

**PROBLEMS OF STATE REGULATION OF HIGHER EDUCATION INSTITUTIONS OF VIETNAM AT PRESENT**

DOI: 10.25629/HC.2018.09.11

NGHIEM XUAN DUNG

People's Security Academy. Viet Nam, Ha Noi

**Abstract.** Institution plays the role of establishing corridor for the movement of objects and relevant subjects. At the macro level, institution and its validity play important and decisive role in the national development. For higher education and higher education campuses, towards the development of quality higher education, the institution building and institutional validity guarantee for higher education campuses have always been actually focused on. However, at present, there are some shortcomings in the state management institution for higher education campuses, such as: the legal system lacks of uniformity, the criteria for assessing the quality of higher education campus lack of stratification, the application of assessment criteria lacks of consistency, the requirements of output standards, the publicity of quality commitment have been implemented formalistically and justificatively by the higher education campus. The state management apparatus for higher education is fragmented, at the same time, there is overlap between state management and public service delivery functions. In this context, the mechanism for examining, supervising and dealing with law violations on quality assurance of the higher education campuses has not been effectively implemented.

**Keywords:** institution, state management, higher education campuses, management, standardization, Vietnam.

**1. State management institution for higher education campuses in general**

First of all, state management institution is understood as rules and regulations that recognized or imposed by the state, affecting and regulating human activities. The state management institution for higher education campuses is the rules and regulations imposed for higher education campuses by the State.

Nowadays, state management agencies have initially set up the framework of state management institution for higher education campuses and applied in reality. Regulations on university quality accreditation criteria, the university program are remarkable achievement in state management for higher education. Regulations on publicity of output standards have created pressure for education campuses to publicize and improve their responsibilities with training products. The autonomy of higher education campuses has been affirmed in the highest text on higher education, the Law on higher education shows that the State has paid special attention to the role of higher education campuses with quality training [3].

Moreover, the implementation of state management institution for higher education campuses in the recent time still exists some problems.

*Firstly*, State management institution for higher education campuses has been slowly reformed and mainly focused on administrative management.

*Secondly*, the current system of state management institution for higher education campuses in our country is un-synchronous and un-systematic.

*Thirdly*, the issued normative documents themselves have also many shortcomings and inadequacy.

*Fourthly*, institutions on management method of higher education campuses is promulgated slowly. Management method is very inadequate, backward.

*Fifthly*, institutions that regulate the sanction treatment of poor quality higher education campuses have not been developed, and there are no binding institutions between budget allocation and quality of education.

*Sixthly*, the institution-building process for higher education campuses is still limited. The process of developing the criteria for assessing the quality of higher education and higher education campuses has been lacking the participation of experts, education campuses and higher education level employers.

*Seventhly*, the institutional system has not created a legal framework that facilitates the participation of the social community in the state management for higher education campuses.

The contents of state management institution for higher education campuses are still inadequate that considered as part of the ineffective implementation of the institution.

*Firstly*, the implementation of regulations managing higher education campuses has been lacking in consistency and efficiency.

*Secondly*, the support in the implementation of state management institutions for higher education campuses by state management agencies through the establishment of a guiding document system remains limited.

*Thirdly*, the results of the evaluation of the quality of higher education and higher education campuses have been delayed to announce.

*Fourthly*, the implementation of the state management institution lacks a supervising mechanism, and mechanisms to attract the participation of the social community.

*Fifthly*, the state management mechanism for higher education still has many unreasonable points, there even has a status of both filling up for cases and relaxing management function; having not well implemented the uniform management, firmly maintaining the discipline in education and at the same time failing to promote the autonomy and responsibility of the campuses;

*Sixthly*, the management and accountability of state management agencies for higher education campuses is scattered. The current higher education campuses are currently being managed by the Ministry of Education and Training, Ministries, and provincial People's committees.

## **2. Requirements for state management institutions for higher education campuses**

In order to create a legal framework for state management for higher education campuses, the institutional framework embraces a comprehensive management process. Details as follows:

*First*, it is necessary to improve state management institutions for higher education campuses, to correctly define the role of the State for higher education campuses in making policies, setting institutional framework to supervise and evaluate the development of higher education campuses, and creating a healthy competitive environment for the development of higher education. It is necessary to form an institution to assert that the State is the subject that facilitates favourable conditions for development, supervises the development and creates environment for higher education campuses to mobilize and develop in the direction of quality and efficiency.

*Second*, the institution formation on stratification of higher education. Stratification of higher education is an urgent requirement at the aim to meet the demand for high quality human resources training and the needs of learning of the social community, to ensure the development of human resources and talents of higher education. Stratification of higher education is the basis for adjusting investment policies and developing higher education, which is essential for improving the quality of higher education.

*Third*, formation of the institution on quality standards for higher education. These standards are considered to be measures of assurance conditions of the quality and real quality of the education campuses. To accurately assess the quality of a higher education campus, the development of standards set should be a priority in the orientation of improving the effectiveness of state management on the quality of higher education. The important requirement of this work is how the criteria are built closer to the criteria of the developed education of countries in the region and in the world, organizations accrediting quality international higher education. Quality management and assessment is not about giving us good reports on quality while it is not high. Quality management and assessment so

that education campuses constantly improve their quality and create quality changes in higher education in our country. Therefore, the issue of setting up accreditation standards should be studied in terms of the mechanism of construction, the involvement of education campuses and professional social organizations in the process of establishing the assessment standards.

*Fourth*, the content of the quality assessment process should be visualized in a comprehensive way. The process of quality management and assessment always involves state management agencies, education campuses and social community themselves. Each subject will play different roles. The role of state management should be specified. The State can not fill up and focus on the work that does not under his responsibility. The replacement of the State in the process of quality assessment will reduce the effectiveness and efficiency of state management of higher education campuses. The self-responsibility of educational campuses for the quality assessment process should be defined in the charter of higher education campuses.

*Fifth*, the responsibility of the State is to set out the legal framework for the outcome of the assessment of the higher education campuses' quality in relation to the activities of the higher education campuses. The issues of financial investment from the budget, allowance of higher education campuses to expand the scale of training when the conditions for quality assurance should be considered. There should be provisions on the difference between a quality- assessed campus and non-assessed one [5].

*Sixth*, the permission of establishment and operation of independent accreditation organizations is clearly a very important part of the state management process. The state should have certain regulations on conditions, standards of establishment and responsibilities of these organizations during the verification process. The state management role ensures that the verification process complies with the provisions of law, the accreditation result is an accurate assessment on the quality of a higher education campus. The accreditation organizations take social and legal responsibilities and for the accreditation and evaluation of the training quality [8].

### **3. Solutions to improve state management institutions for higher education campuses.**

Institution development is an important element in state management. State management institutions for higher education campuses, the establishment and improvement of the institutional system is a prerequisite for improving the effectiveness of state management.

3.1. Renovation of the role of the state management institutions in combination with the expansion of the autonomy and social responsibility of higher education campuses

The process of reforming the public sector is the process of repositioning the roles of the State, society and the market in socio-economic issues. For quality management of higher education, the proper repositioning of the State, on the one hand, assure the effectiveness of state management, on the other hand, is an important basis for ensuring the quality of higher education. In order to ensure the autonomy and improve social responsibility of higher education campuses, the role of the state in the quality of higher education should be strengthened focusing on the following aspects: i) making favourable conditions, environment, monitoring the development of higher education; ii) ensuring social responsibility of higher education campuses; iii) ensuring fairness in higher education.

With the orientation of reforming the public sector, the State, instead of being the paddler, should focuses more on the role of ship steering, the direction of development. Therefore, instead of purely administrative management, centralized control over higher education campuses, the state should shift to focus on defining the vision and strategy for higher education, creating favorable conditions for the development of the higher education system through appropriate institutional and policy systems and at the same time supervising the development and ensure the development of higher education in the right direction of the quality of higher education campuses.

The autonomy can not be separated from the social responsibility of higher education campuses. The quality of higher education is directly created by higher education campuses. Society is the ultimate authority to assess the quality of higher education. Therefore, the renewal of state management

on the quality of higher education must go abreast with the strong institutions of the State to ensure that higher education campuses are not only responsible for the state, the state allocated budget but also take accountability and social responsibilities for learners and the social community. Indifference, irresponsibility to educational products, to the quality of education requires the State to have a hands-on impact for higher education campuses to fulfill their mission and social responsibilities. It is necessary to heighten the social responsibility of higher education campuses in the context in which higher education brings in new elements and social responsibility needs to be monitored to ensure healthy development of higher education [2].

3.2. Raise the effectiveness of the state management implementation for the quality of higher education

### *3.2.1 Review the state management Institution Framework for higher education*

It is necessary to revise the system of legal documents on higher education, overcome duplication and overlapping among legal documents. Excluding the guiding decree, the documents governing the operation of higher education campuses include: the Law on Higher Education; General regulations; Regulation on the organization of common activities; The separate charters and regulation on the operation of each higher education campus. In fact, to establish the institutional framework for the operation and development of the higher education system, only the Law on Higher Education; Regulations on organization and operation of higher education campuses; The charter of each higher education campus are required.

### *3.2.2. Creating institutions of classification of higher education*

The State needs to create institutional framework of classification of higher education campuses. Classification of higher education campuses is not a new thing in countries over the world. In Viet Nam, classification of higher education campuses has been mentioned overall in the Law on higher education 2012. However, so far, classification issue of higher education campuses has not stipulated on standard of classification of higher education campuses, regulations on ranking framework of higher education campuses in each class and standard of every ranking in framework aiming at serving state management work and priority of investment from state budget to higher education. Therefore, it is necessary to soon create institutional framework of classification of higher education campuses.

First of all, it is necessary to form specific standard for three types of higher education campuses: research oriented higher education campuses, application oriented higher education campuses and practice oriented higher education campuses.

For standard of classification, implementing the classification on the basis of criteria of rate of students/lecturers, rate of lecturers with PhD in total number of lecturers, post graduate training scale, rate of announcement of international research works.

On the basis of the classification, higher education campuses can register themselves to rank in a classification, accreditation agency will conduct assessment whether the higher education campuses have actually satisfied standard of higher education classification.

Regulations on classification of higher education campuses have attached with stipulations on entrance enrolment, finance and training management. Classification of higher education of research and entrance enrolment with rate is 10-15% of students with the highest ability and the next classification in accordance with entrance enrolment of 35-40% of students with the successive ability. Classification of practice oriented higher education has attracted all students who have been able to study in university and learn vocation at locality. Classification of higher education will guarantee for requirement of high human resources training at university level at the same time it is an effective tool to popularize higher education, meeting demand on learning of society and ensuring occupational manpower for economic activities.

### *3.2.3. Completing institutions of higher education quality assessment*

The State needs to improve standard and quality assessment criteria of higher education campuses as requested and orient quality in period of once every 5 years. This guarantees that we have a set of

standards for unification – standardization and easily accepted accreditation by education campuses. This is suitable with a role of state agency that has set forth normative documents for management. Countries in Asia Pacific area in state management on higher education quality has also been in conformity with this orientation when the Government is always subject in charge of taking responsibility to build up legal normative documents stipulating standards of quality assessment. For this reason, in the orientation for improving efficiency of state management institutions on quality of higher education campuses, the Government needs to pay special attention to building up criteria of quality assessment to be able to quantify conditions for quality and actually quality assurance of education campuses.

The improvement of assessment criteria needs to attach with main objectives such as: i) schools use a set of criteria to assess themselves each field or comprehensive activity for training quality assurance of a faculty, a training course or the whole school; ii) schools use a set of criteria to build up a strategic plan for training quality assurance of school; iii) accreditation organizations use criteria to assess quality of a higher education campus; iv) The Ministry of Education and Training will use a set of criteria to make grounds for appraisal, assessment and recognition of training quality and ranking of comprehensive universities or ranking in each field.

Criteria of quality assessment of higher education campuses must grasp the overall whole of training process at the same time attach with requirements of social community for human resources at university level. Finally, quality of higher education campuses has been assessed and recognized by social community. Therefore, quality of higher education campuses must be oriented towards objective of higher education by the State, expectations of learners, family and recruiter and social community. These things need to be concretized to become clear criteria.

In order to concretize the above objectives, criteria of quality accreditation of higher education campuses need to be improved. The criteria need to supplement such as: educational service activities for society, technological transfer activities, participation in education - training and technological science activities in region and over the world, relationship with product user of education campus, role and position for locality where the school is set up and complies with the state regulations.

#### *3.2.4. Improving institutions of self-control right, social responsibility of higher education campuses*

On the basis of policy and renovation guidelines of higher education and the current law of the Party and the Government, it is necessary to stipulate concretely to grant self-control right, self responsibility for higher education campuses. Higher education campuses are entitled to self control and take self responsibility for activities of operations and services such as: self determination of opened careers; program and volume of knowledge through modules and unit of credits; organization of entrance enrolment, teaching process of a team of lecturer and learning of students; renovation of teaching method, learning and periodically carrying out accreditation, test, inspection and assessment of learning results, organization of writing, editing textbook, reference documents and issuance under the state legal order; issuance, degree awarding and degree cancelation for students after having graduated in all levels trained by the school; organization of scientific research and technological transfer.

Higher education campuses are entitled to set up relations with universities and other training and research institutions in region and over the world on training and scientific research under law and the state regulations such as: Establishment of international cooperation and relations department of each university; having the right to self send and make a decision on missions coming in and going out in accordance with the state law; having the specific policy of school to attract international good experts in support of training and research.

It is necessary to be aware that management classification in higher education is one of the most important and decisive phases to speed and quality of construction and development of higher education system. It is able to say that there is no obvious, coherent and thorough management classification in higher education system, the higher education system is unable to develop and more and more unable to have universities with high quality trademark as well as unable to have universities at international level.

Management classification in higher education at present is urgent and survival condition of universities in Viet Nam. Whether higher education in Viet Nam has soon competitiveness with regional and international higher education or not, whether universities in Viet Nam have soon rankings of advanced universities in region and in the world or not ... it depends partially on contents, quality and rate of management classification in higher education in Viet Nam.

The State needs to create framework of institutions on ensuring social responsibility framework of higher education campuses. Social responsibility framework has focused on liability of higher education campuses for subject groups: i) The State and society in general; ii) learners and family; iii) human resources user of university. Higher education must guarantee for effective implementation of institutional framework, policy and state macro orientation of higher education with focus on quality, equality, meeting requirements for human resources in each development stage. Higher education must be actually responsible for socio economic development of locality and country.

In order to enhance social responsibility of higher education campuses, the Ministry of Education and Training can implement signing of quality assurance with higher education campuses, signing of commitment with association of universities. In addition, it is able to build up the charter on higher education quality with commitment of higher education campuses signed in the charter and must guarantee for quality at the same time will be guaranteed for priorities in development investment [4].

### 3.3. Improving quality of cadre, civil servant aiming at perfecting state management institutions for higher education campuses

Quality of cadre and civil servant will make a decision on quality, effectiveness of state management for higher education campus. In order to create a new change in state management institutions for higher education campuses, cadre and civil servant need to be adequately improved. Improvement of quality of cadre and civil servant has direct impact on quality of institutions and validity of implementation of state management institutions for higher education campus in reality.

In order to raise quality of cadre and civil servant in charge of state management work need to have a plan of training and improvement of cadre and civil servant in charge of state management work on quality of higher education campus with high quality. Every year, the Ministry of Education and Training needs to spend budgetary amount to encourage cadre and students learning abroad in field of accreditation, assessment and improvement of quality and school effectiveness. This will help develop necessary human resources aiming at implementing initiatives and effort in improving quality for higher education of Viet Nam in the future. The training can be implemented in accordance with different types (long term & short-term training, training program with diploma and without diploma...). Together with improving level of cadre and civil servant in charge of state management of quality of higher education campus, it is necessary to pay attention to ethical issue of assignment. Cadre and civil servant must be actually sense of justice and objective in management and assessment process with the spirit of responsibility for work.

### 3.4. Improving work of inspection, control and supervision in state management institutions for higher education campus

Keeping laws and guaranteeing principle in state management institutions for higher education campus; turning the inspection and control process into one of self inspection and control in higher education campuses; ensuring equality and making contribution to improving quality and effectiveness of education in higher education campuses.

Strengthening and guaranteeing self control right and self responsibility of higher education campuses has only actually brought about effectiveness as it is obliged to carry out together with strengthening state management of the Ministry of Education and Training. Organizing inspection and control system of higher education campuses, for ministerial level it is necessary to focus on inspection and control of contents of management namely in compliance with regulations on higher education management. Activities of inspection and control of ministerial level need to have a renovation in form as

well as method of carrying out and guaranteeing for quality however in principle, do not replace activities of inspection and control from education campuses, it is necessary to carry out the guidance of inspection and control work of campuses as well as role of consultant. On the other hand, it is also necessary to pay attention to inspection and control activities at ministerial level. In present period, inspection and control work, it is necessary to focus on state management contents of higher education as well as entrance enrolment work; financial system, cadre management, student management, issue and awarding of degree and certificate and guaranteeing for training quality.

Inspection and control activities need to be renovated in accordance with direction of “consultant” for training process in education campuses. In order to bring into full play of inspection and control work with significance, inspection and control agencies need to have a plan of inspection and control, focus on main point issues such as guaranteeing for suitability with contents and objective, mission of branch and education campus.

It is necessary to attach special importance to building up a team in charge of inspection and control work with full capacity and experience, going ahead and having no reservations in differing and having ethical quality through training, improvement of professional skills, equipping and updating knowledge, skills and learning from experiences of countries with advanced education so that a team in charge of inspection and control work has well completed their work.

#### References:

1. Nguyen Q. A. Some experiences in development and renovation of higher education in China. *Education magazine*, 2004, no. 84, pp. 47-50 [In Vietnamese].
2. Mai N. C. Financial self-control in public universities in Viet Nam. Hanoi: National Economic University Publ., 2008, 171 p. [In Vietnamese].
3. Doan V. D. Improving the state management institutions on higher education quality. *State management magazine*, 2014, no. 6, pp. 49-55 [In Vietnamese].
4. Nguyen B. C. Improving policy of higher education development in Viet Nam at present. Thesis of PhD of Economics. Hanoi, 2009, 235 p. [In Vietnamese].
5. Nguyen D. P., Nguyen H. H. N. University Governance and Models for University of Economics in Vietnam. *Journal of Development and Integration*. Hanoi, January 8, 2013, pp. 63-68 [In Vietnamese].
6. Pham T. N. Higher education quality management. Hanoi: Viet Nam National University Publ., 2000, 287 p. [In Vietnamese].
7. Nguyen A. T. Improving financial management mechanism for universities in Viet Nam. Thesis of PhD of Economics. Hanoi, 2008, 196 p. [In Vietnamese].
8. Nguyen V. L. Quality management of training in institutes and Police academy. Thesis of PhD of education management. Hanoi, 2010, 255 p. [In Vietnamese].

**Nghiem Xuan Dung.** Email: nghiemdung1061987@gmail.com

Date of receipt 24.07.2018

Date of acceptance 10.09.2018

**ПРОБЛЕМЫ ГОСУДАРСТВЕННОГО РЕГУЛИРОВАНИЯ УЧРЕЖДЕНИЙ  
ВЫСШЕГО ОБРАЗОВАНИЯ ВЬЕТНАМА В НАСТОЯЩЕЕ ВРЕМЯ**

DOI: 10.25629/НС.2018.09.11

**НГИЕМ СУАН ЗУНГ**

Институт Народной безопасности. Вьетнам, Ханой

**Аннотация.** В статье рассмотрены проблемы толкования государственного регулирования учреждений высшего образования во Вьетнаме в настоящее время. Правовая система не имеет единообразия, критерии оценки качества высших учебных заведений отсутствуют в стратификации, применение несогласованных стандартов оценки и требований к стандартизации, аппарат государственного управления для высшего образования является фрагментированным, и существует перекрытие между функциями государственного управления и функциями предоставления государственных услуг. На основании анализа существующих проблем, выявлены требования к Вьетнамскому государству в управлении учреждений высшего образования. А также обоснованы необходимые решения совершенствования государственного регулирования учреждений высшего образования во Вьетнаме.

**Ключевые слова:** государственное регулирование, учреждения, высшее образование, управление, стандартизация, Вьетнам.

**Литература:**

1. Нгуен К.А. Опыт развития и обновления высшего образования в Китае // Педагогический журнал, 2004. № 84. с. 47-50. [На Вьетнамском].
2. Мэй Н.Ц. Финансовый самоконтроль в государственных университетах Вьетнама // Ханой: Издательство Национального экономического университета, 2008, 171 с. [На Вьетнамском].
3. Doan V. D. Повышение качества высшего образования в государственных учреждениях управления // Журнал Государственное управление, 2014, № 6, с. 49-55. [На Вьетнамском].
4. Nguyen V. C. Совершенствование политики развития высшего образования во Вьетнаме в настоящее время / Дис. канд. эконом. наук. Ханой, 2009, 235 с. [На Вьетнамском].
5. Nguyen D. P., Nguyen H. N. N. Университетское управление и модели для университета экономики во Вьетнаме // Журнал Развитие и интеграция, Январь 8, 2013, с. 63-68. [На Вьетнамском].
6. Pham T. N. Управление качеством высшего образования. Ханой, Изд-во Вьетнамского национального университета, 2000, 287 с. [На Вьетнамском].
7. Nguyen A. T. Совершенствование механизма финансового управления для университетов Вьетнама / Дис. канд. эконом. наук. Ханой, 2008, 196 с. [На Вьетнамском].
8. Nguyen V. L. Управление качеством профессиональной подготовки в институтах и полицейской академии / Дис. канд. педаг. наук. Ханой, 2010, 255 с. [На Вьетнамском].

**Нгием Суан Зунг.** Email: nghiemdung1061987@gmail.com

Дата поступления 24.07.2018

Дата принятия к публикации 10.09.2018