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### Science Development of Education Services at Public University in Vietnam Now

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#### Abstract

Currently, university autonomy in Vietnam has become an inevitable and objective trend. Education, training and science and technology are considered by the Party and State as the top national policy and one of the three strategic breakthroughs to provide high-quality human resources for the country's socio-economic development, short term as well as long term. Renovating and developing higher education is an important part of that most important task. That is both a goal and a motivation for public universities to promote their initiative, creativity, improve operational efficiency and competitiveness. In fact, in recent years,

university autonomy has really created a new vitality to help public schools in Vietnam improve the quality of training, and at the same time aim to provide the labor market with resources. High-quality human resources, meeting the urgent requirements of the process of industrialization and modernization of the country.

The article analyzes in depth the advantages and challenges posed, thereby making recommendations to develop educational science for autonomy at public universities in Vietnam today.

**Keywords:** Public University, Autonomous, Science Education

#### 1. Introduction

Education, training and science and technology are considered by the Party and State of Vietnam as a top national policy, one of three strategic breakthroughs to provide high-quality human resources to serve the country's socio-economic development. Country, in the immediate and long term. Innovating and developing higher education is an important step and part of that most important task.

University autonomy in the process of fundamental and comprehensive innovation in education and training aims to improve the quality of training and prepare human resources, especially high-quality and highly qualified human resources. For digital transformation, digital economic development, and digital society to meet the needs and requirements of promoting industrialization and modernization of the country in the new situation.

Autonomy will create motivation for public universities to innovate to achieve greater efficiency in their operations, while also increasing competition among public universities, creating conditions for diversification. Educational activities. Therefore, the current global trend is that public universities gradually shift from the State control model to the State supervision model, which means public investment in public universities tends to decrease. Decreasing trend, while private sector participation in public universities has tended to increase recently.

#### 2. Theoretical Basis

According to the provisions of Clause 1, Article 32-Law on Higher Education 2012 <sup>[4]</sup>: university autonomy is where a university carries out autonomous activities in the fields of organization, personnel, and finance. And assets, training, science and technology, international cooperation, ensuring the quality of higher education.

University autonomy is expressed in three basic aspects: academic autonomy, organizational and management autonomy and financial autonomy.

In particular, autonomy in academic expertise to develop educational science to open training majors/joint training programs at higher education institutions is an important content in autonomy activities, outside In addition to opening new training majors, developing joint training programs at home and abroad.

### 3. Research Methods

The article uses qualitative research methods including two basic methods: data collection, synthesis and analysis and evaluation. Based on the synthesis of data related to educational science serving university autonomy, the article analyzes the main contents to highlight remaining issues in the development of educational science serving university autonomy. Autonomy at public universities in Vietnam today, thereby proposing a number of solutions to enhance the development of educational science to serve autonomy at public universities in Vietnam in the current period. Next time.

### 4. Current Status of Developing Educational Science to Serve University Autonomy in Vietnam Today

#### 4.1 Advantages in Developing Educational Science to Serve University Autonomy in Vietnam Today

University autonomy is a revolution to carry out fundamental and comprehensive innovation in university education. Following that innovation orientation, public universities have achieved many great achievements.

*First*, thanks to university autonomy, schools become more active and more diligent; Continuously improve and improve training quality. Detail:

Currently, the country has a total of 141/232 universities that qualify for autonomy according to the provisions of Clause 2, Article 32 of the Law on Higher Education<sup>[4]</sup>. In addition, 154/170 public universities have established University Councils according to Decree No. 99/2019/ND - CP<sup>[1]</sup> (reaching a rate of 90.6%); Among them, 36/36 public universities under the Ministry of Education and Training have established University Councils.

Besides, the number of accredited higher education institutions is increasing. As of June 2023, according to domestic standards, the country currently has 274 educational institutions completing self-assessment reports; 174 educational institutions were externally evaluated by domestic education quality accreditation organizations, 266 educational institutions completed cycle 1 self-assessment reports and 22 higher education institutions completed cycle self-assessments 2 and recognition of meeting educational quality standards; 591 training programs completed self-assessment; 470 training programs were evaluated externally, of which 308 training programs were recognized to meet quality standards.

According to foreign standards, there are 7 universities that are externally evaluated and recognized according to the educational institution evaluation standards of the High Council for Research Evaluation. Specifically, 06 higher education institutions are recognized by international assessment/accreditation organizations including: Ho Chi Minh City Polytechnic University, Da Nang Polytechnic University, Hanoi Polytechnic University. Hanoi University of Civil Engineering, Hanoi University of Natural Sciences and Ton Duc Thang University). In addition, 308 training programs are evaluated and recognized by 10 reputable foreign education quality accreditation organizations<sup>[3]</sup>.

*Second*, scientific research activities and international cooperation at public universities are increasingly improving.

Schools have become more proactive in deciding research directions and participating in scientific and technological tasks, thereby transferring scientific and technological research results to domestic and foreign organizations and

individuals. In particular, for schools under the Ministry of Education and Training, the number of international scientific publications, domestic publications, inventions and other intellectual property has gradually increased over the years. Many topics and tasks have made important and practical contributions to industries and to the socio-economic development of the country and localities.

As of June 2023, the number of international articles in the Web of Science (WoS) category increased by 3.5 times after 4 years; The number of articles in the SCOPUS catalog of higher education institutions increased more than 4 times. Products of ministerial-level science and technology topics, projects, and programs of units under the Ministry have increased significantly in recent years, on average 25%/year.

*Third*, the ranking position of some public universities is increasingly confirmed. Some universities have achieved success through the results of university rankings at prestigious ranking organizations in the world. In 2022, Quacquarelli Symonds (QS) educational organization announces the University Rankings by field. In the field of engineering and technology, Vietnam has 5 universities ranked highly in the top 500 in the world; In the field of business and economics according to the Times Higher Education rankings, Vietnam has 2 representatives; In the field of social sciences, Vietnam has 3 representatives.

*Fourth*, provide society with high quality human resources. The expansion in scale, type, and training major has made public universities provide abundant human resources for the labor market, not only meeting domestic needs but also meeting regional needs. And international. According to statistics, the general labor force in our country will increase from 50.4 million people in 2010 to about 54.8 million people in 2022 with a more reasonable structure and significantly improved quality of human resources. mentioned, in accordance with market needs. In particular, the proportion of trained workers with degrees and certificates will increase from 14.6% in 2010 to 25.3% in 2022<sup>[3]</sup>.

*Fifth*, the transfer of technology and knowledge also has positive changes. Public universities are increasingly more proactive in deciding research directions and participating in scientific and technological tasks, thereby transferring scientific and technological research results to organizations and individuals. Domestically and internationally. Many topics and tasks have made important and practical contributions to industries and to the socio-economic development of the country and localities. Specifically: currently the country has 408 joint training programs with foreign countries in operation. Among them, autonomous higher education institutions have approved a total of 186 joint training programs with foreign countries, 124 programs at the university level; 58 programs at master's level and 4 programs at doctoral level.

*Sixth*, academic professional autonomy is increasingly improved. Autonomy in academic expertise and opening training majors/joint training programs at higher education institutions is an important content in autonomy activities, in addition to opening new training majors and developing new training programs. Joint training programs at home and abroad, universities also actively adjust training programs to meet learner needs. Innovate advanced teaching methods, access international training standards and training programs, proactively strengthen quality assurance and accreditation of educational quality; create a healthy

competitive environment in admission, attracting good students.

The scale of mass student enrollment after autonomy tends to decrease and instead increases the scale of enrollment in advanced training programs, high quality training, joint training with foreign countries, and training in English. Many joint training programs with universities around the world, advanced training programs continue to be developed by many higher education institutions.

#### **4.2 Challenges in Developing Educational Science to Serve University Autonomy in Vietnam Today**

Besides the above advantages, currently some public universities in Vietnam have not developed educational science to serve autonomy because:

*First*, there is currently no specific policy mechanism for developing educational science to serve university autonomy in Vietnam.

*Second*, many public universities have not yet ensured the quality of training, have not yet established input and output standards, and have not yet developed the content and curriculum.

*Third*, in recent years, opening new majors and organizing joint training with non-autonomous universities, although allowed in the autonomy regulations, is practically impossible to implement because according to the regulations in the documents. According to the current state version, if you want to link with schools, you must be approved by the locality for training every year and have specific documents, so autonomous schools must ask for training quotas from the locality. This causes confusion for schools in terms of administrative procedures. On the other hand, joint training locally is only carried out at the undergraduate level, not postgraduate training.

*Fourth*, some public universities provide training that is not linked to the needs, realities, and demands of society, leading to waste of human, financial, and time resources, slowing down the pace of development. Society, causing many problems for society when many students graduate without jobs or have jobs but have to retrain. According to statistics, by 2022, "Vietnam will have 225,000 bachelors, engineers, and masters graduating from school but have not found a job, or accepted to work in the wrong occupation for which they were trained.

#### **5. Some Recommendations to Strengthen the Development of Educational Science to Serve University Autonomy in Vietnam Today**

*First*, continue to innovate and reform in terms of institutions and mechanisms; have specific and open policies, creating the best conditions for the development of educational science to serve university autonomy. Currently, management agencies and higher education institutions need to continue to seriously implement and apply flexibly, creatively, appropriately and effectively the spirit of Resolution No. 29-NQ/TW as well as other policies. Books that the State has issued (Law on Higher Education, Law on Education).

*Second*, it is necessary to continue to synchronously innovate goals, content, programs, methods, and teaching methods at the university level in the direction of modernity, international integration, and meeting new requirements of economic development. Economics-society, science and technology, adapting to the Fourth Industrial Revolution. In

addition, public universities need to proactively strengthen quality assurance and accreditation of educational quality; create a healthy competitive environment in admission, attracting good students.

*Third*, expand relationships, exchanges and cooperation between domestic and foreign universities to exchange professional expertise and transfer knowledge and experience. Accordingly, the scale of mass student enrollment after autonomy tends to decrease and instead increases the scale of enrollment in advanced training programs, high quality training, and joint training with foreign countries. And training in English.

At the same time, schools need to strengthen connections with businesses, especially private enterprises and foreign-invested enterprises, to build training programs that meet the needs of society and train according to orders of businesses, thereby improving skills, qualifications and expanding employment and income opportunities for students.

*Fourth*, public universities need to associate training with expanding training fields, which must be associated with improving the quality and effectiveness of training more suitable to social needs.

#### **6. Conclusion**

In Vietnam, the process of implementing university autonomy is part of the process of innovation and modernization, internationalization of higher education, and is a step in the transformation of the higher education model in the subsidy period. And planning for a socialist-oriented market economy period. Therefore, public universities in Vietnam need to strengthen the development of educational science to serve autonomy to affirm their position in the integration process.

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