods and forms of organizing university teaching generally do not approach popular methods and forms of organizing university teaching in the world. In addition, in the current context, in order to have "global citizens" capable of competing in the world human resource market, it is necessary to innovate higher education in a direction that retains the unique features of the world domestic higher education, just approaching the common standards of world higher education. Besides, the need to change higher education also comes from the strong development of the Fourth Industrial Revolution. Under the impact of this revolution, professional knowledge will be outdated very quickly, new knowledge and scientific information will be created at an exponential rate and can be stored in very compact means. In a digitalized environment, higher education will change dramatically from philosophy and educational goals to the role of the teacher, from teaching methods to the central position of the learner.

Table 1: Overview of Higher Education Statistics

Academic Year 2021-2022	Total	Category	
		Public	Private
Number of Institutions	242	175	67
Newly Enrolled Undergraduate Students	568,856	443,249	125,607
Newly Enrolled Postgraduate Students	31,976	28,956	3,02
Total Undergraduate Enrollment	2,145,426	1,728,856	416,57
Total Postgraduate Enrollment	121,586	108,443	13,143
Undergraduate Graduates	245,173	214,25	30,923
Administrative Staff, Lecturers, and Employees	90,615	67,266	23,349

Overview data table of Vietnam Higher Education for the period 2021-2022

Source: Higher education statistics for the 2021 - 2022 school year of the Ministry of Education and Training, retrieved

from: <https://moet.gov.vn/thong-ke/Pages/thong-ko-Giao-duc-dai-hoc.aspx?ItemID=8831>

2.2. What are the issues that need to be focused on innovation in the current period?

Starting from the above points, the issues that need to be focused on innovation in the current period of Vietnamese higher education will be:

Improve institutions and policies to improve the quality of education and training

In recent times, central agencies in Vietnam have been summarizing 10 years of implementing Resolution 29 of the Party Central Committee on fundamental and comprehensive innovation in Education and Training, and evaluating the implementation of Resolution 29 of the Party Central Committee on fundamental and comprehensive innovation in Education and Training situation, analyze causes, achieved results, shortcomings, limitations, and problems in practice to propose solutions to remove problems. Especially, there are inadequacies in institutions and policies to create conditions for higher education to maximize its potential and creativity in training, providing the country with qualified and quality human resources. One of the most important tasks mentioned in Resolution 29 is to perfect institutions and policies to improve the quality of Education and Training, including university education. Legal institutions and policies are considered key factors that play a guiding, guiding role, creating a legal framework for organization and operation; is an effective tool to manage and develop activities of each socio-economic field according to determined goals. Due to the continuous movement and development of science, technology and human knowledge, especially the Fourth Industrial Revolution, higher education still reveals many limitations and inadequacies in both scale and quality. Occupational structure and working skills. Institutions and policies regulating the field of higher education still have contradictions and lack of consistency in understanding, application and implementation guidance, especially regarding the implementation of university autonomy. The scale of Vietnam's higher education has increased, but it has not met the needs of the knowledge economy. Investment funding for higher education is still low. The policy of socialization of education has not really attracted many social sectors to participate. The quantity, structure, and quality of university lecturers do not meet increasing requirements, especially in terms of innovation capacity. Scientific research and international cooperation are not yet commensurate with their potential. The system of quality assurance and accreditation of higher education has not been completed. In addition, the legal system that paves the way for university autonomy has not been synchronized and shared by other legal systems. The Minister also specifically cited problems from regulations on public autonomous units, employee issues, public asset management issues, and intellectual property issues.

Adapting to the environment and the "digitalization" trend

First of all, it is systemic adaptability. One of the biggest barriers in digital transformation in higher education institutions is that we do not know where to start, where to change and how to change appropriately. As higher education institutions are not digitally compatible, there is an increasing reliance on technology-driven systems and infrastructure. Therefore, to be able to integrate modern technologies into higher education institutions, we need to embrace innovation

and this will certainly require a lot of time and resources. In addition, the process of approaching digital transformation at local higher education institutions still faces many difficulties. This is an issue that needs to be prioritized to overcome to successfully implement digital transformation in higher education, especially the need for online teaching and learning during the current Covid-19 pandemic. Higher education implementation is not really uniform in localities. Because, for local universities, network infrastructure and information technology equipment are not guaranteed (unstable network connections, lack of Internet services,...), affecting educational management, teaching and learning. Next, the transformation in higher education requires a comprehensive change from redistributing job responsibilities, goals, strategies, and roles in higher education institutions [16; 347]. This change requires implementation over a long period of time. And this is also one of the main reasons why many higher education institutions hesitate in digital transformation. Because most people have the mentality to see changes and benefits immediately instead of spending a lot of time on preparation without clearly seeing the results that will be achieved. In addition, many higher education leaders are often skeptical about the benefits that new technologies bring. Therefore, they often choose to limit risks by following their predecessors to see the effectiveness and then apply rather than choosing to be a pioneer. This causes the digital transformation process at higher education institutions to take place slowly compared to practical requirements. The task of establishing digital culture in higher education institutions is to set policies for the use of equipment, technology and social networks by officials, employees, lecturers, students... and clearly state the Regulations in the operational process and the teaching process have not been given due attention and attention. There is even a large part of higher education institutions that have not yet built, propagated, educated and established digital culture.

2.3. What are some basic solutions to develop Vietnamese higher education in the coming time?

Firstly, focus on content, program and learner capacity

The higher education system must focus on developing the qualities and abilities of learners by orienting the most suitable paths for different groups of students to help them develop their individual potential. The brand of a university is not only evaluated through the rate of graduates having jobs, especially in the right field, and position on national and international rankings, but also the sustainable development of the university students, the ability to adapt to new working environments, the ability to innovate and be creative during professional activities. To meet that requirement, universities need to have many programs, both training and fostering, for different subjects, especially alumni, to help them update new knowledge to continue supplementing, perfect yourself. That means schools must be places that support students' lifelong learning; must regularly innovate. First of all, it is necessary to focus on reviewing and innovating training programs, linking theory with practice. University training first provides a basic theoretical system, as a solid foundation for students to have "capital" to approach constantly changing practical problems. Create maximum conditions for students to practice, practice, get acquainted and grasp the advances of science and technology in the trained field. Next, it is necessary to diversify programs to serve all students' learning

needs. Each student has different learning needs and abilities. The school builds mechanisms to discover, nurture and motivate students to identify and pursue their interests and passions. This requires universities to build different training programs and pathways to serve different needs and learning styles. Some people want to learn quickly and graduate early; or focus on a few key subjects first, then return to complete the program after working.

Second, identify people as the center

Implementing the policies of the Party and State, along with the policies of the Ministry of Education and Training on digital transformation in higher education, Education and Training institutions need to develop a digital transformation plan for the 2021 period. -2025. It focuses on unifying a culture of digital transformation in the field of higher education. With the motto that successful digital transformation must put people at the center, digital transformation is associated with students, lecturers, and educational administrators to form a culture of accepting new things in higher education institutions. learn; At the same time, to unify awareness of guidelines, policies, necessity, current status, initial results and long-term goals of digital transformation at the units where students, lecturers, and educational administrators working, teaching, studying. First, higher education institutions need to organize training courses on strategy and digital transformation management for lecturers and educational managers with the orientation, goals and tasks of the institution understanding of digital transformation, cultural habits that promote digital transformation [16; 350]. At the same time, conduct training through eLearning combined with online competitions to disseminate awareness about digital transformation and information security to all lecturers and educational managers in higher education institutions. Next, step by step review and adjust business processes to enable computerization and reduce paper reports and records. Issue policies to promote innovation, creativity, and application of digital technology in teaching and academic management activities. Carry out surveys, assessments, business processes, data information, technical infrastructure, and digital technologies in the field of education and training in general, including higher education in particular, progress to build a digital transformation roadmap, proposing to adjust internal processes to promote digital transformation in the period 2021-2025. Identifying the human-centered perspective, higher education institutions need to promote the work of building digital transformation human resources through training and coaching on information technology application skills and assurance skills. Information security for lecturers, educational administrators as well as students.

3. Conclusion

In the current context, education for sustainable development is considered a foundation for a more sustainable society, where people can make wise decisions for themselves, their communities and society. Education for sustainable development to meet the requirements of promoting industrialization and modernization in the new situation must aim at knowledge, skills, values and action capacity to realize national goals according to the pillars of sustainable development. In the current context of educational innovation in Vietnam, higher education innovation is not only a goal but also considered a key tool and means, the key to achieving

the goal of sustainable development and is an urgent problem and requires urgent and timely solutions to ensure high quality human resources for the country, integrating with world development in the coming time. The article has analyzed and clarified the basic issues that need attention in the current period of higher education innovation in Vietnam. Accordingly, the innovation of higher education in Vietnam is a profound theoretical and practical issue. The issues that need to be innovated in the current period need to focus on institutional improvement, policies to improve the quality of education and training and identify people as the center in the innovation implementation process. The limitation of the article is that it has not yet stated and analyzed the factors affecting higher education innovation in Vietnam today.

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